SAFE SCHOOLS

AGENDA

• What is Safe Schools?
  • Safe Schools Program Oversight
  • Safe Schools Staffing and Duties/Threat Assessments

• Bullying Prevention Program

• Scenario

• Q&A
SAFE SCHOOLS

What is Safe Schools?

• A partnership between law enforcement and San Juan Unified schools
  ○ Sacramento Sheriff deputies work for San Juan to provide immediate response to critical incidents

• Coordination with outside agencies and schools to proactively identify and resolve safety concerns

• Support for school communities to address specific safety concerns
SAFE SCHOOLS

Safe Schools Program Oversight

- **Program Manager (San Juan Unified)**
  - Tony Oddo
  - Responsible for day-to-day oversight of the program and working with schools to address specific ongoing safety issues

- **Field Operations Coordinator (San Juan Unified)**
  - Sgt. Bob Erickson (Ret.)
  - Responsible for day-to-day coordination of Safe Schools Officers and connections with various law enforcement agencies

- **Program Manager (Sacramento Sheriff’s Department)**
  - Captain Michael Jones
  - Responsible for coordinating Sheriff Department resources
SAFE SCHOOLS

Staffing

- Sacramento County Sheriff’s Department
  - 6 Deputies per Day Assigned to Zones
    - 1 Team Leader (Sgt)/
    - 5 Zone Officers
- Citrus Heights Police Department
  - 2 Citrus Heights Police School Resource Officers

Duties

- Respond to “In-Progress” Critical Incidents
- Arrest, Cite, Admonish and/or Counsel Students
- Mentors, Presentations, Role Models, Educators
- Problem Solving, Proactive Patrols (Car & Foot)
SAFE SCHOOLS

Threat Assessments

- Threats are Received via a Variety of Sources
  - Students/Parents/Staff/Social Media/We Tip/Tell Someone
- Threats are Immediately Communicated to:
  - School Administrators/Safe Schools/Team Leader/Threat Assessment Officer/SJ Admin/Law Enforcement
- Threats are Examined to Determine Level of Credibility
- Immediate Safety of Students, Staff, Visitors is Paramount
  - Shelter-in-Place/Lock Down/Evacuation
SAFE SCHOOLS

Facilities

- Measure J and N have/will improve school security

- Measure J has funded alarm and camera upgrades
  - 13 sites being upgraded this year

- Measure N has funding to help secure campuses
  - 4 sites receiving fencing upgrades this year
  - 3 sites scheduled to receive fencing next year
District Wide
Bullying Prevention Collaborative

- Advisory group with representation from parents, community members, anti-bullying advocates, and critical district departments

- Identifies, discusses and plans bullying prevention efforts

- Meets every other month
  - Upcoming dates: March 27, May 22
Bullying Prevention Administrator Training

• All schools completed staff training
• Used a train the trainer model to provide materials and content to deliver a 45-60 minute staff in-service on bullying prevention

○ **Content includes:**
  - Defining and recognizing bullying
  - Laws and their implications for schools
  - On the Spot Intervention
  - Bullying reports and follow-up
  - Prevention resources (in and out of district)
Stop Bullying and Harassment.
If you See it, Report it.

Talk to an adult at your school;
Text: (916) 243-5552;
Phone: (916) 979-8477;
Web: sanjuan.edu/safety

Texting rates may apply.
Reporting Made Easier—the Safety Button

www.sanjuan.edu
Prevention Programs Resources
www.sanjuan.edu/prevention

Prevention Programs
- Prevention Home
- Prevention Calendar
- Prevention Efforts
- California Healthy Kids Survey
- Bullying Prevention
  - Bullying Prevention Awareness Month
  - Bullying Prevention Resources
  - Observe Bullying Prevention Kick-Off Sample Video
  - Silent on the Sidelines Kick-Off Sample Video
  - Bullying Prevention Legislation

What is Bullying?
San Juan Unified is guided by the following definition from the Department of Education: Bullying is the willful, repeated, and intentional use of physical force or verbal abuse, by one or a group of students against another student and which results in physical or emotional harm or humiliation to those targeted. Bullying has four components:
1. A specific type of aggression
   - Verbal
   - Physical
   - Psychological
2. Behavior that is intended to harm or disturb
3. Behavior that is carried out repeatedly and over time
4. An imbalance of power between the bully and victim which can be
   - Physical
   - Verbal
   - Psychological

Examples of Acts Used to Bully
Bullying can take two forms. Direct acts are usually face-to-face and the person being bullied usually knows who is doing the bullying. Indirect acts are behind someone's back and unseen, the person being bullied may not know who is doing the bullying.

- Examples of direct acts of bullying include:
  - Physical Acts
  - Name Calling
  - Threats
  - Intimidation
  - Verbal Abuse
  - Taunting

- Examples of indirect acts of bullying include:
  - Making Faces
  - Discrete Gestures
  - Exclusion
  - Rumors
  - Cyberbullying

Bullying Prevention Resources
San Juan Unified offers various bullying prevention resources for educators, parents and students including a lending library.
School Crisis Response

“Law Enforcement Activity”
**School Crisis Response**

8:05 a.m. - As a parent volunteer, you proceed directly to the school office to sign-in before starting your work in the classroom. The office is busy with students, staff and other parents as school started at 8 a.m. As you’re writing your name on the sign-in sheet, you notice a uniformed sheriff’s deputy talking with the principal.

He tells her that a suspect is thought to be in the area, law enforcement will be conducting a search and that the campus should be secured as a precaution. The deputy informs the principal he will return when he has more information and leaves the campus.

<table>
<thead>
<tr>
<th>Parent Volunteer</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why is it important to sign-in when visiting a campus, even if you’re there every day?</td>
<td>• Should the principal call for:</td>
</tr>
<tr>
<td>• Having overheard this information, what should you as a parent do?</td>
<td>1. Extra eyes to be outside</td>
</tr>
<tr>
<td></td>
<td>2. A shelter in place</td>
</tr>
<tr>
<td></td>
<td>3. A lockdown</td>
</tr>
</tbody>
</table>
8:06 a.m. - The principal immediately instructs office staff to signal for a shelter in place. The bell signal is given and doors across campus are locked and closed. Instruction continues in each classroom but no one is allowed to move about on campus except authorized Safe Schools staff and law enforcement officials. You are now locked in the school office.

**Parent Volunteer**
- Where should you stand or sit during a shelter in place?
- Do you immediately text your child? Other parents? If so, what do you say?

**Staff**
- What action does the principal take next:
  1. E-mail staff with what’s going on
  2. Call Safe Schools to alert them
  3. Record a notification message to send to families
  4. Other
8:08 a.m. - The principal asks the secretary to call Safe Schools and make sure they are aware of the shelter in place then to e-mail staff and let them know that they should announce to their classes why the shelter in place was called. The principal then joins a deputy sheriff with another staff member who is already walking the campus to ensure all students are inside, doors are locked and no one is in the restroom.

8:13 a.m. - The principal has been gone for approximately 5 minutes when an adult appears at the office door trying to gain access and says he wants to pick up his daughter. The secretary is on the phone with a parent. You’re 99 percent certain you recognize the individual as a parent from the school.

<table>
<thead>
<tr>
<th>Parent Volunteer</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do you open the door for the adult?</td>
<td>• Should the secretary let the adult into the office?</td>
</tr>
<tr>
<td>• Do you say anything to the adult?</td>
<td></td>
</tr>
</tbody>
</table>
A Safe Schools officer arrives on scene and calmly informs the parent at the door that the school is in a shelter in place as a precautionary measure, but for the safety of students and staff no one is allowed to enter or leave the campus. The officer escorts the parent to his vehicle.

8:18 a.m. - The principal returns to the office. She immediately goes to her computer and begins recording an automated notification message to families.

<table>
<thead>
<tr>
<th>Parent Volunteer</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What should the principal say in the message to parents?</td>
<td></td>
</tr>
<tr>
<td>• If you were off campus and received the message what should you do? Would you call the school? Would you go to the school?</td>
<td></td>
</tr>
<tr>
<td>• Where/how else should information be made available to families?</td>
<td></td>
</tr>
</tbody>
</table>
8:22 a.m. - Automated messages begin to go out. Almost immediately, the office phones begin to ring.

8:32 a.m. - The suspect is apprehended. The Safe Schools officer informs the principal who signals the all clear. A new message is crafted and sent to families updating them and conveying the situation’s resolution.
SAFE SCHOOLS

QUESTIONS/COMMENTS