

SAFE SCHOOL PLAN COVER GUIDELINES

SAFETY COORDINATORS- (Principals, Education Coordinators)

***STEP 1-* Create Schools 2025-2026 Safe School Plan (SSP) with the schools Leadership Team.**

***STEP 2-* Read 2025-2026 SSP Checklist on Page 1.**

Upon completion of creating SSP, please email the full Safe School Plan to lscott@agapeschools.org and CC: vreyes@agapeschools.org (Executive Coordinator for printing and storage)

Your Safe School Plans will be kept on file at the Central Office.

This information will also be burned on a CD for your Administration and Board access.

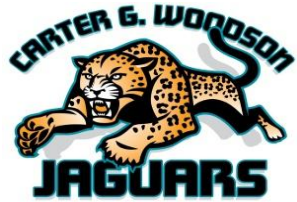
MAKE COPIES OF ENTIRE SAFE SCHOOL PLAN AND DISTRIBUTE TO ALL ON THE SAFE SCHOOL LEADERSHIP TEAM – ALSO KEEP A HARD COPY ON HAND FOR SCHOOL RECORD AND USE

Safe School Plan Checklist

E	CDS Code (pg. 2)
E	Safe School Leadership Team (pg. 7)
E	School Safety Walk (pg. 8&9)
E	Stage II Evacuation fill in & holding areas (pg. 10 & pg. 11)
E	Threat Assessment Management Team (pg. 12)
E	First Aid Responders (pg. 13)
E	Name of person responsible for monthly AED checks (pg. 13)
E	Immediate Care Responders (pg.15)
E	Pandemic Influenza Parent Reunification Plan including: (pg. 16-19)
E	Fire Drill Schedule (pg. 23)
E	Lockdown Drill Schedule (pg. 23)
E	Earthquake Drill Schedule (pg. 23)
E	Lockdown Procedure, Including RUN-HIDE-FIGHT (pg.24) / Reunification Drill (pg. 24)
E	Phone Tree (pg. 25)
E	Campus Visibility Deployment of Staff (pg. 26)
E	Signature Page (pg. 27)
E	Site Evacuation Map – Request site map from Obtain site map from safety plan (insert)
E	Off Campus Evacuation Map (map of site, you can draw route and site, give name and address)
E	E Mail your entire completed Safe School Plan to lscott@agapeschools.org (Dr. Scott will forward to district after School Site Council approval)

E=Electronically

Note: Print hard copies of entire plan (pages 1-50) including Threat Assessment Procedures and Protocol - give to your administration and leadership teams.



**Carter G. Woodson Public Charter Schools
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
At Carter G. Woodson Public Charter School
CDS Code
10-62166-1030840
From: 2025 TO 2026**

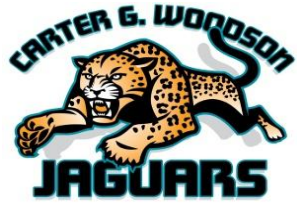
AGAPE SCHOOLS Core Belief: A safe learning and working environment is crucial to student learning.

Contact Person: Angela Brannon, Darnell Taylor, Dr. Linda Scott

Position: Principal, Director of Operations, Chief Executive Officer

Telephone Number: 559-229-3529, 559-229-3529, 559-486-1166

E-Mail address: GGordoa@agapeschools.org, dtaylor@agapeschools.org, lscott@agapeschools.org



Carter G. Woodson Public Charter School
Comprehensive Safe School Plan

Agape Board of Directors

Everett Cowings Jr. - President

Gloreta Johnson - Secretary

Christina Rodriguez – Treasurer and Parent Representative

Principal, Carter G. Woodson

Angela Brannon

Chief Executive Officer

Dr. Linda Scott

Director of Operations

Darnell Taylor

Emergency Response Coordinators

Angela Brannon

Darnell Taylor

Dr. Linda Scott

February 2025

Purpose and Scope

The Agape School District Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a Agape School facility.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact Dr. Linda Scott, Agape Communications Office as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District Safety Team.

Safe School Leadership Team (SSLT)

Each Agape facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Principal and/or designee, office manager, school nurse, SRO / SNRO / Probation Officer (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

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

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.

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

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

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

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

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

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

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

- 1) Child Abuse – See Board Policy 5141.4
- 2) Disciplinary Steps (Ed. Code 48975©, Ed. Code 35291, Ed. Code 35291.5) – See Student Handbook Page 23,36
- 3) Teacher Notification of Dangerous Pupils – See Student Handbook Page 22
- 4) Discrimination / Sexual Harassment –See Student Handbook Page 28,59,73
- 5) Dress Code – See Student handbook page 45 Woodson Page 48
- 6) Hate Crime Reporting – See Student Handbook Page 26,31

Directions

1. Establish:

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

2. Complete School Safety Walk

3. Stage 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Angela Brannon or Dr. Linda Scott at abrannon@agapeschools.org and lscott@agapeschools.org

4. Stage 2 Off campus evacuation (map of site and plan).

5. Establish:

- ✓ 2025-2026 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)
- ✓ 2025-2026 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
- ✓ 2025-2026 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
- ✓ 2025-2026 Reunification Drill – Two times during the school year
- ✓ School Phone Tree
- ✓ Visibility of staff deployment plan

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

7. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development. (The SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve the plan.

8. Submit electronically your Comprehensive Safe School Plan to abrannon@agapeschools.org and lscott@agapeschools.org Cabinet Administration. Completed plans must be submitted no later than March 1 of the school year.

Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on the staff available, team members may serve multiple roles. For example, the principal may serve as both incident commander and Operations officers etc.

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

Safe School Leadership Team

		Name	Phone
Incident Command	Principal	Angela Brannon	559-229-3529
	1. Alternate	Micheal Vasquez	559-229-3529
	2. Alternate	Dr. Linda Scott	559-230-3073
Planning/Intelligence	Director of Operations	Darnell Taylor	559-681-6986
	1. Alternate	Angela Brannon	559-229-3529
	2. Alternate	Teresa Martinez	559-229-3529 or 559-930-6220
Operations	Director Of Operations	Darnell Taylor	559-681-6986
	1. Alternate	Angela Brannon	559-229-3529 or 559-960-6624
	2. Alternate	Michael Vasquez	559-259-0248
Logistics	Director of Operations	Darnell Taylor	559-681-6986
	1. Alternate	Teresa Martinez	559-229-3529 or 930-6220
	2. Alternate	Angela Brannon	559-229-3529
Administration/Finance	Chief Executive Officer	Dr. Linda Scott	559-230-3073 or 559-486-1166
	1. Alternate	Darnell Taylor	559-681-6986
	2. Alternate	Diane Padilla	559-230-3001
Other	Kitchen Manager	Annalisa Benavidez	559-229-3529
	1. Alternate	Dale Lima	559-274-3740
	Student Support Counselor	Decovan Sconiers	559-229-3529
	1. Alternate	J lrydqqd#dud#	559-229-3529 or 559-360-8140

	Classified Staff Member		
	1. Alternate	Alexandra Mendoza- Martinez	559-229-3059
	1. Alternate	Dale Lima	559-229-3529

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the “Safety Walk” of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc... This information is vital in the development of your Safety Plan. The “Safety Walk” should be done twice a year. Once at the start of the school year and once during the second semester.

<i>Exterior of School Building</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
Gates - lockable	x		
Fences - stable and no broken areas	x		
Appropriate school zone signs in position	x		
Free of graffiti	x		
External utilities secured and locked	x		
Roof hatches secured and locked	x		
Shrubs trimmed	x		
Doors and windows in working order and lockable from inside	x		
Outdoor lighting illuminates all areas of use during night hours	x		
Exterior security cameras have clear views, no blocking from landscape, trees, etc.	x		
Exterior security cameras in good working order where applicable	x		
PA system in good working order and can be used outdoors (i.e. field area)	x		
Playground equipment safe and fall-protection material placed on the ground below equipment	x		
Athletic facilities & external building are secured & illuminated at night	x		
Dumpsters and garbage cans are secured	x		

Parking lots are well-lit	x		
No parking zone within 5ft. of the building	x		
Sidewalks free from cracks and tripping hazards	x		
Fields are free from potholes	NA		
Bike racks secured and placed in a locked cage	NA		
Gym bleachers are safe and in working condition	NA		
<i>Interior of School</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
Doors and windows are in working order and lockable from inside	x		
Exit lights in working order	x		
Universal evacuation signage is posted in every room near the door and in hallways	x		
The Central Monitoring Station's number is posted in every room	x		
Computer/server rooms secured and appropriately ventilated	x		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	x		
Visitors pass protocol is in effect	x		
Staff wear ID badges	x		
Students are issued ID badges (grades 7-12)	x		
<i>Classroom</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
Classroom emergency guide is posted	x		
Emergency folders are easily accessible	x		
Evacuation map is posted	x		
Classroom phone has the emergency phone # sticker	x		
Doors and windows are lockable from the inside	x		
Peepholes are installed	N/A		
<i>Equipment Needs</i>	<i>Have enough</i>	<i>Need</i>	<i>How many?</i>
Vests	x		
Radios	x		
Crossing guard signs	N/A		
Cones for parking	x		

Caution signs	X		
Golf carts	N/A		
First aid kits	x		
Other	x		

BP 2250 Principal's Designee

NOTES: N/A means we do not have the item or need for an item such as an athletic facility on campus.

Stage One (On Campus) / Stage Two (Off Campus) Evacuation Plans

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

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

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

Stage One Evacuation Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe School Leadership and can be created on Google Earth. Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area
 - Press area
- ❑ Teams
 - Crisis Response Team
 - Student Release Team
- ❑ Emergency cards (Always ready to be taken to student release area)

- ❑ Parent/Guardian sign out log or forms
- ❑ Impaired mobility list (Location of these students throughout the school day)
- ❑ Classroom evacuation materials (laminated guides, "go bags", binders or boxes that teachers will carry along with their roll books must be located in a standard site in all classrooms. Recommended placement to be next to the classroom exit).
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE - Target Shopping Mall Parking Lot

ALTERNATE SITE - _____

Contact Person: Dr. Linda Scott Phone: 559-704-9011

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

Elementary N/A

SPED _____

Pre-school/Kinder _____

Primary _____

Upper _____

ED _____

Secondary

7th Back Parking Lot

9th Back Parking Lot

11th Back Parking Lot

8th Back Parking Lot

10th Back Parking Lot

12th Back Parking Lot

SPED _____

PACE _____

Ed Code 7 Delegate of Powers

**Fresno Unified School District
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)**

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

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

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

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the Agape 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Angela Brannon	Administrator-Principal	Darnell Taylor	Director of Operations
Diane Padilla	Dean of Schools	Ms. Rumerfield FUSD School Psychologist	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment
Tressa Martinez	Lead Guidance Counselor Coordinator	Micheal Vasquez	Vice Principal

FIRST AID RESPONDERS

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

The following staff members are designated emergency first aid responders for the **2020-2021** school year at Carter G. Woodson School.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
X	X	2/26	Angela Brannon	Principal	559-229-3529
x	x	5/26	Michael Gifford	Teacher/Coach	559-229-3529
X	X		Jordan Stowers	Student Support Counselor Coordinator/ASP	559-229-3529
x	x		Elena Betancourt	Medical Pathway Instructor	559-229-3529
X	X	4/26	Michael Vasquez	Vice Principal	559-229-3529
X	X		Decovan Sconiers	Lead Student Support Counselor	559-229-3529

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

NAME Giovana Lara	TITLE Student Support Counselor
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First Aid Responders Coverage (for those responsible for students)

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

Name	Title	Room/Phone
Ryan Crew	Teacher- Science	559-229-3529

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

The guidelines and first aid supplies are in the health office. Additional supplies (red 1st aid bags) are in the front registration area.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS

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

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

IMMEDIATE CARE RESPONDERS

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

The following staff members are designated Immediate Care Responders for the **2020-2021** school year at Carter G. Woodson school.

NAME	TITLE	ROOM/PHONE
Angela Brannon	Principal	559-229-3529
Darnell Taylor	Director of Operations	559-229-3529
Elena Betancourt	Teacher -Medical	559-229-3529

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

Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High schools have two bags. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are in the health office (high schools should store the second bag in the gym or shop areas or in the Safety Coordinators office.

Communication

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

Primary School Two Way Radio

Alternate Phone- Dr. Linda Scott, CEO

Alternate _____

Agape School District Pandemic Influenza Management Plan

The Agape School District Pandemic Influenza Management Plan consists of several components including the Agape Unified School District Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the Agape Comprehensive Safe School Plan and other components. In order to ensure efficient and effective emergency management, the Agape Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

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

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

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

Public Employees as Emergency Disaster Workers

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

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

1. Agape School District assumes the following responsibilities:
 - a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.
 - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
 - c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
 - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.
 - e. Develop and implement support plans for Health Clinics designated to be used as “immunization clinics” or “flu clinics” to triage/evaluate and/or treat influenza patients not requiring hospital care.
2. Each Agape School assumes the following responsibilities:
 - a. The Principal/Designee will develop a response plan that will:
 - Identify chain of command in case of illness with a minimum of 2 backups.
 - Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
 - Review procedures for sending ill individuals’ home and adjust if necessary.
 - Report on the number of staff and students daily absent with pandemic flu to the Agape School Chief Information Officer.
 - Designate office staff who will document actions taken.

- Working with the Agape Communications Office, provide information to all stakeholders on the extent of infection at school sites and potential changes that might take place at school.
- b. Develop a recovery plan that provides support for education and emotional support for staff and students. If there is a loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents) Double Story Building _____

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all the appropriate documentation such as sign-out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
 - a) 1 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
 - b) 1 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
 - c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

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

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK (list corresponding letter from above)
Angela Brannon-Principal	Jennifer Avedian	Data Instructional Coordinator	Ensure all students are accounted for by roll sheets
Alexandra Mendoza- Martinez – Lead Registrar	Vanessa Morales	Registrar	Make calls to parents to pick up and release information
Jennifer Avedian- Education Coordinator	Michael Vasquez	Vice Principal	Supervision and Safety Protocols-sign out forms
Giovanna Lara – Student Support Counselor	Decovan Sconiers (Lead)	Lead Student Support Counselors	Supervision and Safety Protocols-sign out forms
Tressa Martinez-Lead Guidance Counselor Coordinator	Miguel Carrasco	Guidance Counselor	Ensure all students are accounted for by roll sheets
Dr. Linda Scott- CEO	Darnell Taylor	Director of Operations	Media Response, Resolution for parent complaints

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regular updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
 - b. An alternative system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the principal (or authorized person) and the Superintendent (or designer).
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
 - Notify the Central Monitoring Station at 486-1166 of the emergency and media response. Notify the District Public Information Officer who will notify the Instructional Superintendent and the Emergency Planning Manager.
 - Follow the directions of the Instructional Superintendent. Only the Superintendent or designee and the District Public Information Officer or designer is authorized to release information. **All other personnel should cordially refer the media to the District Public Information Office (486-1166).**
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Ensure that the emergency phones (brown or red) are in working order and precautions are taken to keep that number private.
 7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)
 8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
 9. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.

- b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
11. Plans alternate classroom evacuation routes if standard routes are obstructed.
12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

Satellite Program	Principal/Supervisor	Phone
Carter G. Woodson Public Charter-3333	Dr. Linda Scott	559-486-1166 or 559-704-9011
Carter G. Woodson Public Charter-3331	Angela Brannon	559-229-3529

PC 627.2 Registration by Outsider
 Ed Code 32211 Threatened disruption/interference with students
 BP 1112(a) CF Visits to Schools

Per Board Policy 6114.1 *The principal also holds fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).*

2025-2026 Fire Drill Schedule

Month	Date	Time
July		
August	28th	10am
September	24th	12 pm
October	28th	10 am
November	30 th	ASP 3:00 pm
December		
January	28 th	10 am
February	20 th	11 am
March	18 th	2:00 pm SB only
April	15 th	10 am
May	27 th	ASP 3:00 pm
June		

2025-2026 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time
Before/After School	September 11	10AM
Lunch	March 26	12PM
Instructional Time	February 10	1PM

2025-2026 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

Date	Time
October 17	10:17 AM
April 24	1PM

2025-2026 Bus Emergency Evacuation Drills

Semester	Date	Time
Fall	September 10	9:00 a.m.
	October 16	2:00 p.m.
Spring	April 8	9:00 a.m.
	April 9	2:00 p.m.

2025–2026 Reunification Drill

First Semester	Date	Time
	November 4	11AM
Second Semester	Date	Time
	March 26	1PM

As soon as the drill is completed fill out the Drill Reporting Template that has been sent out to the Safety Coordinator for your site.

Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT

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

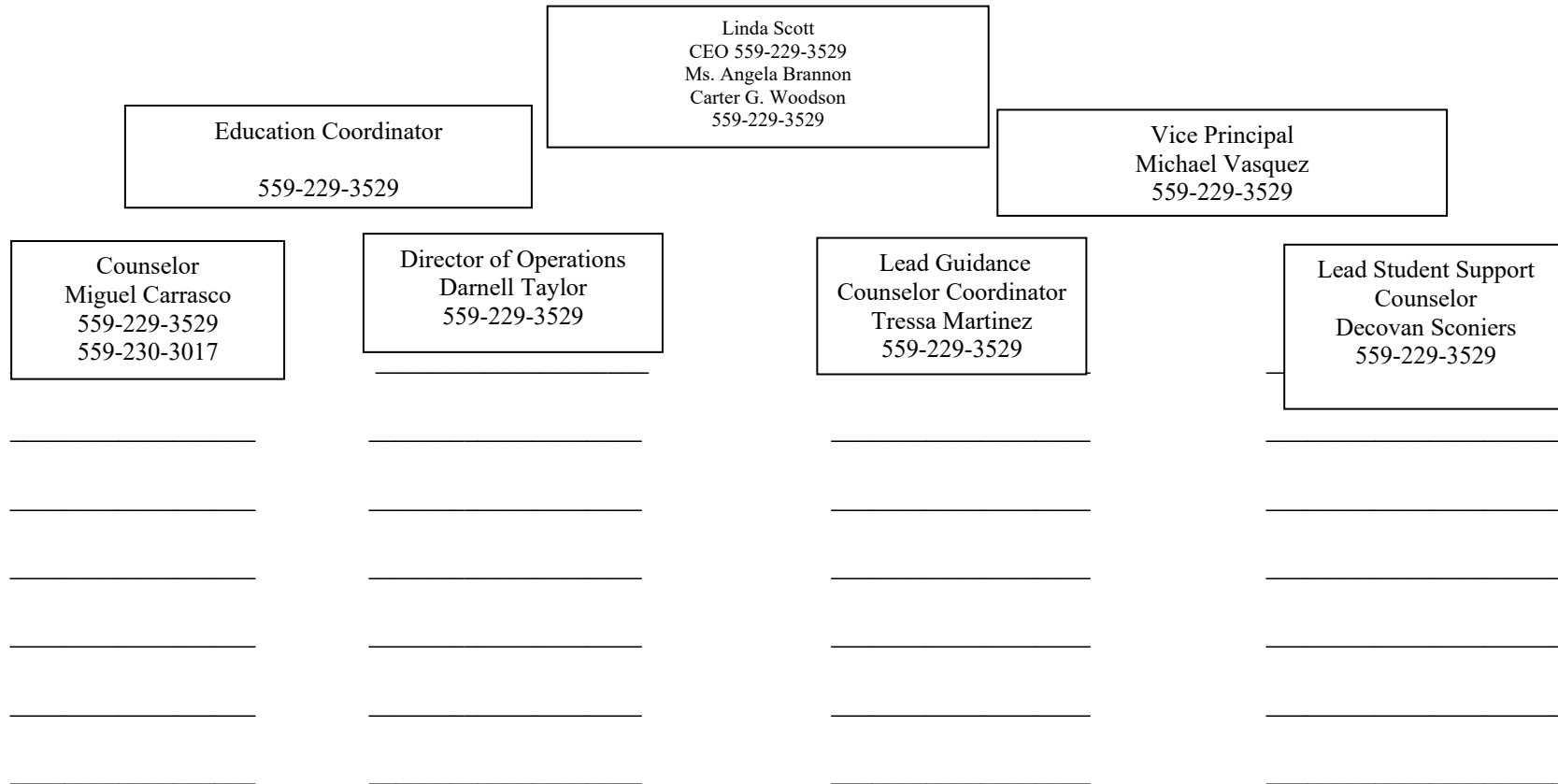
1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, **RUN-HIDE-FIGHT** in the event of an Active Assailant. **RUN:** If a safe path is available. **HIDE:** If you cannot get out safely. **FIGHT:** If your life is in danger. An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. The school nurse will oversee emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: _____).
In the nurse’s absence ___Angela Brannon___ be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. Mrs. Alexandra Mendoza- Martinez, and Ms. Padilla, will serve as emergency locators to notify parents, guardians, and/or doctors of injured people.
5. The principal or designee will identify a person to serve as public information contact under the direction of the District Communications Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following action:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the outside room until students are in rooms
 - Lock doors and follow classroom emergency guide instructions
 - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks
 - Students are to remain in the classroom until the all-clear signal is given
9. If gunfire is heard, everyone should be instructed to get under desks and away from windows.
10. School staff should stay until the crisis is declared over

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

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

PHONE TREE

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



Position	Name	Before/After School Location	Lunch Location	Recess/Passing Location
Independent Study				
Principal	Angela Brannon	Bus Stop at Bond and Shields	Quad	Front of 3331 Building
Counselor	Miguel Carrasco	Front and Side Parking Lot	Quad	Front of the Building
Lead Guidance Counselor	Tressa Martinez	Quad Area	Cafeteria	SS Hallway/Bathroom
Vice Principal	Michael Vasquez	Hallways	Halls	Halls- Quad
SSC Coordinator	Decovan Sconiers			
Middle School Campus	Name	Before/After School Location	Lunch Location	Recess/Passing Location
Principal	Angela Brannon	Front and Side Parking Lot	Quad	Front of 3331 Building
Counselor	Miguel Carrasco	Target Parking Lot	Halls	Front of the building
Teacher	Phillip Brezine	Quad Area	Quad	Downstairs
Ed. Coordinator	Jennifer Avedian	Back Stairwell Area	Upstairs	Upstairs
Safety Lead ~ Medical	Elena Betancourt	Registration Area	Registration	Registration
SSC	Giovanna Lara	Front Gate	Quad/Near Gates	Quad/Near Gates
SSC Coordinator	Michael Vasquez	Quad	Quad	Quad
High School Campus	Name	Before/After School Location	Lunch Location	Recess/Passing Location
Principal	Angela Brannon	Quad	Quad	West End Parking
Teacher	Phillip Brezine	Quad	Quad	East parking lot
Lead Guidance Counselor	Tressa Martinez	Quad	Restroom	Restroom
Counselor	Consuelo Maravilla	Quad	Front Gate Area	Front Gate Area
Registrar	Vanessa Morales	Registration	Restroom	Restroom
SSC	Lara Giovanna	Quad	Quad	Quad
SSC Coordinator	Decovan Sconiers			
Counselor				
Campus Culture Director				
Athletic Director				
Safety Assistants				
Teachers	All Teachers	Parking- halls - Lobby	Parking Lot- Bathrooms	Parking Lot- Bathrooms

Campus Visibility Deployment of Staff

Recommendations and Assurances

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

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

Attested:

Angela Brannon
Typed name of school principal

Signature of school principal

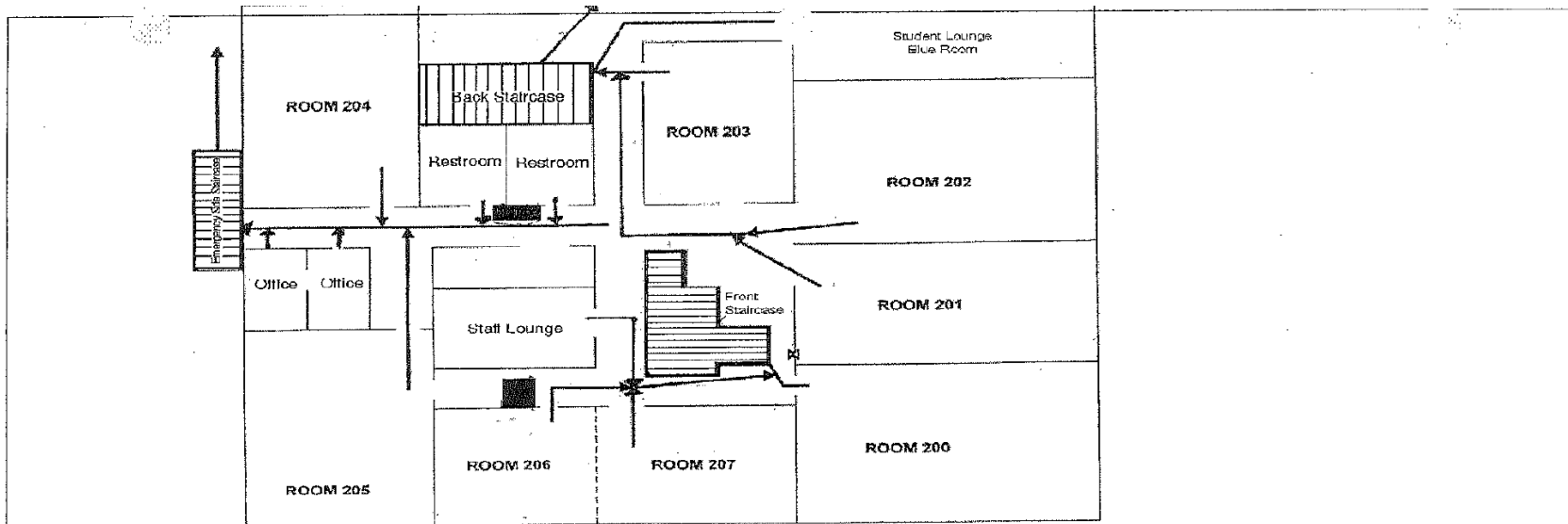
Date

Alexandra Mendoza- Martinez
Typed name of SSC chairperson or Designee

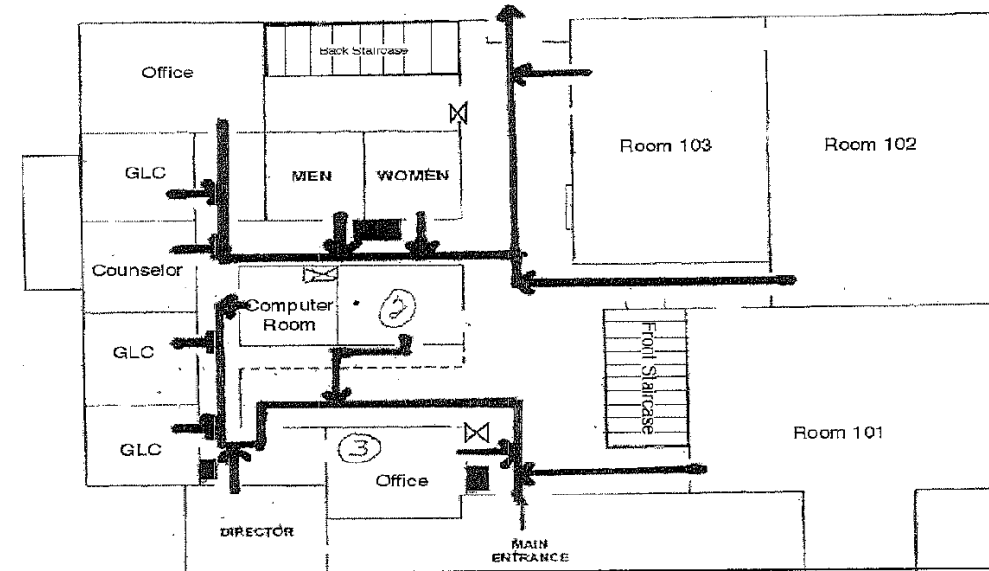
Signature of SSC chairperson or Designee

Date

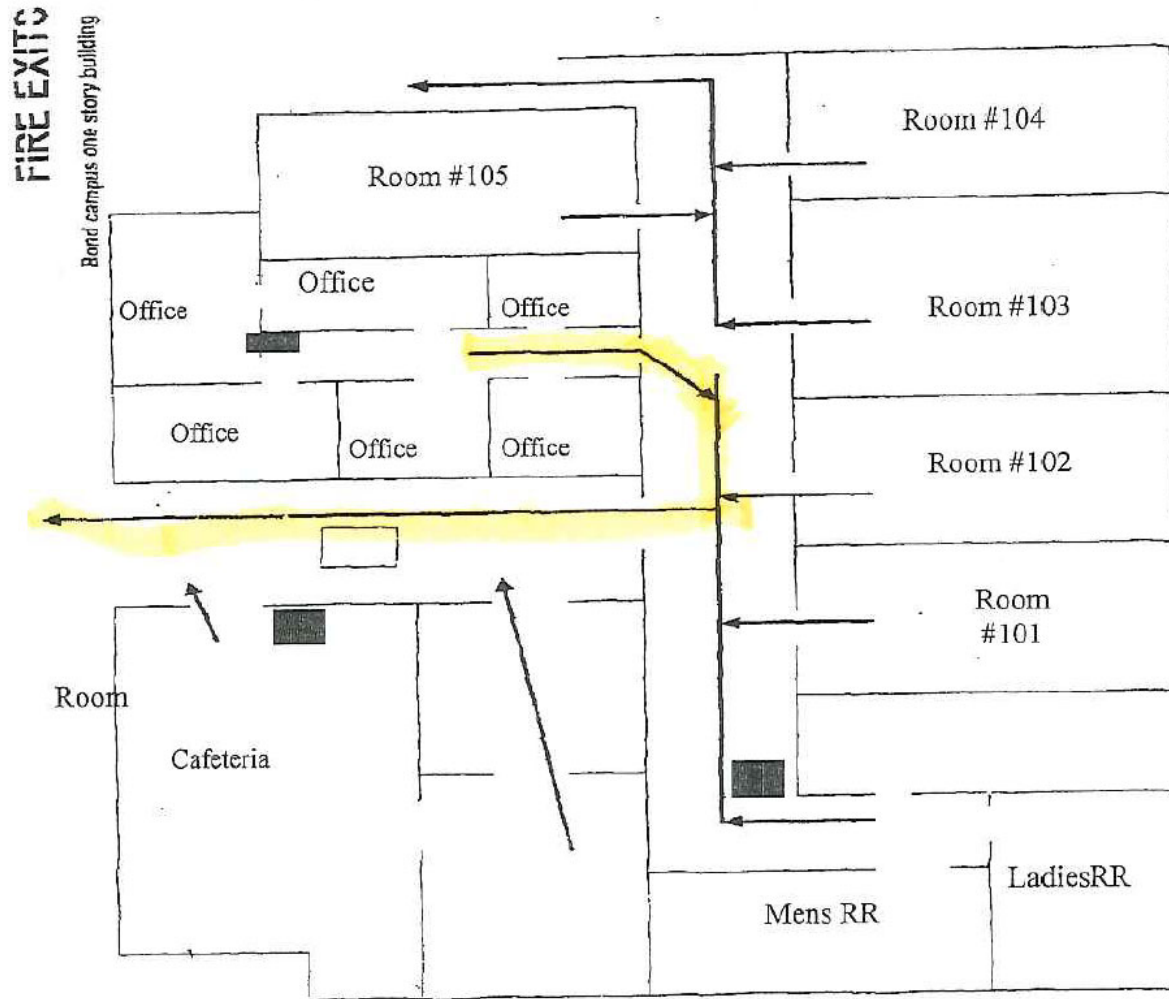
Carter G. Woodson
3333 N. Bond



MAP
Bond first floor of
2 story building



Carter G. Woodson
3331 N. Bond



District Emergency Phone Numbers

AGAPE SCHOOLS Safety Office Emergency Services 559- 486-1166
AGAPE SCHOOLS Emergency Services 559-704-9011 (24 hours a day)

Superintendent

559-230-3073 704-9011 Dr. Scott

Health Services

559-486-1166 4102

Agape Bus Transportation

559-486-1166 or 237-4100

School Site Utilities Location (water, power, gas)

559-486-1166

Psychological Services Crisis Intervention Team

559-457-3220

Emergency Planning/Crisis Response, Safe School Manager

559 229-3529 Darnell Taylor 559 230-3073 or 559 704-9011 Dr. Scott

Mental Health Services

559-230-3073

Community Relations

559-704-9011 Dr. Scott

Environmental Services

559-457-3043

Information Technology-Network Engineering

559-229-3529

Technology Services

559-229-3529 or 230-3073

STAFF CRISIS MANAGEMENT PLAN

(specific safety procedures)

Please include in this section school site safety procedures and pertinent information from these procedures on the template pages in the Safe School Plan. It is recommended that your account for the School Resource Officer and Probation Officer on campus as well as the personnel that make up the multi-disciplinary team at your site.

These key individuals, as well as other personnel who provide services to students and staff on campus, should review the Safe School Plan.

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Shelter In-Place
2. Building Evacuation
3. Duck, Cover and Hold
4. Lockdown

Each procedure should contain the following elements:

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

**Carter G. Woodson DISTRICT AUTHORIZER
2-WAY RADIO PROCEDURES**

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

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

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

**Carter G. Woodson Public Charter Schools
THREAT ASSESSMENT PROCEDURES**

Carter G. Woodson Public Charter Schools
THREAT ASSESSMENT PROCEDURES

E.C. 48900.7

Suspension: Terroristic Threats

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

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM (STAT)

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- Law Enforcement or security staff
- School Nurse, School Social Worker, or other staff designated by the school Principal

DISTRICT THREAT ASSESSMENT TEAM (DTAT)

Contacting Communications Department/Public Information Officer triggers the DTAT

The DTAT will consist of:

- Director of Risk Management or designee
 - Instructional Assistant Superintendent for the school site
 - AGAPE SCHOOLS Emergency Planning Crisis Response (EPCR) Manager
- And when appropriate:
- District Hearings Officer, Department of Prevention and Intervention
 - District Legal counsel

STEP ONE: EVALUATE THE THREAT

Referral to Administrator:

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

STEP TWO: TRANSIENT OR SUBSTANTIVE?

STAT determines whether the threat is **transient** or **substantive**:

Factors to consider when determining type of threat:

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

TRANSIENT

SUBSTANTIVE

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

WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE
STEP THREE: RESPONDING TO THE THREAT

STAT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT

TRANSIENT THREAT

Responding to transient threat:

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

SUBSTANTIVE THREAT

Responding to substantive threat:

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

SERIOUS SUBSTANTIVE THREAT

Responding to **serious** substantive threats:

Immediate responses:
 Take precautions to protect potential victims
 May consult with law enforcement
 Notify intended victim and victim's parents
 Notify students' parents
 Additional interviews as needed (parent, teacher, witnesses)
 Take disciplinary action consistent with school policy
 Determine appropriate intervention for student, such as counseling, or dispute mediation
 Follow up to verify that threat has been resolved, and intervention is in progress

Schedule follow up contact with students to assess current risk and update behavior and wellness plans
 Document behavior and wellness plans on the Student Threat

VERY SERIOUS SUBSTANTIVE THREAT

Responding to **very serious** substantive threats:

Immediate responses:
 Take precautions to protect potential victims
 If suicide, take precautions to protect students
 Contact Communications department/Public Information Officer of incident 486-1166
 Consult with law enforcement promptly
 Notify intended victim and victim's parents
 Notify students' parents
 Determine safety during student suspension

Determining safety: Site Threat Assessment Team (STAT) Safety evaluation conducted by a team:
 Principal/Administrator leads the team
 School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
 Additional interviews: parents of student, teacher, additional witnesses
 Police Department – expands range of options in dealing with threats of violence

Inquiry form	
SERIOUS SUBSTANTIVE THREAT	VERY SERIOUS SUBSTANTIVE THREAT Revised 5-10-12
	<p>Threat assessment/safety evaluation must be completed immediately. Outcome of threat assessment determines disciplinary action.</p> <p>Contact AGAPE SCHOOLS Discipline Office (486-1166) for disciplinary recommendations.</p> <p>Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high-level threat of suicide, the Student Wellness Team/WI5150 process will result. Student Wellness plan developed: (see supplement) Prior to student's return to campus Interventions and responsible parties outlined The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan Review Action Plan Determine whether interventions are appropriate Schedule follow up contact with student to assess current risk and update plan</p>

Document student's plan on the Threat Inquiry worksheet

**Agape School District
Student Threat Inquiry
CONFIDENTIAL**

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

Refer to the AGAPE SCHOOLS Threat Assessment Procedures when completing this form.

Team Members: Site Administrator (Lead), District Mental Health Professional (School Psychologist/SAP), School Nurse, School Social Worker, and other members as appropriate (District Safety/Security staff and/or Law Enforcement).

School Site: Carter G. Woodson

Site Administrator:

Name: Angela Brannon Position Principal

Signature: Angela Brannon

Team Members:

Name: Teresa Martinez Position: Lead Guidance Counselor Coordinator Signature: *Teresa Martinez*

Name: Michael Vasquez Position: Vice Principal Signature: *Michael Vasquez*

Name: Alexandra Mendoza- Martinez Position: Lead Registrar Signature: *Alexandra Mendoza- Martinez*

Name: Decovan Sconiers Position: Lead Student Support Counselor Signature: *Decovan Sconiers*

- ***Do not place in cum or any permanent student record folder
- *** Send the original Threat Assessment Inquiry form to the AGAPE SCHOOLS Safety Office:
- *** Keep a copy filed in the Administrator’s confidential file

Step One (IDENTIFY): Gather Facts and Evidence

Student Name: _____ Student Number: _____ School: _____

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

Who Reported Threat? _____ Location of Threat: _____

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

*Complete separate interviews with all parties involved

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

*Obtain separate written statements from all parties

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

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

Complete Interviews with all parties involved

Interview of Student who made threat

Name: _____ Grade: _____ Date: _____

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

Guiding Questions:

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

Notes:

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

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

_____ Recipient/Target

_____ Witness

Date: _____

Name: _____ Grade: _____

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

Guiding Questions:

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

Notes:

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

Student Who Made Alleged Threat

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

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

Number of Targets/Recipients of Threat:

- | | | | | |
|--------------------------|-----|--------------------------|----|------------------------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient another student? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient a District employee? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient a Parent? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Other recipient? _____ |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Records Reviewed? |

Witness(es) to Alleged Threat

Number of Witnesses:

- | | | | | |
|--------------------------|-----|--------------------------|----|----------------------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness another student? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness a District employee? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness a Parent? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Other witness? _____ |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Records Reviewed? |

Summary of key findings from STEP ONE:

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

Step Two (ASSESS): Transient or Substantive?

*Factors to consider when determining the type of threat:

*Age of student

*Capability of student to carry out the threat

*Student's discipline history

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

*Credibility of witness accounts

TRANSIENT

SUBSTANTIVE

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

List facts and evidence used to assess type of threat:

STAT determination on type of threat

Transient: _____ or
(Complete Step Three – Transient)

Substantive
(Complete Step Three – Substantive)

Serious:
Very Serious

(When in doubt, consider threats as substantive)

Step Three (MANAGE): Responding to Transient Threat

TRANSIENT THREAT

Responding to transient threat:

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

Interventions

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

Disciplinary Action (as deemed appropriate by site Administrator)

- | | | | | |
|--------------------------|-----|--------------------------|----|--|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Parent Conference |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Detention (number of days): <input style="width: 30px;" type="text"/> |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Consultation with Discipline Office |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Suspension (number of days): <input style="width: 30px;" type="text"/> |

Other Disciplinary Action (please list):

Manage/Follow up (If applicable)

- | | | | |
|--------------------------|--|-------|--|
| <input type="checkbox"/> | Assign Case Manager | Name: | <input style="width: 300px;" type="text"/> |
| <input type="checkbox"/> | Follow up on Implementation of Behavior Support Plan | Date: | <input style="width: 150px;" type="text"/> |
| <input type="checkbox"/> | Follow up on referral to outside counseling | Date: | <input style="width: 250px;" type="text"/> |

Transient Threat ---- Stop Here

Student Inquiry form:

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

* Send original Threat Assessment Inquiry form (including written statements) to the FUSD Safety Office

Attention: Emergency Planning Crisis Response (EPCR) Manager

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

Step Three (MANAGE): Responding To Substantive Threat

SUBSTANTIVE THREAT

Responding to substantive threats:

Immediate responses:

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

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

- Contact Communications department/Public Information Officer of incident 704-9011, Dr. Scott
- Consult with law enforcement promptly
- Determine safety during student suspension
 - Principal/Administrator leads the STAT team
 - School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:
 - Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide, the Student Wellness team/WI 5150 process will result. ***Refer to AGAPE Threat Assessment Procedures document.***

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

Response to Threat (as deemed appropriate by site Administrator)

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

Other Disciplinary Action (please list):

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

Interventions

- Yes No School based counseling
 Yes No Alter schedule of students to increase supervision or minimize contact with recipient
 Yes No Change in transportation (bus suspension, special transportation, etc.)
 Yes No Referral to outside mental health agency (counseling/therapy with outside mental health provider)
 Yes No Student Wellness Plan
 Yes No Behavior Support Plan

Other Disciplinary Action (please list):

Disciplinary Action (as deemed appropriate by site Administrator)

- Yes No Parent Conference
 Yes No Detention (number of days):
 Yes No Consultation with Discipline Office
 Yes No Suspension (number of days):

Other Disciplinary Action (please list):

Manage/Follow up (If applicable)

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

Student Inquiry form:

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

* Send original Threat Assessment Inquiry form (including written statements) to the FUSD Safety Office

Attention: Emergency Planning Crisis Response (EPCR) Manager

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

Student Who Made Alleged Threat	Victim/Recipient of Alleged Threat
Grade: _____ Gender: Male _____ Female _____ Race: Causasian _____ African Am _____ Hispanic _____ Asian _____ Other _____ SPED (if applicable): SLD _____ OHI _____ MR _____ ED _____ Other _____ File Reviewed Yes _____ No _____ _____ Yes _____ No Had or sought accomplices _____ Yes _____ No Reported threat as a specific plan _____ Yes _____ No Written plans/lists/drawings _____ Yes _____ No Repeated threat over time _____ Yes _____ No Weapon used in threat _____ Yes _____ No Student & recipient had prior conflict (>1 day) _____ Yes _____ No Student previously bullied the recipient	Number of Victims: 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____ Primary Recipient: Student _____ Teacher _____ Parent _____ Administrator _____ Bus Driver _____ Other _____ Grade (if applicable) _____ Gender: Male _____ Female _____ Race: Causasian _____ African Am _____ Hispanic _____ Asian _____ Other _____ SPED (if applicable): SLD _____ OHI _____ MR _____ ED _____ Other _____ File Reviewed Yes _____ No _____

Additional Responses to Threat

Yes No Law enforcement consulted
 Yes No Law enforcement contact with student who made threat
 Consequences of legal action (probation, detention, release into parent's custody, etc.) _____
 Yes No Mental health screening conducted by school-based staff
 Yes No Referred for additional assessment (completed by DCFS, FCMH, probation, etc.) _____
 Yes No Parent of threat recipient notified of threat (if specific)
 Other Response (please list) _____

Disciplinary Action

Yes No Parent Conference
 Yes No Detention (number of days) _____
 Yes No Suspension (number of days) _____
 Other Disciplinary Action (please list) _____

Interventions

Yes No School based counseling
 Yes No Alter schedule of student to increase supervision or minimize contact with recipient
 Yes No Recommendation to Alternative Educational placement
 Yes No Change in transportation (bus suspension, special transportation, etc.)
 Yes No Referral to Mental Health Services
 Yes No Outpatient Mental Health Services (counseling/therapy with outside mental health provider)
 Yes No Conflict Mediation
 Yes No Student Wellness Plan
 Yes No Behavior Plan
 Other safety precautions (please list): _____

Agape Schools Student Wellness Plan

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

Description of Incident

Support Plan

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

 Parent/Guardian

 Administrator

 Name/Agency

 Name/Agency

 Date

 Date

 Date

 Date

 Parent/Guardian

 Student

 Name/Agency

 Name/Agency

 Date

 Date

 Date

 Date

Sources of Information

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

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

THREAT ASSESSMENT: FLOW CHART, GUIDELINES, PROTOCOL, & WORKSHEET

Fresno Unified School District
Special Education
Psychological Services, 2003

GUIDELINES FOR STUDENT THREAT ASSESSMENT

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

THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE

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

COLUMBINE: A PSYCHIATRIC AUTOPSY

A & E Investigative Reports
The Arts and Entertainment Network, 2002

Fresno Unified School District

Special Education
Psychological Services
January 2003

REMOVAL OF STUDENT FROM SCHOOL

DURING SCHOOL HOURS

The student was removed from _____ School during school hours by _____

(School)

(Department)

(Title)

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

(Student's Name)

(Birthdate)

(Age)

(Parent/Guardian's Name)

(Address)

(Phone)

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

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

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

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

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

Date _____ Time _____

(Signature of Principal/Designee)

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

**BOMB THREAT ASSESSMENT
WORKSHEET**

CALLERS VOICE

- Calm Nasal
- Angry Stutter
- Excited Lisp
- Slow Raspy
- Rapid Deep
- Soft Raged
- Loud Clearing Throat
- Laughter Deep Breathing
- Crying Cracking Voice
- Normal Disguised
- Distinct Accent
- Slurred Familiar

If familiar, who did it sound like?

BACKGROUND SOUNDS

- Street noises Factory machinery
- Outside noises Animal noises
- Voices Clear
- PA System Static
- Music Office machinery
- House noise Other

REPORT CALL IMMEDIATELY TO:

- 1. **Communications 704-9011**
- 2. **Safety & Security 486-1166**
- 3. **Police Department 911**

THREAT LANGUAGE

- Well spoken Incoherent
- (educated) Taped
- Foul Message read by threat maker
- Irrational

Remarks: _____

REPORT CALL IMMEDIATELY TO:

Phone Number _____

QUESTIONS TO ASK

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

EXACT WORDING OF THREAT

Race _____
 Age _____
 Length of Call _____

Number at which call is received from _____

Time: _____

Date: _____ / _____ / _____

NAME: _____ **SCHOOL OR DEPT:** _____ **POSITION:** _____ **PHONE:** _____