

Scotia Union School District



Comprehensive Safe School Plan (Education Code Section 32280-32288)

At Stanwood A. Murphy Elementary School

CDS Code
12-63024

From: 2010 TO 2011

SUSD Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Contact Person: Shawn Barsanti

Position: Teacher/Dean/Safe School Coordinator

Telephone Number: 707-764-2212

E-Mail Address: shawnbarsanti@suddenlink.net

Scotia Unified School District

Comprehensive Safe School Plan

Board of Education

Sarah Ireland(President)
Ed Lewis
Debbie Reback
Bill Walton
Brooke Sandberg

Superintendent of Schools

Jeanelle Lampp

Coordinator, Emergency Planning/Crisis Response

Shawn Barsanti

September 1, 2010

Purpose and Scope

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

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact your assigned Superintendent of Instruction as quickly as possible. He/She will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

District School Safety Team (DSST)

SUSD site will have a District School Safety Team (DSST) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) 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 District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, the school site, Town of Scotia, and Humboldt County Operational Area are positioned to integrate services when an incident occurs on an area, regional or state level.

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

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

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

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

Under the SEMS, tasks are delegated to members of the DSST to successfully handle critical incidents. The DSST 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 (superintendent/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 DSST provides each member with the opportunity to specialize in the management of his/her area.

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

Directions

1. Establish:

- ✓ **District Safe School Team**
- ✓ **Threat Assessment Team/Student Wellness Team**
- ✓ **First Aid Responders**
- ✓ **Student Release Team**

2. Update your site map. CD of school map is provided by HCOE (Kim Comet):

3. Establish:

- ✓ **Strategies for improving school safety/climate**
- ✓ **2010-2011 Fire Drill Schedule – Once per month at the elementary school level (Log is in School Safety Inspection Report binder)**
- ✓ **2010-2011 Lockdown Drill – Twice per year (once a semester)**
- ✓ **School Phone Tree**

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

5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved it's development. Amy Gossien is the School Site Council Coordinator.

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

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

District Safe School Team

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

In the event of an emergency situation, the District Safe School Team should report to a designated location to oversee and provide directions during the emergency situation. The superintendent/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 Dean/Safe Schools Coordinator. District Safe School Team is listed below.

District Safe School Team

		NAMES	PHONE
Incident Command	Superintendent/Principal	Jaenelle Lampp	(707) 502-8376
	1. Alternate	Shawn Barsanti	(707) 834-4453
	2. Alternate	Dave Gaddis	(707) 834-2349
Planning/Intelligence	Office Manager	Shawn Barsanti	(707) 834-4453
	1. Alternate	Dave Gaddis	(707) 834-2349
	2. Alternate	Jaenelle Lampp	(707) 502-8376
Operations	Team	Shawn Barsanti	(707) 834-4453
(Search & Rescue) CERT	1.	Gayle McKnight	(707) 496-0691
	2.	Dave Gaddis	(707) 834-2349
	3.	Brooke Raven/Sandberg	(707) 496-0344
	4.	Brent Lampp	(707) 502-8377
	5.	Jaenelle Lampp	(707) 502-8376
Logistics	Plant Coordinator	Dave Gaddis	(707) 834-2349
(Getters)	1. Alternate	Linda Bartlett	(707) 764-4034
	2. Alternate	Linda Marks	(707) 845-0123
Administration/Finance	Financial Secretary	Donna Jones	(707) 496-8501
	1. Alternate	Terri Emmons	(707) 764-2212

**Scotia 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 SUSD 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	TITLE
Jeanelle Lampp	Superintendent/Principal	Shawn Barsanti	Assistant Principal
Brent Lampp	School Counselor	Monika Preiss	School Psychologist
John Broadstock	Law Enforcement	Officers will vary/call 911	Sheriff
Millie Lawler (445-7051)	School Nurse	Dave Gaddis	Head Maintenance

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 and First Aid.** In an emergency situation, any staff member may provide assistance. Insure 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 2008/9 school year at Scotia School.

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE
x	x	Shawn Barsanti	Teacher	123/834-4453
		Garey Barsanti	Teacher	125/499-7433
X	X	Gayle McKnight	Food Services	126/496-0691
X	X	Jenny Gillam	Paraprofessionals	119/845-0259
X	X	Brent Lampp	Counselor	502-8377
X	X	Jaenelle Lampp	Superintendent/Principal	Office/502-8376
X	X	Dave Gaddis	Head Maintenance	834-2349

Emergency Care for Injuries, Choking, and Sudden Illness (flipchart) is the guide for providing first aid.

The flipchart and first aid supplies are located in the health office.

The flipchart contains Universal Precautions for blood borne pathogens.

Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

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.

STUDENT RELEASE TEAM

This team is the only team, which should release students to parent(s) or guardian(s). Team responsibilities *may* include:

- ✓ Updating student census lists on a regular basis.
- ✓ Maintaining a “go box” with pens, forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing census lists and emergency cards when a crisis occurs.
- ✓ Maintaining location at the front of emergency meeting area.
- ✓ Assigning team dedicated to the release of students and another team dedicated to locating information for staff and students.
- ✓ When authorized by the superintendent/principal, the Release Team begins the process of reuniting students with parents or guardians.
- ✓ Team ensures students are released to authorized parent or guardian and documents release by using a sign out form.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK
Terri Emmons	Monique Dominique	secretary	Work at releasing students in a timely manner to parent or guardian.
Donna Jones	Tammy Miller	business secretary	Work at releasing students in a timely manner to parent or guardian.
Linda Marks	Trudi Walsh	para professional	Work at releasing students in a timely manner to parent or guardian.
Val Henry	Sharon Steeves	librarian	Work at releasing students in a timely manner to parent or guardian.

SCHOOL 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.

Superintendent/Principal/District Safe School Team

1. Acts as the liaison between the school site, Town of Scotia, and HCOE (Kim Comet) and maintains communication with appropriate HCOE staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates (DSST) information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures (DSST) members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.** (Behind room #119 is PG&E, water -NW corner of cafeteria, water-school street crosswalk)
4. Ensures that teachers 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. Alternate 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 Superintendent/Principal (or designee).
 - 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 Telecommunications Center at 443-3127 from an outside line) of the emergency and media response.
 - Only the Superintendent/Principal or designee (Shawn Barsanti) is authorized to release information.
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

7. 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 in order 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.
7. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
8. Plans alternate classroom evacuation routes, if standard routes are obstructed.
9. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
10. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

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

Evacuation Plans

An evacuation plan consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus ([upper playground](#)).

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

Possible Sites:

- [Ball park](#)
- [Mill A](#)
- [Little theater](#)

Plans shall be based on the current “Key Plan” maps obtained from the Safe School Coordinator.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both busses and autos)
 - Student Release area
 - Press area
- ❑ Teams
 - Crisis Response Team
 - Student Release Team
- ❑ Emergency cards and census list (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)
- ❑ Communication Plan (How teachers will communicate to the District Safe School Team and visa versa)

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School Climate Strategies

Current Strategies that promote a school climate of respect, emotional safety and a caring community.	Assessment Issues or Concerns related to school climate.	Safe School Plan strategies to promote a school climate of respect, emotional safety and a caring community.
<ul style="list-style-type: none"> *School leadership team *Good character school wide recognition program *Student incident reports *school wide discipline matrix 	<ul style="list-style-type: none"> *Bullying issues stated on student incident reports. *Harassment issues stated on incident reports *Healthy Kids survey indicating some bullying and harassment issues *Student leadership team surveyed peers to determine areas of the campus whereby most horseplay and harassment occurs(playground). 	<ul style="list-style-type: none"> *Code of Conduct developed and encouraged by the leadership class *Quack and Rabbit presentation on bullying * Lorene Dunaway working with leadership team

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Physical Safety of Students and Staff

Current Strategies in Place to Insure Physical Safety of Students and Staff.	Assessment Issues or Concerns related to Physical Safety of Students and Staff.	Safe School Plan strategies to address Physical Safety of Students and Staff.
<p>*CERT team trained</p> <p>*At recess the 5th and 6th grade students are separated. At lunch 4th and 6th on the lower playground. 5th, 7th, and 8th on the upper playground.</p> <p>*Ongoing inspection of the playground apparatus in the lower playground and kindergarten playground.</p> <p>*Locate areas of water runoff that may cause slips and falls.</p> <p>*Inspect exit routes</p>	<p>*Ongoing rough play and conflicts between 4th and 5th grade, and 5th and 6th.</p> <p>*Student drop off/pick up area congested.</p> <p>*Cafeteria ramp, #119 ramp, and behind the dry storage building has water runoff.</p> <p>*Exit routes need to be updated.</p>	<p>*Designate a clear area for drop off and pick up of students. Use safe school funds to buy and install signs. Send letter home to all students.</p> <p>*Find ways to cover two staff on duty on the upper and lower playground. This is difficult due to budget cuts.</p> <p>*Use modernization or deferred maintenance funds to add proper drainage.</p> <p>*Updated exit routes</p> <p>*CERT team to train all staff</p>

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Youth Development Strategies

Current Youth Development Strategies that promote meaningful student leadership.	Assessment Issues or Concerns related to Youth Development.	Safe School Plan additional strategies to promote Youth Development and Leadership.
<p>*Seek guidance through Humboldt County Office of Education for a trainer to develop an effective leadership team that will improve school climate.</p>	<p>*Ongoing bullying, harassment, and horseplay. Respect toward school property and peers.</p>	<p>*Continue to work with Lorene Dunaway *Student leaders to be selected. They will work with Lorene Dunaway to assess, develop, and implement a school wide Code of Conduct.</p>

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2010-2011 Fire Drill Schedule

Per Board Policy 6114.1

The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than twice every school year at the secondary level.

MONTH	DATE	TIME
July	7-5-11	9:40AM
August	8-1-11	9:40AM
September	9-1-10	9:40AM
October	10-1-10	9:40AM
November	11-1-10	9:40AM
December	12-1-10	9:40AM
January	1-3-11	9:40AM
February	2-1-11	9:40AM
March	3-1-11	9:40AM
April	4-1-11	9:40AM
May	5-2-11	9:40AM
June	6-1-11	9:40AM

2008-2009 LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
Fall	9-3-10	10:50AM
Spring	3-11-11	10:50AM

As soon as the drill is completed, fill out the form on the district internet.

Earthquake Drills: 10-21-10

Fire Extinguishers: 1-14-11

Imminent Danger/Lockdown Procedure

(Remain on Campus)

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

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long ring will indicate “All Clear.” Call 911.
2. The Garey Barsanti will be in charge of emergency first aid. A tent will be set up in front of room #106 area first aid as a gathering place. In the absence of Garey Barsanti, Jenny Gillam will be in charge.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. The tent in front of room #116 will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information 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 actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and close curtains
 - Students in rooms are to be seated and 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 to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
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 designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone. All teachers will contact their para professionals.



Jaenelle Lampp
Office:4022
502-8376
764-3356

Shawn Barsanti
Room: 106/4037
834-4453
725-3845

Gayle McKnight
Room: 126
496-0691
764-3206

Jackie Eicholtz
Room:118/4033
725-5630

1.Amy Gossien
Room 106/4039
845-3751
786-4041

2. Sandra Close
Room: 119/4031
496-2640
764-5202

3.Terri Emmons
Office: 4056
725-9291

4.Dana Christen
Room: 110/4025
407-6152
725-6552

17.Bonnie Hilton
839-4193

5.Saul Lewis
Room 104/4038
498-3108
725-3971

6.Laural Stokes
Room: 103/5258
502-9348
726-7843

7.Donna Jones
Office: 4021
499-9436

8.Darrin Victorine
845-5037

18. Maria T.
498-3993

9.Garey Barsanti
Room: 107/4036
499-7433
764-5762

10.Lisa Stockwell
Room: 116/4030
496-9951
733-5340

11.Trudi Walsh
Office: 4060
845-4598

12.Val Henry
Room: 108
682-4102

13.Carol Owren
Room: 115/4028
616-3184
725-9736

14.Sharon Ross
Room: 114/4027
498-8629
725-8629

15.Dave Gaddis
834-2349

16 Jakie Eicholtz
Room: 118/4033
834-3422
725-5630

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive Safety School 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 Scotia Union School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: _____.

Attested:

Jaenelle Lampp

Typed name of school superintendent/principal

Signature of school superintendent/ principal

Date

Amy Gossien

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Emergency Phone Numbers

Office of Emergency Services 707- 445-7395 (24 hours a day)

Superintendent Lampp - 707-502-8376 764-3356

Maintenance Department - 707-834-2349

Health Services(nurse)- Millie Lawler – 834-3228

District Bus Transportation - 707- 834-2349

School Site Utilities Location (water, power, gas) – 834-2349

School Site Utilities Location (steam) – Rick Walsh -845-3817

**Psychological Services Crisis Intervention Team – Brent Lampp- 502-8376
Monika Priess-445-2756**

**Emergency Planning/Crisis Response, Safe School Officer-
Jaenelle Lampp- 502-8376
John Broadstock- 845-2995**

Mental Health Services Coordinator - 707- 445-7000

Environmental Services - 707- 7421

Technology Services - 707- 445-7000

Sheriff- 445-7251

Ambulance- 725-5179

CPS- 445-6180

(Site-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 you account for the tactical officer on campus as well as the personnel that make up the probation team or 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 (Armed intruder)

Each procedure should contain the following elements:

1. Code designation
 - a. Verbal
 - b. Bell signal (If any)
2. Description of incidents that will trigger the code
3. Description of action to be taken by teachers, students and CRT
4. Procedure and signal to rescind code

Building Evacuation

Signal: "Voice Activated "

To be used in the event of:

- Fire - Chemical spill (on campus)

Teachers will:

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

Students will:

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

Crisis Response Team Members will:

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

Code is rescinded when:

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

Duck, Cover and Hold

Signal: Voice Activated

To be used in the event of:

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

Teachers will:

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

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal

Crisis Response Team Members will:

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

Code is rescinded when:

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

Shelter in Place

Signal: Voice Activated “This is a lockdown....”

To be used in the event of:

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

Teachers will:

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

Students will:

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

Crisis Response Team Members will:

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

Code is rescinded when:

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

Lockdown

Signal: Voice Activated “This is a lockdown...”

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately lock their classroom door
- Instruct students to lie on the floor
- Close all blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Crisis Response Team or Police

Students will:

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

Crisis Response Team Members will:

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

Code is rescinded when:

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

**SCOTIA UNION SCHOOL DISTRICT
2-WAY RADIO PROCEDURES**

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

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

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Speak slowly, clearly, within two inches of the radio
- Use clear "sign-off" terms
- During normal use, use only the channel assigned to your school

**Threat Assessment
and 5150
Procedures**

SCOTIA UNIFIED SCHOOL DISTRICT THREAT ASSESSMENT/STUDENT WELLNESS PLAN

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

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

SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

- Administrator (Superintendent/Principal, Dean, Assistant Principal)
- 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

Utilizing your school crisis team chart, designate from among existing school staff, the three (3) members of the threat assessment team. One of the STAT members serves as a case manager of all actions taken, organizing and recording the steps to be taken for interviews, district and community referrals, information gathering, follow-up, etc.

THREAT ASSESSMENT PROCEDURE

1. *The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRD/Police, appropriate staff/others, psychologist, SAP or mental health worker will utilize a THREAT ASSESSMENT GUIDELINES (Page 5), PROTOCOL (Page 7), and WORKSHEET (Page 10) to help determine the significance of a threat:
Low, Medium, High. (See Threat Assessment Guidelines, page 5)*
2. *If the threat is deemed to be a credible **HIGH LEVEL THREAT**, the STAT will recommend:*
 - A school discipline/law enforcement response
 - Student Wellness Team Process (W&I Code 5150) (See 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Assistant Superintendent. The Site Administrator should obtain a parent signature on an "**Interagency Authorization for Release of Information**" form. The Site Administrator will designate a team member to maintain a case folder on the incident.
4. The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:
 - Liability issues
 - School safety issues
 - Student Services disciplinary issues
 - Legal issues
 - Special Education issues
5. The Superintendent will contact Kim Comet (707) , Risk Management, or Shawn Barsanti (707) 834-4453, School Safety Coordinator. They will convene the DTAT and communicate with the Site Administrator to develop a course of action.

The DTAT will consist of:

- Director of Risk Management

And when appropriate:

- Special Education Coordinator
- District Legal Counsel
- SUSD SEMS incident commander

6. When it is determined that the student will return to campus, a meeting will be held to discuss.

- A Student Wellness Plan
- Mental Health Plan, if appropriate
- Programs and Services

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

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment levels are meant to assist team members in developing a response that is appropriate to a specific incident.

Threat levels are assigned to situations not persons. *Threat levels are not a “diagnosis” and are not part of the written record of intervention.*

THREAT ASSESSMENT LEVELS

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

LOW LEVEL THREAT (1): A threat that poses a minimal risk to the victim and public safety.

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

MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.

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

HIGH LEVEL THREAT (3): A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.

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

THREAT ASSESSMENT PROTOCOL

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

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

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

- Less than 20% of school shooters communicated a direct or conditional threat to their target before the attack.
- More than 80% did not make a direct threat, but they did communicate their intent and or plans to others before the attack.
- Judgments about a student's risk of violence should be based upon analysis of behaviorally relevant **facts**, not "traits" or "profiles."
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- There should be thoughtful probing, healthy skepticism, and attention to key points about pre-attack behaviors, a striving to be both accurate and fair. There should be credible verification of all essential "facts" and corroboration about an attacker's interests, statements, and actions.
- There should be liberal use of "common sense" throughout.

STEP ONE: REFERRAL

Referral to Administrator, and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT*

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

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

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

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

STEP FOUR: OTHER INTERVIEWS

Parents: Get signature for **Interagency Authorization for Release of Information**

Target of threat: Is interviewed. Is the threat likely to be acted upon? History?

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

Almost always the school should immediately inform the appropriate law enforcement agency and they should be involved in whatever subsequent actions are taken.

RESPONSE: A high level threat may result in:

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

Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high level threat of suicide, the Student Wellness Team / WI5150 process will result. (See 5150-procedure flowchart)

TERMS AND FACTORS

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

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

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

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

FACTORS IN THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

NAME: 	SCHOOL: Stanwood A. Murphy Elementary	DATE:
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STEP 1: REFERRAL

1. Referred to administrator/STAT?

STEP 2: TYPE OF THREAT

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

STEP 3: FOUR PRONGED ASSESSMENT*

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

Student/Parent Interview

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

Target of Threat Interview

Is it likely to be acted on?

STEP 4: EVALUATION AND RESPONSE

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

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

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

5150 Procedure Checklist
CONFIDENTIAL

Student Name: _____ School: _____ Date: _____
Assessor Name: _____ Title: _____ Phone: _____

1. **ASSESSMENT OF HIGH RISK AREAS FORM**
completed by ___ Psych ___ SAP ___ SSW ___ Counselor ___ Other _____

<p>___ If you find 5150 Potential, contact: ___ Parent ___ COPE ___ Law Enforcement (LE) ___ SUSD Release of Info. ___ FCDCFS Release of information ↓</p>	<p>___ If you find NO 5150 Potential, ___ Contact parent ___ Referrer End of formal assessment ___ Information shared with Administration</p>
---	--

2. **ASSESSMENT OF HIGH RISK AREAS FORM to COPE/LE IF 5150 POTENTIAL**
___ COPE ___ LE **CONSULTS** with Psych/SAP/SSW/COUNSELOR/OTHER
___ COPE ___ LE assesses for 5150
↓
___ COPE ___ LE **ATTEMPTS INTERVENTION**

Name(s)/Title: _____

<p>___ COPE ___ LE DETERMINES 5150, ↓ ___ COPE ___ LE alerts Psych/SAP/SSW/Couns/Other ↓ ___ Psych/SAP/SSW/Counselor/Other notifies Site Administrator who will complete Removal of Student Form and make Incident Report and copy: Assistant Superintendent & Manager of Psych Services ↓</p>	<p>___ COPE ___ LE DETERMINES <u>NO</u> 5150 ↓ ___ COPE ___ LE CONSULTS with Psych/SAP/SSW/ Counselor/Other regarding <u>Student Wellness Plan</u> ↓ ___ A Student Wellness Team* meets and develops a Student Wellness Plan to be placed in the <u>5150 Folder</u> with the Site Administrator</p>
--	--

3. **FOLLOW-UP**

<p>___ COPE ___ LE notifies Site Administrator and Referring Professional of 5150 discharge (whenever possible) ___ Student Wellness Team* meeting is called by ___ Psych ___ SAP ___ SSW ___ Counselor ___ Other ___ Before and/or ___ After an FUSD student returns from 5150 Date of SWT: _____ ___ Student Wellness Plan Developed: ___ (1) Safety/Educational Plan ___ (2) Mental Health Plan ___ (Special Education Only) IEP Scheduled Date: _____ ___ Completed ___ Shared with appropriate parties ___ Student Wellness Plan/Release of information form placed in 5150 folder with Site Administrator ___ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, Release of Information</p>
--

*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, COPE/LE, Psychologist,

**Comprehensive Youth Services//Scotia Unified School District
Assessment of High Risk Areas**

Student Name _____ ID# _____ Date _____

(Give a copy of this form to: COPE/Law Enforcement)

SCHOOL _____ ADMINISTRATOR _____ PHONE _____

Completed by Referring Professional: _____ Title _____

(SIGNATURE)

Referrer's Phone _____ Pager _____

Suicide Risk: _____ Denied _____

Ideation _____ Current _____ Most Recent _____ Onset _____ Frequency _____

Prior Attempts Method _____ Most Recent _____ Known? _____

Intent _____ Plan _____ Means _____ Other's Suicide _____

Self-Mut. _____ Method _____ Most Recent _____ Onset _____ Frequency _____

Contributing Factors: _____

Hospitalizations: _____

Add'l Info/Reason for Referral: _____

Homicide Risk/Threat Assessment: _____ Denied _____

Ideation _____ Current _____ Most Recent _____ Onset _____ Frequency _____

Intent _____ Plan _____ Means _____ Hx of Violence _____ Gang Affil. _____ Other's Death _____

intended Victim _____ Reason _____

Add'l Info/Reason for Referral: _____

Child Abuse Assessment: _____ Denied _____

Current _____ Type _____ Offender _____

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

Past _____ Type _____ Offender _____

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

Hx of DV _____

Substance Abuse Assessment:

All Denied _____

Own Use Denied _____

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

CONFIDENTIAL

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Sad/Irritable/Angry | <input type="checkbox"/> Insomnia/Hypersomnia | <input type="checkbox"/> Fatigue/Loss of Energy |
| <input type="checkbox"/> Diminished Interest | <input type="checkbox"/> Psychomotor Agitation/Retardation | <input type="checkbox"/> Feelings of Worthlessness/Guilt |
| <input type="checkbox"/> Weight Loss/Gain | <input type="checkbox"/> Inability to Concentrate | <input type="checkbox"/> Recurrent Thoughts of Death/Suicide |

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

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

Outcome

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

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

Add'l Info: _____

STUDENT WELLNESS TEAMS

Objective:

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

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

Students will:

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

Parents will:

- Participate in the Student Wellness Team Meeting

Staff will:

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

STUDENT WELLNESS TEAM CONCEPT

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

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

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

The SW Team may schedule meetings as needed after a student has been assessed by COPE for 5150. The meetings do not have to be formal, but must be documented on the Student Wellness Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the COPE Team until the Student Wellness Team meets and determines who the contact (case manager) will be. COPE will contact Site Admin when student is released, provided a valid release has been signed.

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

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the site psychologist.

SUSD 02/09

REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS

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

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

(Student's Name) (Birthdate) (Age)

(Parent/Guardian's Name) (Address) (Phone)

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

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

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

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

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

(Signature of Principal/Designee)

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