### Comprehensive School Safety Plan
School Year: 2019-20

**School:** Pinkham Elementary School

<table>
<thead>
<tr>
<th>Current Strategies in Place to Insure Physical Safety Of Students and Staff</th>
<th>Assessment Issues or Concerns related to Physical Safety of Students and Staff</th>
<th>Safe School Plan additional strategies to address Physical Safety of Students and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review and implementation of VUSD school Code of Conduct with students 2. Review bus safety and acceptable bus behavior 3. Review acceptable playground and cafeteria behavior 4. Review the Safe School Plan and Redi Plan with all staff 5. Provide staff with a review of necessary drill procedures 6. Conduct fire drill, lock down drills and earthquake drills 7. Maintain school discipline records 8. Apply procedures for teacher notification of student who have been suspended or expelled 9. Comply with child abuse reporting procedures 10. Comply with sexual harassment policies for students and staff 11. Maintain a district-wide dress code that prohibits gang-related apparel 12. Maintain emergency cards for each student including custody papers and medical information.</td>
<td>1. Identification of students with significant health issues and those with potential risk issues (e.g. allergic reactions to bee stings) 2. Keep records of all school injuries, report injuries to parents, and analyze data for potential safety issues. 3. Analyze records of school discipline referrals, suspensions and school bus discipline referrals to employ early intervention strategies to potential issues. 4. Poor outdoor air quality 5. A school suspension rate (6.1%) that is higher than the district (5.2%), county (4.1%), and statewide (3.5%) rates.</td>
<td>1. Continually review the Redi Plan and drill procedures to prepare for crisis situations 2. Establish and review early release procedures to employ in emergency. 3. Create a school wide mult tiersed systems of supports that utilize alternative consequences to suspension. 4. Use a discipline approach that is focused on student offenders going through a process of reflection, reteaching expectations, and relationship restoration.</td>
</tr>
<tr>
<td>Current Strategies that promote a school climate of respect, emotional safety and a caring community</td>
<td>Assessment Issues or Concerns related to school climate</td>
<td>Safe School Plan additional strategies to promote a school climate of respect, emotional safety and a caring community</td>
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</tbody>
</table>
| 1. Maintain open lines of communication between home and school.  
2. Schedule conferences with parents of students with behavior problems and/or at-risk of academic failure  
3. Use student study teams and 504 options to review student referrals, recommend interventions, and review the progress of at-risk students.  
4. Provide a variety of remediation and focused intervention programs for students  
5. Establishment of character education program  
6. Maintain relationships with community service organizations, such as Mental Health, Youth Service Officers, Health Department  
7. CoVitality Survey for students in grades 4-6. | 1. Continually ensuring that students are not experiencing harassment and/or bullying | 1. Provide additional programs for at-risk students; e.g. social skills lessons, conflict resolution strategies, anger management.  
2. Make home visits when necessary to establish home to school connections  
3. Further the implementation of character education programs. |
<table>
<thead>
<tr>
<th>Current Youth Development Strategies that promote meaningful student leadership</th>
<th>Assessment Issues or Concerns related to Youth Development</th>
<th>Safe School Plan additional Strategies to promote Youth Development and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Recognition, Eagle of the Month, Attendance awards, SOAR awards</td>
<td>1. Student absenteeism</td>
<td>1. Perfect attendance classroom parties,</td>
</tr>
<tr>
<td>2. Student government and leadership</td>
<td>2. Cafeteria and playground behavior</td>
<td>• -Goal and reward system to achieve single digit absenteeism,</td>
</tr>
<tr>
<td>3. Structured Recess</td>
<td></td>
<td>• -PTA give out Prizes for perfect attendance and pizza parties.</td>
</tr>
<tr>
<td>4. School clubs—Track, Math Club, Student Council, Yearbook,</td>
<td></td>
<td>• -Classroom door banners</td>
</tr>
<tr>
<td>5. Field trips</td>
<td></td>
<td>2. Strategies</td>
</tr>
<tr>
<td>6. Enchanted Playhouse performances</td>
<td></td>
<td>• -Update crowd management procedures for supervisors</td>
</tr>
<tr>
<td>7. Arts Visalia</td>
<td></td>
<td>• -Adjust staff coverage to account for the behavior data trends</td>
</tr>
<tr>
<td>8. 5th grade Mountain Mam</td>
<td></td>
<td>• -Positive reinforcement of proper behavior by students.</td>
</tr>
<tr>
<td>9. SCICON trips for 5th and 6th graders</td>
<td></td>
<td>• -Structured games during recess. such as football and basketball tournaments.</td>
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<tr>
<td>10. School clubs—Track, Math Club, Student Council, Yearbook,</td>
<td></td>
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<tr>
<td>11. Field trips</td>
<td></td>
<td></td>
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<tr>
<td>12. Enchanted Playhouse performances</td>
<td></td>
<td></td>
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<tr>
<td>13. Arts Visalia</td>
<td></td>
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<tr>
<td>14. Reflections Art Contest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comprehensive School Safety Plan

**School Year: 2019-20**

**District:** Visalia Unified School District

<table>
<thead>
<tr>
<th>Current Strategies in Place to Insure Physical Safety Of Students and Staff</th>
<th>Assessment Issues or Concerns related to Physical Safety of Students and Staff</th>
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<tbody>
<tr>
<td>1. Employee Drug Free Work Place Policy</td>
<td>1. Although reduced, Student continue to be suspended and expelled for fights, threats, non-compliant students, drugs, etc....</td>
<td>1. Renewal Handle with Care Training for Campus Supervisors and Assistant Principals, Special Education Staff 2011 - 2012</td>
</tr>
<tr>
<td>2. Safe and Drug Free Student Policy and activities, Substance Abuse Intervention and Counseling at four comprehensive high schools.</td>
<td>2. 24% of 11th grade students, 36% of 9th grade students, and 15% of 7th grade students report being offered illegal drugs at school. 21 % of 11th grade students and 14 % of ninth grade students and 6 % of seventh grade students report having been drunk or high at school.</td>
<td>Training for Handle with Care TOT at VUSD Summer 2011. Video Security Camera Systems at all High Schools &amp; Middle Schools</td>
</tr>
<tr>
<td>3. Blood borne Pathogens Plan and Trainings</td>
<td>3. Student &amp; Employee Accidents &amp; Illness. Increasing Students with Diabetes and Other Chronic Health Issues, Pertussis Prevention requirement for 7th graders and above.</td>
<td>Work with VPD to write for Grant to fund Middle School YSOs</td>
</tr>
<tr>
<td>4. Tools for Schools – Indoor Air Quality Program</td>
<td>4. Tulare County Poor Outdoor Air Quality can affect the 21 % of students with Asthma</td>
<td>2. School administrators and Youth Services Officers work together to develop further strategies; Suspension, Drug Prevention Parent Information sent to all homes and on Web Site Athletic Drug Testing Turning Point Drug Intervention Services Recovery Resources provides intervention counseling at four comprehensive high schools. WETIP Hotline</td>
</tr>
<tr>
<td>5. District Student Conduct Codes</td>
<td>5. Traffic and walking students during morning and afternoon commutes.</td>
<td>3. AED Placement at all High Schools and Middle Schools Pertussis Vaccine Clinics, Tdap Requirement Clinics Employee Safety Training CPR and First Aid Classes for Staff School Nursing Services/ Student Care Plans Coaching Clinics</td>
</tr>
<tr>
<td>6. Youth Services Officers</td>
<td>6. Threat of an armed intruder entering a school site.</td>
<td>4. New Real Time Air Quality Flag Program Integrated Pest Management Asthma Surveys Asthma Tools For Schools Program Asthma Trainings for Staff</td>
</tr>
<tr>
<td>7. Facilities Maintenance &amp; Repairs</td>
<td></td>
<td>5. Joint City and School District Safety Committee Safe Passage to School Grants is addressing issues with lighted crosswalks, sidewalks, signal lights, and crossing guards.</td>
</tr>
<tr>
<td>8. Emergency Radio Systems</td>
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<td>6. A district-wide Active Shooter Protocol has been established.</td>
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<tr>
<td>9. Classroom Phone Systems</td>
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<tr>
<td>11. School Health Services</td>
<td></td>
<td></td>
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<tr>
<td>12. Supervision Staff &amp; Procedures</td>
<td></td>
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<td>13. Visitor Procedures/ Fences</td>
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<td>14. Student Transportation Services</td>
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<td>15. Crisis Response Plan and Drills</td>
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<td>16. Communicable Disease Procedures</td>
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<td>17. Air and Heat Advisories</td>
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<td>18. Individual Health Care Plans</td>
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<td>19. CPR and First Aid Trainings and Equipment</td>
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<td>20. Emergency Cards</td>
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<td>21. Community Day &amp; Community Schools</td>
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<tr>
<td>22. Fire Department Safety Inspections</td>
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<tr>
<td>23. Individual Behavior Intervention Plans</td>
<td></td>
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<tr>
<td>24. Athletic Drug Testing</td>
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<tr>
<td>25. WeTip Anonymous Hotline</td>
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<tr>
<td>26. Handle With Care Training</td>
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<td></td>
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<tr>
<td>27. Drug Identification Training for Education Professionals</td>
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<tr>
<td>28. Olweus Anti-Bullying Training</td>
<td></td>
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<tr>
<td>29. Sprigeo Anti-Bullying Hotline</td>
<td></td>
<td></td>
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<tr>
<td>30. Active Shooter Protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Strategies that promote a school climate of respect, emotional safety and a caring community</td>
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<tr>
<td>1. Character Education</td>
<td>1. 36% of 7th grade, 34% of 9th grade &amp; 29% of 11th grade students report on the CHKS experiencing harassment and bullying at school</td>
<td>1. Olweus Bullying Prevention Program Civility Trainings and Tracking Breaking Down the Walls Connecting the Dots Tolerance Clubs Conduct Codes</td>
</tr>
<tr>
<td>2. Health and Physical Education teaching of social skills</td>
<td>2. 29% of 7th grade, 30% of 9th grade and 32% of 11th grade students report on CHKS feeling sad or helpless almost every day for two or more weeks in the past year.</td>
<td>2. Neighborhood Youth Counselors at Youth Centers Continue to increase Visalia Youth Services Partnerships District Staff Trained as ASIST Trainers Spring 2010. ASIST Trainings for more staff 2010-2011 Districtwide Assist Interventions Yellow Ribbon Campaigns</td>
</tr>
<tr>
<td>3. Counseling and Psychological Services</td>
<td>3. 8% of 7th, 6% of 9th and 9% of 11th grade student report belonging to a gang</td>
<td>3. Visalia Police Department YSO Partnership PIQE Gang Prevention Lessons VYC Counselors HEART After School Programs Middle School Pulse After School Programs High School After School Programs Participation in Gang Intervention Task Force Partnerships with Community Youth Centers WETIP Hotline</td>
</tr>
<tr>
<td>4. Visalia Youth Services Partnerships &amp; Site Based Counseling Services</td>
<td>4. 10% of 5th graders, 20% of 7th graders, 22% of 9th graders, and 21% of 11th graders experienced cyber-bullying.</td>
<td>4. Sprigeo Anti-Bullying Hotline WeTip Hotline An established Anti-Bullying policy Anti-bullying training for Staff</td>
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<td>5. Family Resource Centers</td>
<td>1.</td>
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<td>6. Employee Assistance Program</td>
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<td>7. Girls Forums</td>
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<td>8. School Health Services</td>
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<td>9. Community Aides</td>
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<td>10. Professional Development Class Management Classes</td>
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<td>11. HEART After School Programs</td>
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<td>12. Tutorial Programs</td>
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<td>13. Migrant Education Programs</td>
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<td>14. Child Abuse Reporting Policy</td>
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<td>15. Prevention Assemblies</td>
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<tr>
<td>16. SARB Program</td>
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<td>17. Non-discrimination &amp; harassment training for staff &amp; students</td>
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<td>18. School Safety Coordinators</td>
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<tr>
<td>19. Parenting Programs</td>
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<tr>
<td>20. Safe and Supportive Schools Grant</td>
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<tr>
<td>21. Connecting Our Students To School (COSTS)</td>
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<td>Current Youth Development Strategies that promote meaningful student leadership</td>
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<tr>
<td>1. AVID &amp; Link Crew Program</td>
<td>1. 48% of all students considered habitually truant</td>
<td>1. Olweus Bullying Prevention Program</td>
</tr>
<tr>
<td>2. Drug &amp; Alcohol Prevention Education</td>
<td>2. 55% of 7th graders, 55% of 9th graders, and 52% of 11th graders feel they are a part of the school.</td>
<td>2. Breaking Down the Walls Programs &amp; Connecting the Dots</td>
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<tr>
<td>3. Peer Counseling Classes</td>
<td></td>
<td>3. Improving Attendance Campaign</td>
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<tr>
<td>4. Community Service Opportunities</td>
<td></td>
<td>4. PAL Leadership Classes</td>
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<tr>
<td>5. DECA, FFA, Etc</td>
<td></td>
<td>5. HEART &amp; PULSE After School Programs</td>
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<tr>
<td>7. Student of the Month Awards</td>
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<td>7. Step-Up Youth Summit and Jobs Program</td>
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<tr>
<td>10. Co-curricular Activities</td>
<td></td>
<td>10. SARB- Research &amp; Recommendations</td>
</tr>
<tr>
<td>15. 10th Grade Counseling</td>
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<td>15. Safe and Supportive Schools Grant Programs</td>
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<td>16. Teen Court</td>
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<td>17. Career Academies</td>
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<td>18. Music Programs</td>
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<td>19. Alternative Education Programs</td>
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<td>20. Police Activities League</td>
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<td>21. CCG Grant Activities- Prevention Teen Pregnancy, Student Leadership Activities</td>
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<td>22. Spark PE, Component PE Programs, Fitness Centers</td>
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<td>23. After School Programs</td>
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<tr>
<td>24. COSTS Program</td>
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<tr>
<td>25. Safe and Supportive Schools Grant</td>
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<tr>
<td>Item</td>
<td>Compliance/Date Y/N</td>
<td>Comments</td>
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</tbody>
</table>
| School Safety Team Developed:  
  - Principal or Designee  
  - Classified Employee  
  - Certificated Employee  
  - Parent(s)  
  - Law Enforcement  
  - Others- Nurse, Psychologist | 9/30 | Jennifer Epp  
  Scott Kirchman  
  Evelia Ruiz  
  Michael Galaviz  
  Shelly McCaw  
  Officer Weaver |
| Assessment of School Crime Conducted | 9/30 |
| Other Assessments Conducted * | 9/30 |
| Analysis of Data Conducted | 9/30 |
| School Safety Team Identified  
  Priorities Listed Based on Assessment | 9/30 | Jennifer Epp  
  Scott Kirchman  
  Evelia Ruiz  
  Michael Galaviz  
  Shelly McCaw  
  Officer Weaver |
| An Action Plan Has Been Developed  
  Crisis Plan Developed | 9/30 |
| Law Enforcement Review of Plan | 9/30 |
| Plan Approved by School Site Council | 10/30 |
| Annual Plan Review and Revisions by October 31 | 9/18 |
| Appropriate Policies and Conduct Code, Procedures Included (EC32282) | 9/30 |
| Notification of Meeting on Plan Sent to Appropriate Individuals (EC 32288 (b) (2) (A-F)*) | 9/30 |
| School Board Meeting on Safety Plan  
  Key Findings Presented | 10/30 |
### Yearly School Emergency Preparedness Checklist
#### School-Year 2019-20

**School:** Pinkham Elementary School  
**Principal:** Jennifer Epp

<table>
<thead>
<tr>
<th>Completed Date</th>
<th>Checklist Item</th>
</tr>
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<tbody>
<tr>
<td>10/15/19</td>
<td>1. District/School Incident Organizational Chart</td>
</tr>
<tr>
<td>10/15/19</td>
<td>2. Incident Management Team assignments &amp; training completed</td>
</tr>
<tr>
<td>10/15/19</td>
<td>3. Incident Management Team A &amp; B Completed</td>
</tr>
<tr>
<td>10/15/19</td>
<td>4. General Response Options B understood by all staff &amp; posted in all rooms</td>
</tr>
<tr>
<td>10/15/19</td>
<td>5. Site Incident Management Team has A,B,&amp;F Forms</td>
</tr>
<tr>
<td>10/15/19</td>
<td>6. Teacher Buddy List updated and distributed</td>
</tr>
<tr>
<td>10/15/19</td>
<td>7. Staff &amp; Parent Phone Trees updated</td>
</tr>
<tr>
<td>10/15/19</td>
<td>8. Evacuation &amp; Shelter Maps posted in all rooms</td>
</tr>
<tr>
<td>10/15/19</td>
<td>9. Shut-off values &amp; equipment marked</td>
</tr>
<tr>
<td>10/15/19</td>
<td>10. Radio &amp; Emergency Light Batteries Checked</td>
</tr>
<tr>
<td>10/15/19</td>
<td>11. Fire Extinguishers charged annually</td>
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<tr>
<td>10/15/19</td>
<td>12. Emergency Information for Substitutes set up</td>
</tr>
<tr>
<td>10/15/19</td>
<td>13. Exit lights are checked</td>
</tr>
<tr>
<td>10/15/19</td>
<td>14. Maps with First Aid Supplies Posted</td>
</tr>
<tr>
<td>10/15/19</td>
<td>15. Drill Schedule Set Up</td>
</tr>
<tr>
<td>10/15/19</td>
<td>16. An updated copy of Safe School/Crisis Plan to Student Services every year by October 31.</td>
</tr>
</tbody>
</table>
**Incident Management Team**  
**Pinkham Elementary School**

<table>
<thead>
<tr>
<th>Initial Actions</th>
<th>Emergency Numbers</th>
<th>Level of Threat</th>
</tr>
</thead>
</table>
| The individual discovering or receiving information about an incident will take the following steps: | **Police/Fire/EMS: 911**  
**Incident Commander**  
Primary IC:  
Name: Jennifer Epp-Principal  
**Team Members**  
Primary Logistics: Resources, Supplies  
Name: Scott Kirchman  
Backup Logistics: Resources, Supplies  
Name: Tiffany Scott  
**Public Info:**  
Public and Press Info  
Name: Jennifer Epp  
**Incident Scribe:**  
Documentation  
Name: Julie Gilbert | **Level I:**  
Monitor – Get Briefing from IC  
**Level II:**  
Alert – Report to Command Post  
**Level III:**  
Emergency – Execute Actions |

1. Call police, fire or EMS if needed.  
2. Activate the emergency system—Notify the IC, providing the following information:  
   - Your name.  
   - Nature of incident  
   - Location of incident  
   - Severity of injuries or property damage  
   - Telephone number (as a cell back)  
   - Any assistance requests  
3. Take action to protect students, faculty, staff and property. This might include:  
   - Moving people away  
   - Isolating and securing the area  
   - Providing assistance as needed to students and personnel  
   - Directing public safety responders to the scene  
4. Notify District Level Incident Coordinator of Incident

**District Incident Coordinator:**  
Name: Jacquie Gaebe

**Back-up Incident Coordinator:**  
Public Information Officer:  
Name: Mike Waters

**Command Post Locations**

**Primary Location:**  
Building/Room #1

**Secondary Location:**  
Building/Room #2

**Evacuation/Relocation Sites**

**Primary:**  
Name: Grace Community Church  
Address: 424 N. Lovers Lane Visalia 93292

**Secondary:**  
Name:  
Address:  

**Alternate:**  
Name:  
Address:  

**Emergency / Channels**

**Channel 1:**  
VUSD-4

**Channel 2:**  
CL/OF-1

**Channel 3:**  
YD-3
Incident Operations Team
Pinkham Elementary School

<table>
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<tr>
<th>Initial Actions</th>
<th>Emergency Numbers</th>
<th>Level of Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual discovering or receiving information about an incident will take the following steps:</td>
<td>Operations Team Members</td>
<td>Level I:</td>
</tr>
<tr>
<td>Call 911</td>
<td>Primary Operations Chair:</td>
<td>Monitor – Get Briefing from IC</td>
</tr>
<tr>
<td>1. Activate the emergency system—Notify the IC, providing the following information:</td>
<td>Name: Jennifer Epp</td>
<td>Level II:</td>
</tr>
<tr>
<td>• Your name.</td>
<td>First Aid 1</td>
<td>Alert – Report to Command Post</td>
</tr>
<tr>
<td>• Nature of incident</td>
<td>Name: Cora Volz</td>
<td>Level III:</td>
</tr>
<tr>
<td>• Location of incident</td>
<td>First Aid 2</td>
<td>Emergency – Execute Actions</td>
</tr>
<tr>
<td>• Severity of injuries or property damage</td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>• Telephone number (as a call back)</td>
<td>Psychological 1</td>
<td></td>
</tr>
<tr>
<td>• Any assistance requests</td>
<td>Name: Michael Galaviz</td>
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</tr>
<tr>
<td>2. Take Directions of Incident Commander &amp; Operations Chair – Carry out General Response as IC directs</td>
<td>Psychological 2</td>
<td></td>
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<tr>
<td>3. Take action to protect students, faculty, staff and property. This might include:</td>
<td>Name: Heather Thompson</td>
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<tr>
<td>• Moving people away</td>
<td>Facilities 1</td>
<td></td>
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<tr>
<td>• Isolating and securing the area</td>
<td>Name: Emma Arzola</td>
<td></td>
</tr>
<tr>
<td>• Providing assistance as needed to students and personnel</td>
<td>Facilities 2</td>
<td></td>
</tr>
<tr>
<td>• Directing public safety responders to the scene</td>
<td>Name: Scott Kirchman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Accountability 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name: Julie Gilbert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Accountability 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name: Karina Perez</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Release 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name: Roberta Rivira</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Release 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name: Patricia Aguilera</td>
<td></td>
</tr>
</tbody>
</table>

Command Post Locations

Primary Location:
Building/Room #1

Secondary Location:
Building/Room #2

Six phone lines in the Board Library for use in Emergencies.

District Level Operations Team & Key Contacts

Medical First Aid:
Suzie Skadan, Yvette Creech

Psychological Aid:
Ben Dhillon, Gina Fabrizo, Serena Rodriguez

Facilities:
Jerry Lemus, Steve Pena, Joe Haley

Maintenance:
Jerry Lemus, Steve Pena, Joe Haley

Transportation:
Vicki Wingfield

Student Release Team:
Jim Sullivan
Jenny Aguayo

Emergency / Channels

Channel 1:
vusd 4

Channel 2:
class/office 1

Channel 3:
yard 3
General Response Options
Pinkham Elementary School

Cancel School Prior to Start
- The District IC, with the concurrence of the Superintendent, will notify the IMT that school is to be canceled or that reporting times have been changed.
- The District IC and/or IMT will contact local media.
- All students, parents, faculty and staff should monitor local radio and television stations for announcements.
- Parents and staff will be notified through emergency call system.

Shelter-in-Place
- Signal BELL
- The IC or public safety authorities will direct on-site administration to implement the shelter-in-place option.
- On-site administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off A/C and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

Early Dismissal
- The Superintendent & District IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The District IC and/or IMT will notify local radio and television stations of the early dismissal.
- The District IC and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.
- Administrators will be responsible for telephoning parents through emergency call system
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

Lockdown
- Signal BELL
- The IC or public safety authorities will order the lockdown.
- On-site administrators will oversee the lockdown and notify the IC when the procedure is completed.
- All students, faculty and staff should move into classrooms and isolated sections of buildings and reduce exposure to outside windows and doors. Teachers lock doors & check Email for further information.
- A 100% accounting of students will be completed and verified.
- The IC and/or IMT will inform public safety authorities of the lockdown and ensure that appropriate public safety personnel have keys to access the secured areas.
- The IC or public safety authorities will notify on-site administrators when it is safe

Evacuation
- Signal BELL
- A directive to evacuate can be issued by the IC or public safety authorities.
- Evacuate students to the primary safe area unless directed to go to a secondary location or to a congregate care center established by public safety authorities.
- All persons will leave the facilities by moving along assigned routes.
- Remain calm and keep students as calm as possible.
- Close all doors behind you.
- A 100% accounting of students, faculty and staff will be completed and verified.
- All students shall remain under the control and authority of the school district.
- All buses and cars will be moved as necessary to allow the access of emergency equipment.
- All persons will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility.

Relocation
- A directive to relocate can be issued by the IC only. (All public safety requests for relocation must go through the IC.)
- The IC will determine the location to where students will be moved.
- District IC must be involved with decision.
- Moving procedures are the same as for evacuation.
- Parents will be notified through emergency call system
# VUSD Yard Incident Safety Plan
## Pinkham Elementary School

<table>
<thead>
<tr>
<th>Initial Actions</th>
<th>Emergency Numbers</th>
<th>Level of Threat/lockdown/Evacuation Procedures</th>
</tr>
</thead>
</table>
| The individual discovering or receiving information about an incident will take the following steps | **Principal Information:**  
Principal Name: Jennifer Epp  
Principal Contact Number: (559) 730-7853 | Regular Fire Drill Procedures are followed |
|  
1. Call police, fire or EMS if needed  
2. Have the following information available:  
   - Reporters Name  
   - Nature of incident  
   - Location of incident  
   - Severity of injuries or property damage  
   - Call back number  
   - Assistance request  
|  
**District Contact Information:**  
District Contact Name: Mimi Bonds  
District Contact Number: 730-7573  
District Secondary Number: 730-7385 | Procedure:  
- PE students remain with PE teachers. PE teachers to account for 100% of PE students.  
- Recess/Break/Passing Periods- Students to report to regular designated areas supervised by Yard/Campus supervisors.  
- Students and staff will wait for an All Clear signal or direction from the Incident Commander on next steps.  
- An All Clear signal staff and students to return to classrooms.  
|  
**Public Information Officer:** Tamara Ravalin, Dedi Somavia  
**Public Information Officer Number:** 730-7517 | Fire:  
Decision for Lockdown is made by Law Enforcement or in a decision by the school site Principal/Designee.  
|  
**Relocation Site:** Grace Community Church  
Address: 424 N. Lovers Lane Visalia, Ca 93292  
Number: 559-733-3966 | Procedure:  
- Principal/Designee gives radio signal to adult supervisors on the yard (includes PE/Yard/Campus Supervisors).  
- All students, faculty and staff should move into classrooms and isolated sections of buildings and reduce exposure to outside windows and doors.  
- Posting of Red/Green cards for each room to communicate all clear, problem areas  
- Doors are to remain locked until the all clear signal is given, or as directed by law enforcement.  
|  
Yard/Outside Incident:  
- All students and staff drop to the ground, find available cover.  
- All students and staff proceed as quickly as possible to safe sections of buildings/classrooms  
- Posting of Red/Green cards for each room to communicate all clear, problem areas.  
- Doors are to remain locked until the all clear signal is given or when directed by law enforcement.  
|  
Lockdown:  
Decision to relocate students will be made by Law Enforcement. The school site principal will communicate directly with the VUSD District Office Contact. Law enforcement and the VUSD District Contact will identify the site for relocation. |
<table>
<thead>
<tr>
<th>Procedure:</th>
</tr>
</thead>
</table>
| - The Principal/Designee will give the evacuation signal to all school personnel.  
- Students are to be evacuated to the primary safe area by PE teachers/ Yard/Campus Supervisors unless directed to go to a secondary location.  
- All classroom teachers will report to the primary safe area.  
- All doors will be closed and locked behind when leaving classrooms.  
- If students are to be evacuated, procedures for VUSD evacuation will be used. Students will be released to parents at the relocation site. |

*100% accounting of students will be completed and verified by school staff for all procedures

**Evacuation and Emergency Release:**
## VUSD Afterschool Safety Plan

<table>
<thead>
<tr>
<th>Initial Actions</th>
<th>Emergency Numbers</th>
<th>Level of Threat/lockdown/Evacuation Procedures</th>
</tr>
</thead>
</table>
| The individual discovering or receiving information about an incident will take the following steps | **Contact Information:**  
Site Director Name: Jennifer Epp  
Site Director Number: 559-730-7853  
Secondary Contact Number: 559-303-7131 | *All Procedures will have 100% accounting of students by Site Director and After School Program Staff*  
**Fire:**  
- The Afterschool Program Site Director will give the Fire Drill signal over the radio to all Program Leaders. (Fire signal from school if pulled)  
- Students will be escorted from classrooms to designated safe areas.  
- An All clear signal from the director will alert Program Leaders to return to classrooms. |
| 1. Call police, fire or EMS if needed  
2. Notify the Site Principal by Cell or home phone number. Have the following information available:  
- Site Director Name  
- Nature of incident  
- Location of incident  
- Severity of injuries or property damage  
- Call back number  
- Assistance request  
3. Take action to protect students, faculty, staff and property, if necessary:  
- Move people away  
- Isolate and secure the area  
- Provide assistance as needed to students  
- Direct public safety responders to the scene | **Principal Information:**  
Principal Name: Jennifer Epp  
Principal Contact Number: (559) 730-7853  
Principal Secondary Number: 559-303-7131 | **Lockdown:**  
Decision for Lockdown is made by Law Enforcement or in a mutual decision between the Director and School Site Principal |
| **District Contact Information:**  
District Contact Name: Mimi Bonds  
District Contact Number: 730-7573  
District Secondary Number: 730-7385 | **Emergency Numbers:**  
- **Fire:** Site Director or designee gives radio signal to all Program Leaders.  
- **Lockdown:** All students, faculty and staff should move into classrooms.  
- **Yard/Outside Incident:** All classrooms, buildings are locked.  
- **Evacuation and Emergency Release:** Program leaders will post Red/Green cards for each room to communicate all clear, problem areas.  
- **Red and green cards will be posted to alert for all clear or problem areas.**  
- **Doors are to remain locked until the clear signal is given or when directed by law enforcement.**  
- **Yard/Outside Incident:** All students and staff drop to the ground, find available cover. All students and staff proceed as quickly as possible to safe sections of buildings/classrooms.  
- **Evacuation and Emergency Release:** Site Director will communicate with VUSD District Contact and School Site Principal. |

---

### Emergency Numbers

- **Fire:** Site Director or designee gives radio signal to all Program Leaders.
- **Lockdown:** All students, faculty and staff should move into classrooms.
- **Yard/Outside Incident:** All classrooms, buildings are locked.
- **Evacuation and Emergency Release:** Program leaders will post Red/Green cards for each room to communicate all clear, problem areas. Doors are to remain locked until the clear signal is given or when directed by law enforcement.

### Contact Information

- **Site Director Name:** Jennifer Epp  
- **Site Director Number:** 559-730-7853
- **Secondary Contact Number:** 559-303-7131

### Principal Information

- **Principal Name:** Jennifer Epp
- **Principal Contact Number:** (559) 730-7853
- **Principal Secondary Number:** 559-303-7131

### District Contact Information

- **District Contact Name:** Mimi Bonds  
- **District Contact Number:** 730-7573
- **District Secondary Number:** 730-7385
- The Site Director will give the evacuation signal over the radio to all program personnel.
- Students are to be evacuated to the primary safe area unless directed to go to a secondary location.
- All doors will be closed and locked behind when leaving classrooms.
Insert a campus map with the primary evacuation area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- **Command Post**
- **Student Assembly Area**
- **First Aid Areas**: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- **Parent Request Gate** (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- **Parent Release Gate** (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- **Sanitation area for portable toilets and hand washing** (Consider privacy and location of disposal area.)
- **Supplies Containers**
- **Traffic control pattern**
- **Media center**
- **Staging area** (Locations set up at an incident where resources can be placed)
- **Critical Incident Stress Debriefing Area for adults** (A waiting area for adults whose children are not immediately available for release)
- **Morgue** (Consider: Tile, concrete, or other impermeable, cool floor surface, Access for vehicles, Security, Not visible to students, press, parents. Follow the Coroner’s Guidelines.)
- **Remember to consider the special needs of the disabled on campus.**
Emergency Response Area Layout #2

Remove this page and insert your map of the backup evacuation area

Insert a campus map with the Backup Evacuation Area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Parent Request Gate (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- Parent Release Gate (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- Sanitation area for portable toilets and hand washing (Consider privacy and location of disposal area.)
- Supplies Containers
- Traffic control pattern
- Media center
- Staging area (Locations set up at an incident where resources can be placed)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, Access for vehicles, Security, Not visible to students, press, parents. Follow the Coroner’s Guidelines.)
- Remember to consider the special needs of the disabled on campus.
Remove this page and insert a third site map for planning a non-evacuation emergency, such as Sheltering in Place, Lock Down, or a police emergency, with the following areas marked:

- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Mark entrance for paramedics. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)
- Parent Request Entrance (Consider the logical place for parents to arrive at school to pick up their students.)
- Parent Release Exit
- Signs for Shelter in Place
- Shelter in Place entrance for latecomers
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, access for vehicles, security, not visible to students, press, parents. Follow the Coroner’s Guidelines.)
Remove this page and insert site map showing location of Emergency Shut-Off Valves for Utilities & First Aid Supplies

Remove this page and insert a map of your campus and marking all emergency shut valves for all utilities, including:

- Water,
- Gas,
- Electricity

Also include location of tools necessary to shut off utilities.
Guidelines for Preparing a Buddy Teacher List

Consider:

1. Assign teachers in adjacent or nearby rooms as "buddies."

2. Review evacuation routes.

3. After incident & classroom status check, buddy teachers check with each other to determine: each other's health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone. **Remember.** Teacher's responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number.**

4. If necessary, one buddy teacher will evacuate both classrooms. Students should exit **without** the teacher leading them. Teacher should stay back to check the classroom & close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

5. Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill our written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignment may or may not be the same as classroom buddy.

6. Each classroom kit should contain teacher's class roster **as well as** buddy classroom roster.

7. **Immediately** following student accounting, one member of each buddy team checks in at the Command Post.

8. In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment.

9. Be sure that substitute teachers know the emergency procedures as well as who and where their buddy teacher is.
Buddy Teacher List

School: Pinkham Elementary School  Principal: Jennifer Epp

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Buddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 11 (Guerra)</td>
<td>Room 12 (Price)</td>
</tr>
<tr>
<td>Room 13 (S. Johnson)</td>
<td>Office</td>
</tr>
<tr>
<td>Room 22 (S. Soleno)</td>
<td>Room 21 (Method)</td>
</tr>
<tr>
<td>Room 23 (Crosland)</td>
<td>Room 24 (White)</td>
</tr>
<tr>
<td>Room 27 (Santos)</td>
<td>Room 26 (Stricker) 28 (Vang)</td>
</tr>
<tr>
<td>Room 31 (Stidman)</td>
<td>Room 32 (Shipman)</td>
</tr>
<tr>
<td>Room 33 (McCaw)</td>
<td>Room 34 (Ruiz)</td>
</tr>
<tr>
<td>Room 35 (Neri)</td>
<td>Room 36 (Hunt)</td>
</tr>
<tr>
<td>Room 37 (Gonzalez)</td>
<td>Room 38 (Ghiglia)</td>
</tr>
<tr>
<td>Room 41 (Houseman)</td>
<td>Room 42 (Ferguson)</td>
</tr>
<tr>
<td>Room 43 (Nunes)</td>
<td>Room 44 (Rico)</td>
</tr>
<tr>
<td>Room 51 (Pena)</td>
<td>Room 52 (Scott)</td>
</tr>
<tr>
<td>Room 53 (Koop)</td>
<td>Room 54 (Carr) 55 (Sebert)</td>
</tr>
</tbody>
</table>
Emergency Actions, Drills, and Warning Signals

- Chart of Emergency Action and Warning Signals
- School Record of Emergency/Disaster Drills
- Emergency Drill Observation Checklist
### Emergency Action and Warning Signals

**School:** Pinkham Elementary School  
**Principal:** Jennifer Epp

<table>
<thead>
<tr>
<th>Type of Emergency</th>
<th>Emergency Action</th>
<th>Bell Signal</th>
<th>Voice Signal</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Eliminated</td>
<td>All Clear</td>
<td>Fire Alarm</td>
<td>“All Clear”</td>
<td>May discontinue emergency response</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>Evacuation (Leave Building)</td>
<td>Fire Alarm</td>
<td>“Leave Building”</td>
<td>Follow Bomb Threat Guidelines. Move students and staff to Evacuation Area as directed</td>
</tr>
<tr>
<td>Fire</td>
<td>Evacuation (Leave Building)</td>
<td>Fire Alarm</td>
<td>“Leave Building”</td>
<td>Move students and staff, in an orderly fashion, to an outside area of safety. Turn off lights</td>
</tr>
<tr>
<td>Lockdown</td>
<td>Lockdown Building</td>
<td>Fire Alarm</td>
<td>“Lock Down Building”</td>
<td>Lock all doors and windows, pull shades. Those in outside areas immediately return to classrooms. Duck and Cover if shots are heard nearby</td>
</tr>
<tr>
<td>Duck and Cover</td>
<td>Duck &amp; Cover</td>
<td>Fire Alarm</td>
<td>“Duck and Cover”</td>
<td>Duck to knees underneath tables, desks, away from windows, with both hands holding a desk or table leg</td>
</tr>
<tr>
<td>Shelter in Place</td>
<td>Shelter In place</td>
<td>Fire Alarm</td>
<td>“Shelter In Place”</td>
<td>Students and Staff move to into buildings. Hang “Shelter in Place Sign on Door. Close all windows, air conditioning Tape around door ways if directed</td>
</tr>
<tr>
<td>Hit the Deck</td>
<td>Hit the Deck</td>
<td>Fire Alarm</td>
<td>“Duck and Cover”</td>
<td>All students immediately take cover or lay flat on the ground. Remain quiet</td>
</tr>
</tbody>
</table>
School: Pinkham Elementary School  Principal: Jennifer Epp

Drill Schedule:

**Monthly:**
Fire (Elementary Schools)

**Quartlery:**
Fire (Middle & High Schools)

**Once Each Year:**
Earthquake, Unauthorized Person Possible Dangerous Situation (Sniper, Lockdown)

**Rotate Once A Year:**
- Bomb Threat
- Chemical Spill
- Floods, Rains
- Falling Aircraft
- Utility Brown Out
- Enemy Attack
- Severe Windstorm
- Air Quality Alert

Note: The "response" tested can cover more than one drill situation.

<table>
<thead>
<tr>
<th>Fire Drills</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Held</td>
<td>See Site Binder for Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Needed to Vacate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alarm Signal Used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Drills (rotate)

| Date Held |         |          |          |          |         |          |
| Type of Drill: (i.e. gun shots) |         |          |          |          |         |          |
| Alarm Signal Used |         |          |          |          |         |          |
School Record of Disaster Drills  
School-Year 2019-20  
March - August

School: Pinkham Elementary School  
Principal: Jennifer Epp

<table>
<thead>
<tr>
<th>Fire Drills</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Held</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Needed to Vacate</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Alarm Signal Used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other Drills (rotate) |       |       |     |      |      |        |
| Date Held |       |       |     |      |      |        |
| Type of Drill: (i.e. gun shots) | |       |     |      |      |        |
| Alarm Signal Used | |       |     |      |      |        |
BOMB THREAT RESPONSE GUIDELINES

Document Nature of Threat (Phone Call Form)

Immediately Report to Incident Coordinator, Police, Student Services

Activate Incident Management Team or Necessary Members of Team

Assess Level of Threat in Coordination with Law Enforcement and
Determine Response
  • Threat Continuum
  • Immediacy of Response
  • Level Extent of Response

Notify Staff

Search as Necessary
  • In Collaboration with Law Enforcement
  • Teachers/Staff May Visually Search Their Own Area
    (Not Touching but Looking for Suspicious Items)
  • Develop A Search Plan Prior to Threat

Evacuation Response (Buildings) - Routine General Response Option

Reoccupy/Dismissal
  • Reoccupy When Cleared by Law Enforcement
  • Dismissal in Consultation with Superintendent
  • Implement Early Release Procedures or Transport to Alternative Site

Suspicious Item Found
  • Do Not Touch, Secure Area, Stay Away
  • Immediately Report to Incident Coordinator
  • Notify Police/Staff
  • Evacuate and Modify Routes as Needed
  • Open Doors & Windows in Impacted Area if Possible
  • Coordinate with Police/Emergency Responders Upon Arrival
BOMB THREAT RESPONSE GUIDELINES

IMMEDIATE ACTIONS
- Record, document, and preserve threat. If called in, use Phone Call Form.
- Report threat to Site Incident Coordinator, police and District Administration (Student Services).
- Activate Site Incident Management Team as needed
- Notify staff as appropriate.
- Assess the threat and Incident Coordinator & Law Enforcement to jointly determine appropriate response (Search or Evacuate).
- Do not use Cell Phones or Radios

SEARCH (IF NECESSARY)
- Assemble and deploy Search Teams as per plan.
- Teams search assigned areas with assistance from teachers and staff in their own areas.
- Record search results. If suspicious item found, initiate suspicious item protocol below

EVACUATE (IF NECESSARY)
- Use pre-determined evacuation routes as appropriate
- Give evacuation order. Teachers, staff & students evacuate taking Crisis Kits
- Teachers take attendance and report with Red/Green Cards.
- Bring Emergency Kit and Nurses' Trauma Kit.
- Bring Student Release Materials
- Student Accountability Lead confirms that building is empty & checks Red & Green Cards.
- Incident Command Center Moves Outside

CONTINUING ACTIONS AFTER EVACUATION
- Debrief emergency services and coordinate further actions.
- As appropriate, determine Reoccupy or Dismissal action. Reoccupy when suspicious item not found or when it has been cleared by law enforcement. Dismissal in consultation with Superintendent.
- Implement Student Release Procedures or Transportation to Alternate Site

IF A SUSPICIOUS ITEM IS FOUND
- DO NOT TOUCH THE ITEM & SECURE AREA WHERE IT IS LOCATED
- Person who found the item immediately reports it to the Site Incident Coordinator.
- Notify Police & any other emergency services needed.
- Order Evacuation, if not done so already. Select evacuation routes away from the item.
- Notify other Search Teams that an item has been found, with description.
- Secure area where item is located, but do not guard it (stay away from the item). If possible and can be done on the way out of the area, open doors and windows near item.
- Notify staff of the situation and direct them to prepare for evacuation.
- Select evacuation routes and assembly areas that are away from the suspicious item.
- Meet arriving emergency responders and brief them, letting them speak with person who found item and informing them where the item is located.
- Law Enforcement or appropriate Emergency Services Agency will assume command of the site
BOMB THREAT RESPONSE REPORT

School Name: Pinkham Elementary School

Site Decision Maker: ____________________________

Date of Incident: ______________ Time of Incident: _____________

Type of Threat (check):

_____ Written Note

_____ Written Other

_____ E-mailed

_____ Verbal, in person

_____ Verbal, overheard

_____ Other (Describe):

_____ Copy attached of the Phoned Threat Data Sheet, e-mail, note, statement of person who
heard verbal threat, and any other threat documentation.

_____ Verbal, overheard

Police were contacted by:

Police personnel who took the call was:

Summary of Threat Assessment:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Published in "Bomb Threat Response: Interactive Planning Tool for Schools" by the Bureau of Alcohol, Tobacco and Firearms, United States Department of the Treasury and the Safe and Drug-Free Schools Program, United States Department of Education.
THREAT RESPONSE

What action was taken?

_______ Search. Details of search and results:

_______ Evacuation. Details of evacuation and results:

_______ Other. Details:

Was any device found? If so, what action was taken?

________________________________________________________________________

________________________________________________________________________

What, If any, notable circumstances were present (I.e., day of midterms, day of football game with rival school)

________________________________________________________________________

________________________________________________________________________

What investigative steps were taken and what was the result?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Published in "Bomb Threat Response: Interactive Planning Tool for Schools" by the Bureau of Alcohol, Tobacco and Firearms, United States Department of the Treasury and the Safe and Drug-Free Schools Program, United States Department of Education.
THREAT DATA COLLECTION REFERENCE CARD

Below are our school's procedures for recording data on a bomb threat. Remember to remain calm and gather as much information as possible.

PHONED THREAT
- Start recording device, if available.
- Signal another staff member to listen, if possible.
- Transcribe the threat.
- Fill out as much of the Phoned Threat Data Sheet as possible, including detailed questions.
- When caller hangs up, DO NOT HANG UP THE PHONE. Leave the line open.
- Notify the Site Administrator & Police of the threat.
- Complete any unanswered questions on the Phoned Threat Data Sheet.
- Be available after the call for the school's Bomb Threat Response Team and law enforcement to interview you.

WRITTEN THREAT
- Do not touch the item, as it is evidence.
- On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
  - Where the item was found
  - The date and time you found the item
  - Any situations or conditions surrounding the discovery
  - Any other person you are aware of who saw the threat
- It is best not to touch the item, secure the location.
- Notify the Site Administrator & Police, of the threat.

E-MAILED THREAT
- Leave the message open on the computer.
- Notify the Site Administrator, Police and the Computer Lab Supervisor of the threat.
- Print, photograph, or copy down the message. Include the header of the e-mail.
- Save the e-mail, if you know how to do so.
- Leave the e-mail open until assistance arrives.

VERBAL THREAT
- Do not attempt to detain the person
- If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the Site Decision Maker & Police
- Note the description of the person who made the threat:
  - Name, if you know them
  - Race
  - Sex
  - Type and color of clothing
  - Body size
  - Hair color
  - Distinguishing features
  - Write down the threat exactly as it was communicated to you:
    - Exact wording
    - Who made the threat
    - The date and time of the threat
    - Where the person who made the threat is now
- Notify the Site Administrator, if someone else has not already done so.

RUMOR
If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the Site Administrator.
### Crisis Response Guidelines for Student Release
#### Students Waiting in Classrooms

<table>
<thead>
<tr>
<th>Student Care</th>
<th>Parent Request Gate</th>
<th>Student Notification</th>
<th>Student Release Gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers take roll and supervise class in classroom, Teacher checks in with Buddy Teacher</td>
<td>1. Staff assigned to Request Gate set up multiple tables, chairs and alpha signs</td>
<td>1. Student Request Gate staff person gives Sign out sheets to Student Accountability Lead staff person who will then call students to release gate</td>
<td>1. Greet parents. As their child arrives to the gate sign student out to parent</td>
</tr>
<tr>
<td>2. Teachers post Green/ Red Card outside room Accountability Lead staff person accounts for all students</td>
<td>2. Staff will need ER Cards, pens, sign out sheets, cell phones</td>
<td>2. Students will be called to Student Release gate via PA System or Runners system</td>
<td>2. Use NCR Sign Out Sheets, sign time student released to parent, note parent name and give parent bottom copy as a pass to leave campus</td>
</tr>
<tr>
<td>3. Teachers have Crisis Plan Classroom Kits which include student class lists with emergency contact information</td>
<td>3. Translators needed</td>
<td>3. Student Accountability Lead will need to know names of students missing or injured</td>
<td>3. Translators needed here</td>
</tr>
<tr>
<td>4. If the teacher has a cell phone, they may be asked help call parents</td>
<td>4. Other staff or volunteers need to direct parents to correct tables</td>
<td>4. Teachers will check off students who are sent to the release gate and will note the time</td>
<td>4. If there are student injuries, have counselors at this gate and safe room close by – refer those parents to them</td>
</tr>
<tr>
<td>5. If a student needs First Aid, release to First Aid station with student buddy. If Lockdown- do not release student and provide first aid</td>
<td>5. Information sheets for parents with instructions to stay calm, students are safe, procedures are in place, and facts about the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provide for basic needs, i.e water, food, restrooms</td>
<td>6. After Sign Out sheet is completed with parent, parent is directed to Student Release Gate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Simple activities, i.e. movie, reading or card games may be helpful</td>
<td>7. If person comes who is not on ER card, confirm release with parent via phone and note on sign out sheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Crisis Response Guidelines for Student Release

**Students Waiting in Designated Large Group Area**

<table>
<thead>
<tr>
<th>Student Care</th>
<th>Parent Request Gate</th>
<th>Student Notification</th>
<th>Student Release Gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers take roll and supervise class in assigned location within determined boundaries</td>
<td>1. Staff assigned to Request Gate set up multiple tables, chairs and alpha signs</td>
<td>1. Student Request Gate staff person gives Sign out sheets to Student Accountability Lead staff person who will then call students to release gate</td>
<td>1. Greet Parents – as parent’s child arrives to the gate, release student by using NCR Sign Out Sheets, sign time student released to parent, note parent name and give parent bottom copy as a pass to leave campus</td>
</tr>
<tr>
<td>2. Teachers post Green/Red Card – Student Accountability Lead staff person accounts for any missing students</td>
<td>2. Staff will need ER Cards, pens, sign out sheets, cell phones</td>
<td>2. Student Accountability Lead will need to know names of students missing or injured</td>
<td>2. Translators needed here</td>
</tr>
<tr>
<td>3. Teachers bring Crisis Plan Classroom Kits which include student class lists with emergency contact information</td>
<td>3. Translators needed</td>
<td>3. Students will be called to Student Release gate via PA System, Bull Horn or Runners system</td>
<td>3. If there are student injuries, have counselors at this gate and safe room close by – refer those parents to them</td>
</tr>
<tr>
<td>4. If teacher has a cell phone, they may be asked to help call parents</td>
<td>4. Other staff or volunteers need to direct parents to correct tables</td>
<td>4. Teachers will check off students to release gate</td>
<td></td>
</tr>
<tr>
<td>5. If student needs First Aid, release to First Aid station – use sign out sheet</td>
<td>5. Information sheets for parents with instructions to stay calm, students are safe, procedures are in place, and facts about the situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provide for basic needs, i.e. water, food, restrooms</td>
<td>6. After Sign out sheet is completed with parent, parent directed to Student Release Gate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. If person comes who is not on ER card, confirm release with parent via phone and note on sign out sheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Sign-Out Form
(to be used in early student release situations)
Please Print

Student Name: ____________________________________________________________

Student Date of Birth: ____________________________________________________

Teacher (Period): _________________________________________________________

Injury Events Only: Nursing Assessment Completed ________________________

Person here to pick up Student: ____________________________________________

(The person must be on emergency card or verbal ok from parent)

Time Student Released: ___________________________ Staff Initials: __________________

White Copy: Request Gate          Yellow Copy: Release Gate          Pink Copy: To Parent
Dear Parents

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds; conduct codes; staffing needs; positive learning approaches and character education.

Each school site and the school district has also developed crisis response plans which provide staff and students with efficient, safe and orderly prepared responses in case of a crisis or disaster occurring at the school(s). The school district has worked closely with the community’s emergency response agencies such as law enforcement, fire, hospital and others. School staff have been selected and trained to carry out specific roles in a disaster such as first aid, parent contacts, student release, etc. In the case of a disaster, our school has selected the following tentative locations on campus to use as gathering place for parents and students.

1.
2.
3.

In case of a disaster on our school campus, please do not use the telephone to call us, as phone lines will be needed for emergency communications. Listen to your local radio station for incident information as to where to pick up your children.

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. The disaster preparedness plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

Sincerely,

Jennifer Epp,
Principal
Pinkham Elementary School
Estimados Padres:

La Junta de Educación del Distrito Escolar Unificado de Visalia ha declarado que una meta primaria del distrito escolar es asegurar un ambiente de aprendizaje positivo y seguro. Un ambiente escolar seguro provee la atmósfera básica donde el aprendizaje es máximo. Todo el personal del Distrito Escolar Unificado de Visalia participa en mantener este aprendizaje seguro y positivo. Cada escuela ha desarrollado un plan comprensivo de seguridad escolar con la participación de los padres, empleados, estudiantes y agencias de la comunidad así como el enfoque de la ley. Estos planes dirigen a necesidades claves para mejorar la seguridad y son evaluadas en manera continua. Ellos dirigen todos los aspectos de seguridad escolar tales como instalaciones físicas y terrenos, códigos de conductas, necesidades del personal, métodos de aprendizaje positivo y educación de carácter.

Cada escuela y el distrito escolar también han desarrollado planes de reacción a crisis las cuales proveen a los empleados y estudiantes con reacciones eficientes, seguras y ordenadamente preparadas en caso de que una crisis o desastre ocurra en la escuela (s). El distrito escolar ha trabajado muy de cerca con las agencias de reacciones de emergencia de la comunidad tales como el enfoque de la ley, fuego, hospital y otros. El personal de la escuela ha sido seleccionado y entrenado para llevar a cabo papeles específicos en un desastre tales como ayuda primaria, contactos con los padres, liberar a los estudiantes, etc. En el caso de un desastre, nuestra escuela ha seleccionado las siguientes posibles localidades en el campo escolar para usar como lugar de reunión para los padres y estudiantes.

1.

2.

3.

En el caso de un desastre en la escuela, no use el teléfono para llamarnos, por que las líneas telefónicas serán necesarias para comunicación de emergencia. Escuche su estación de radio local para información del incidente como para recoger a sus niños.

Los estudiantes tienen el derecho a un ambiente de aprendizaje y un campo escolar seguro. La prevención de problemas de seguridad escolar es una prioridad para todo el personal escolar, padres y estudiantes. Los planes de preparación para un desastre están listos, pero esperando que nunca sean necesario usarlos. Cada día los estudiantes vienen a la escuela a aprender a estar seguros y a gozar el ambiente de aprendizaje. Mantener la seguridad en mente, en todo lo que hacemos hace esto posible.

Sincereamente

Jennifer Epp,
Director
Escuela Primaria Pinkham