

**Southern Humboldt Unified School District**  
**Comprehensive Safe School Plan**  
(Education Code Section 32280-32288)

Osprey Learning Center  
(Independent Study & Continuation High School)

CDS Codes  
12630401230060 & 12630401230010  
2008-2009

Osprey Learning Center, a safe, alternative learning community, is to graduate all of its students as confident learners, who think critically, make responsible choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative, standards-based academic program that challenges students through a variety of learning experiences to reach their highest potential.

Contact Person: Mr. Jim Stewart

Position: Principal

Telephone Number: 707-943-3144 x3107

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# Osprey Learning Center Comprehensive Safe School Plan

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January 28, 2009

## **Purpose and Scope**

The Osprey Learning Center 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 Osprey Learning Center.

## **Key Emergency Contact**

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

## **Safe School Leadership Team (SSLT)**

The Safe School Leadership Team (SSLT) will 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**. On November 8, 2007 the Southern Humboldt Board of Trustees adopted resolution 3-0708, use of **National Incident Management System (NIMS)**, for all incident management in the district.

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

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

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

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incidence of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS/NIMS 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/NIMS 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/NIMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS 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/NIMS, 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/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team 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. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

### Safe School Leadership Team

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

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information report to the school office where you will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Superintendent/Associate Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

		NAMES	PHONE
<b>Incident Command</b>	<b>Principal</b>	Jim Stewart	725-3843
	1. Alternate	Clifford Kitts	943-3347
	2. Alternate	Mary Moore	943-3522
<b>Planning/Intelligence</b>	<b>Office Manager</b>	Mary Moore	943-3522
	1. Alternate	Donna Bowman	943-3003
	2. Alternate	Sue Eldridge	923-4948
<b>Operations</b>	<b>Teacher</b>	Melanie Chausse	923-7290
	1. Alternate	Mike Carroll	445-2123
	2. Alternate	Ann Constantino	923-7227
<b>Logistics</b>	<b>Plant Coordinator</b>	Jack Young	444-2221/599-5686
	1. Alternate	Nick Boyd	923-3704
<b>Administration/Finance</b>	<b>Financial Secretary</b>	Mary Moore	943-3522

**Osprey Learning Center  
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)**

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 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.

**STUDENT WELLNESS TEAM**

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Jim Stewart	Principal	Administrative Intern or designee	Dena Rovai
Chris Hill	District Psychologist, Safe Schools Counselor	Counseling Technician or Student Support Worker	Randi Perkins or Carole Willard-Clark
	Law Enforcement		
Patty Radenbaugh R.N.	School Nurse	District Nurse	Robin Correll R.N.

**CPR/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. See attached list of staff members trained in CPR and/or first aide for the 2008-2009 school year at South Fork Junior- Senior High School.

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE
		See attached sheets.		

Refer to the North Coast Schools' Insurance Group Emergency Guidelines flipchart for additional emergency information. A copy of the flipchart and first aid supplies are located in the office. 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 nurse and school offices. 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.

## Evacuation Plans

**Stage One Evacuation:** ON SITE: All students and staff are evacuated from buildings per route or alternate route and stationed on the SF athletic field in designated areas.

**Stage Two Relocation:** OFF CAMPUS: 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 district transportation department, Humboldt County Sheriff, and Miranda Volunteer Fire Department. ( gas leak, fallen aircraft...)

Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
  - Evacuation routes
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both buses and autos)
  - Student Release area
  - Press / information area
  
- ❑ Teams
  - Crisis Response Team (Safe School Leadership Team)
  - Student Release Team
    1. Registration forms and class lists (Always ready to be taken to student release area)
    2. Parent/Guardian sign-out log and forms
    3. Impaired mobility list (Location of these students throughout the school day)
    4. Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa)
  
- ❑ TEACHING STAFF: Classroom evacuation materials (roll sheets and disaster information).
  
- ❑ STAFF UNASSIGNED TO STUDENTS AT THE TIME OF THE EMERGENCY report to the SFHS Office for direction.

### Imminent Danger/Lockdown Procedure

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. CALL 911 AND THE DISTRICT OFFICE.

1. Imminent Danger Signal –**VERBAL SIGNAL “OPERATION HIBERNATE”, OVER THE RADIO. WHEN OVER, AN “ALL CLEAR” WILL BE ANNOUNCED OVER THE RADIO. DO NOT USE THE PHONE OR THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**
2. The school nurse will be in charge of emergency first aid: the NURSE’S OFFICE/SICK ROOM (C9) or other designated area will be utilized as a gathering place. If other than C9, indicate gathering place: Independent Study Room, room 1 on East Campus. In the nurse’s absence, THE PRINCIPAL will be in charge, and will designate first aid personnel.
3. The Office Manager will maintain phone communication with the district office for internal communications.
4. The Incident Commander, Office Manager or designee will inform South Fork Junior and Senior High School and transportation of the Lockdown.
5. The Incident Commander or designee will identify a person to serve as public information contact under the direction of the District Office.
6. The Plant Coordinator Alternate (and custodians) will be responsible for checking, then locking all doors on campus. They will advise the Office Manager of the location and names of any students they lock in these rooms.
7. Teachers who are unassigned should take the lockdown in the room where they are and wait for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
  - Have someone close and lock all windows, and pull curtains closed.
  - Look through the glass on the door as you carefully open it and check for students in the hall, ushering them inside your room immediately. Supervise the area outside room until students are in rooms.
  - Lock doors. Cover door window with paper.
  - Students in rooms are to take the protective position.
  - Roll taken so that there is an accurate accounting of students.
  - Students to remain in classroom until the all-clear signal is given.
  - Sit tight; and do not call the office UNLESS THE DANGER IS IN YOUR ROOM.
  - At this time do not allow electronic devices to be used.
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor, out of the direct line of fire.
10. Some staff may be asked to secure the perimeter of the campus, allowing no ingress or egress; keeping the principal informed via radio.
11. School staff should stay (\*see government code below) until crisis is over.
12. If possible, debriefing should occur the same day.

### Modified Lockdown Procedure

1. When determined by the Incident Commander /principal or designee that a Modified Lockdown is in order:
  - The Office Manager will call the district office and 911 as directed by the Incident Commander /principal.
  - Appointed staff: Clifford Kitts will check the gymnasium, Continuation High room, and IS room. Communicate via radio and go door to door calmly & quietly direct staff to keep students in rooms and lock the door.
  - The Plant Coordinator Alternate (and custodians) will be responsible for checking the gymnasium, restroom doors, office & staff room doors, custodial closets and gates. They will escort students located in these rooms to the nearest supervised classroom.
  - Teachers not with students and other available staff should report to the office for further directions.
2. During Modified Lockdown some staff may be asked to secure the perimeter of the campus, allowing no ingress or egress; keeping the principal informed via radio.
3. The principal, secretary or designee will inform South Fork High, the District Office and the transportation department of the Modified Lockdown.
  - If Modified Lockdown continues through release time, one bus will come to OLC campus at a time and only the students for that bus will be dismissed at that time. All staff will be involved in the safe egress of students.
4. When it is determined to be "all clear" the appointed staff will inform the same rooms that they originally notified. (See Modified Lockdown Plan).
5. If possible, debriefing should occur the same day.

#### **\*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.

## Drill Schedule

### 2008-2009 FIRE DRILL (1 x/semester; w/evacuation)

SEMESTER	DATE	TIME
Fall	September 11, 2008	11:10 AM
Spring		

### 2008-2009 EARTHQUAKE DRILL (1 x/semester; 1 w/ evacuation)

SEMESTER	DATE	TIME
Fall	September 11, 2008	11:00 AM
Spring		

### 2008-2009 LOCKDOWN DRILL (2 x/year; 1 modified and 1 imminent danger)

	DATE	TIME
YEARLY (MODIFIED)		
YEARLY (IMMINENT DANGER)		

### 2008-2009 THREAT DRILL Threat assessment (1 x/year if no actual one occurred)

	DATE	TIME
YEARLY		

## 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 enrollment lists on a regular basis.
- ✓ Maintaining a "go box" with pens, registration and release forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing "go box" and radio when a crisis occurs.
- ✓ Setting up and maintaining release area in front of the school by the flagpole, including table, chairs etc.
- ✓ Assigning team(s) dedicated to the release of students.
- ✓ Providing information for other teams needing information.
- ✓ Reuniting students with parents or guardians when authorized by the site principal.
- ✓ Ensuring that students are released to authorized parent or guardian by using the sign-out form on the next page.

STAFF MEMBER	TITLE	EMERGENCY TASK
Donna Bowman	Attendance Clerk	Supervising area set-up, proper equipment, forms etc. and proper release of students
Team:		
▪ Randi Perkins	Counseling Tech	Release of students
▪ Sue Eldridge	Counseling Tech	Release of students
▪ Ann Constantino	Counseling Tech	Release of students
▪ Carole Willard-Clark	Student Support Worker	Release of students
Runners:		
▪ Responsible students	Students	Take sign-out pass to person supervising students and returns to release area with student.
▪ Available staff	Staff	Take sign-out pass to person supervising students and returns to release area with student.



## SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

### Principal (Incident Commander) / Safe School Leadership Team Leader responsibilities:

1. Acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members (Operations-custodians) are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency (see code pages)  
For evacuation emergencies:
  - Team 1 (Cliff Kitts) checks Independent Study and reports via radio to Office Manager/ Mary Moore.
  - Team 2 (Melanie Chausse) checks continuation room and reports via radio to Office Manager/ Mary Moore.
  - Operations (Custodians) checks cafeteria, boiler room, fields, general campus (closed rooms) and reports via radio to Office Manager/ Mary Moore.
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 radio signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available, using colors and symbols.
  - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Incident Commander/ Principal (or authorized person) and the Superintendent (or designee).
  - d. A Communication Center located in the South Fork High School Cafeteria, for parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
  - e. Include a sign-in sheet for all media to complete. (PC 627.2)
  - f. Notify the Superintendent/Associate Superintendent who will inform the Humboldt County Office of Education (445-7000).
  - g. Follow the directions of the Superintendent. Only the Incident Commander/ Principal, Superintendent or Associate Superintendent or designee is authorized to release information. **All other personnel should cordially refer the media to the Site Principal or the District Office at 707-943-1789.**
  - h. Designate a person (Operations) 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.
  - Attendance Clerk takes radio, "go box" which includes: registration forms with emergency release information, release sign-out form, passes and pens.

7. Oversees collection of data confirming accountability of all students and staff.
  - Office Manager (School Secretary) is responsible for taking a radio and the disaster clipboard (master schedule, disaster log, blank attendance report forms, school map). For an evacuation drill the Office Manager is initially located on the bleachers on the football field below the announcer's booth. As search teams report in they are checked off on the log. After the staff turn in their attendance report forms (with student accounting/locations and injury reports) the summary is radioed to the Incident Commander.
8. Principal 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. **Evacuation teams 1 & 2 and Lockdown teams**
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment. **Evacuation teams 1 & 2 and Lockdown teams**
  - c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment. **Evacuation teams 1 & 2 and Lockdown teams**
  - d. Establish/coordinate Communication Center. **Operations: Melanie Chausse**
  - e. Administer first aid. **School Nurse or designated person**
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. **Operations: Mel Chausse**
  - g. Supervise Student Release Procedures. **Donna Bowman**
  - h. Check building utility systems and appliances for damage. **Logistics-Plant Coordinator-Jack Young and Nick Boyd**
9. Principal schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.
10. Principal oversees regular site inspections for safety hazards, and takes corrective action on identified hazards.
11. Plans alternate classroom evacuation routes, if standard routes are obstructed.
12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

PC 627.2 Registration by Outsider  
Ed Code 32211 Threatened disruption/interference with students

## School Climate Strategies

<p><b>Goal:</b> Osprey Learning Center will promote school climate of respect, emotional safety, and a caring community.</p>	<p>Assessment, Issues or Concerns</p>	<p>Program or Person Responsible</p>
<p><b><u>Objective I: Osprey Learning Center will actively promote character development and values at South Fork Junior- Senior High School by:</u></b></p> <ol style="list-style-type: none"> <li>1. Staff modeling desirable character and core values</li> </ol> <p><b><u>Objective II: Osprey Learning Center will actively cultivate respectful communication and supportive relationships among staff members, students, family, and community members by:</u></b></p> <ol style="list-style-type: none"> <li>1. Informing the community and parents of activities, events and important issues through newspaper articles</li> <li>3. Mailing safe school information in newsletters 2 times/year</li> <li>2. Post information on <a href="http://www.humboldt.k12.ca.us/sohum_usd/sfhs/index.html">http://www.humboldt.k12.ca.us/sohum_usd/sfhs/index.html</a></li> <li>3. Use ALERT NOW to disseminate information to parents, community members, board members, staff, students, and local media.</li> </ol> <p><b><u>Objective III: Ensure all incoming students will have a safe and smooth transition into Osprey Learning Center by providing orientation on the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Campus Physical Lay-out (map)</li> <li>2. Emergency Procedures</li> <li>3. Disciplinary matrix and procedures</li> <li>4. Health Services/Resources available</li> <li>5. Student medication procedure</li> <li>6. Student Referral Procedure</li> <li>7. Counseling and group support procedure and offerings</li> <li>8. SHUSD Board Policies – District book</li> <li>9. Attendance and Absence information</li> <li>10. Course scheduling procedure and options</li> <li>11. College prep and graduation requirements</li> </ol>	<p>Check in with all new students (entering after the first day of school), after 2 weeks to see if transition working.</p>	<p>School Secretary</p> <p>School Staff, Counseling</p> <p>School Secretary, Principal Web Master, School Secretary District Administration, Principal, Transportation Director</p> <p>Counseling, School Staff</p>

<p><b>Objective IV: <u>Improve campus beautification by:</u></b></p> <ol style="list-style-type: none"> <li>1. Removing campus litter each day by students, custodians, and staff</li> <li>3. Beautifying the campus and keeping it clean, with the establishment of a garden club</li> <li>4. Reporting facility problem areas in a timely fashion to the custodians</li> </ol> <p><b>Objective V: <u>Goal: Staff and students understand and appreciate diversity by:</u></b></p> <ol style="list-style-type: none"> <li>2. Incorporating diversity awareness across curriculum</li> <li>3. Celebrating diverse holidays/events on campus.</li> </ol>	<p>Risk Management Evaluation Tool</p>	<p>Custodians Site Administration Custodians</p>
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**Physical Safety of Students and Staff**

GOAL: Osprey Learning Center will Ensure Physical Safety of Students and Staff.	Assessment, Issues or Concerns	Program or Person Responsible
<p><b>Objective I: <u>Improve campus physical plant safety by:</u></b></p> <ol style="list-style-type: none"> <li>1. Conducting a campus walk-through by JPA Risk Manager</li> <li>2. Complying with findings of Physical plant safety plan</li> <li>3. Conducting Student/Staff Safe School Surveys</li> <li>4. Analyzing school crime mandated report</li> <li>5. Staff filling out incident reports for staff/student injuries</li> </ol> <p><b>Objective II: <u>Ensure readiness for campus emergencies and for the safety of students and staff by:</u></b></p> <ol style="list-style-type: none"> <li>1. Providing emergency Supplies Box and Disaster Packets. <ol style="list-style-type: none"> <li>a. Maintaining accurate Emergency Sheets for Students and Staff in a School Safety &amp; Evacuation Binder secured by Student Release Team Coordinator</li> </ol> </li> <li>2. Providing students and staff with training and practice in the emergency procedures: <ol style="list-style-type: none"> <li>a. Earthquake Drill –Green</li> <li>b. Fire Drills/Earthquake w/ evacuation –Yellow</li> <li>c. Shelter in place Modified Lock Down –Blue</li> <li>d. Lockdown Imminent Danger – Red</li> <li>e. Threat Assessment Drill w/o school-wide action – White</li> </ol> </li> <li>3. Providing prevention education for students</li> </ol>	<p>Ongoing</p> <p>First Aid supplies in the office</p> <p>Teachers advise the office of low inventory. Drills as per plan All drills will be critiqued by the school principal and secretary with input (on forms and verbal) and evaluation at the staff meetings</p>	<p>October 15, 2007-Kim Comet Custodians, Maint, Adminis Healthy Kids Survey –C. Huff SSC Sept.-Secretary printout Staff files w/nurse</p> <p>School Nurse, School Secretary, Attendance Clerk</p> <p>Principal</p> <p>School nurse, outside agencies, staff, Principal District Youth Coordinator-</p>

<p>a. Health Education Classes address: Nutrition, At Risk Behaviors, Physical Exercise, Body Image</p> <p>b. Elective Courses, Activities, and Counseling address: Bullying, Sexual Harassment, Hate Motivated Behavior, Threats</p> <p>c. Establish anonymous reporting protocol.</p> <p>4. Providing Crisis Prevention Training for staff:</p> <p>a. CPI training</p> <p>b. First Aid / CPR</p> <p>c. SEMS /NIMS</p> <p>d. Threat Assessment: Take threats seriously and deal with them as possible acts of violence.</p> <p>5. Providing Risk Reduction Education for staff:</p> <p>a. Mandated reporting</p> <p>b. Confidentiality</p> <p>c. Universal precautions/Blood borne pathogens</p> <p>d. Safe equipment operation</p> <p>e. Employee and student injury reporting</p> <p>f. Sexual Harassment Policy</p> <p>g. Classroom Management</p> <p>h. Medication procedures</p> <p>6. Ensuring that Emergency Communication Protocols are clear to staff and ready to use.</p> <p>a. School radios</p> <p>b. District transmitter communication</p> <p>c. Phone tree for emergencies</p> <p>d. Identify current Ham operators</p> <p>e. Radio stations protocol:</p> <p>f. Protocol with Southern Humboldt Disaster Preparedness</p> <p>g. Code words or bells for specific drills</p> <p>7. Practicing Bus safety</p> <p>a. At the beginning of each school year drivers will inform students of bus safety and acceptable bus behavior</p> <p>b. Drivers will do safety bus evacuations</p> <p>c. All drivers are trained in Crisis Prevention Intervention</p>	<p>Complete grade appropriate Healthy Kids Survey</p> <p>Increase adult visibility</p> <p>Ongoing</p> <p>In-services during staff meetings and at the beginning of each school year and as needed thereafter</p> <p>Ongoing</p> <p>At start of year</p> <p>2 times/year</p> <p>Annually</p>	<p>Christina Huff</p> <p>CPI initial and annual training provided on site; CPR for staff, students Principal &amp; wellness team</p> <p>Principal at staff meetings</p> <p>School Nurse at staff meetings</p> <p>Principal/District Superintendent</p> <p>Transportation Supervisor</p>
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8. Parent/Student Handbook	Annually updated	District and School Policies
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**District School Safety Policies:**

- |   |  |
|---|--|
| Bullying  | Weapons and Dangerous Instruments 5131.7       |
| Bus Conduct 5131.1                                  | Campus Security                                |
| Child Abuse 5141.4                                  | Crime Data Reporting                           |
| Community Relations 1250                            | Disruptions                                    |
| Conduct 5131  | Bomb Threats                                   |
| Disaster  | Earthquake Emergency                           |
| Threat Recognition and Assessment                   | Employee Safety                                |
| Hate Motivated behavior 5145.9                      | Confidentiality                                |
| Sexual Harassment 5145.7                            | Work Related Injuries and reporting            |
| Discipline 5144                                     | Open/Closed Campus                             |
| Dress code 5132                                     | <b>Campus Disturbances</b>                     |
| Suspension / expulsion 5144.1                       | Weapons and Dangerous Instruments              |
| Procedure to notify staff of dangerous student      | <b>Health Care and Medical Emergencies*</b>    |
| Recognition and reporting child abuse               | NonDiscrimination/Harassment 5145.3            |
| Safe ingress and egress                             | Open/Closed Campus 5112.5                      |
| Procedures to ensure a safe and orderly environment | Positive School climate 5137                   |
| Visitors/Outsiders                                  | Safety   |
| Questioning and Interigation 5145.11                | Search and Seizure 5145.12                     |
| Environmental Safety                                | Universal Precautions 4119.43,4219.43, 4319.43 |
| Hazardous Substances                                | Violence Prevention                            |

**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.
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## OSPREY LEARNING & SOUTH FORK HIGH 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.

The diagram is a hierarchical tree structure. At the top is a single rectangular box. Below it are two rectangular boxes, one on the left and one on the right. Below these two boxes are four rectangular boxes, two on the left side and two on the right side. Below each of these four boxes are three horizontal lines, for a total of 12 lines. The boxes and lines are arranged in a symmetrical, branching pattern.

## District Emergency Phone Numbers

**Superintendent Anderson – 923-2864**

**Associate Superintendent Jennings – 986-7510**

**Osprey Learning Center Principal, Jim Stewart – 725-3843**

**School Site Utilities Location (water, power, gas) J. Young – 444-2221**

- Bruce Goulette 923-2847
- Mike Parks 943-3214

**Maintenance Department– 943-3324**

- Nick Boyd 923-3704
- 

**District Nurses –Patty Radenbaugh 923-2570/ cell 223-2210**

- Robin Correll 986-7645

**District Bus Transportation – 943-3648**

- Donna Anderson 845-3510

**District Psychological Services- Chris Hill 786-9368**

**HCOE Risk Manager – Kim Comet 445-7067**

**Communications – Century Executone 441-1222**

**Technology Services – Computers- NMS 768-1788**

**STAFF CRISIS MANAGEMENT PLAN**  
**EMERGENCY RESPONSE PROCEDURES**

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)
2. Building Evacuation Fire/Earthquake (Yellow)
3. Shelter In Place/ Modified Lockdown (Blue)
4. Lockdown Imminent Danger (Red)
5. Threat Assessment w/o school-wide action (White)

Each procedure should contain the following elements:

1. Code designation
  - a. Verbal: (Code Red, Code Blue etc.)
  - b. Written
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

**Osprey Learning Center**  
**2-WAY RADIO PROCEDURES**

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE 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
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear "sign-off" terms, (ie. 303 clear etc)
- During normal use, use only the channel assigned to your school

# Code Green

Duck, Cover and Hold

Signal: Shaking (Drill use long bell)

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 Planning/Intelligence-Office Manager Mary Moore

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:

- Notify the Incident Commander/Principal to determine the level of response required for the incident
- Establish an incident command center (First location choice is the Independent Study Room)
- Notify District officials (Planning/Intelligence- Office Manager- Mary Moore)
- Prepare materials for emergency response personnel (Operations-Melanie Chausse in cooperation with Logistics-Plant Coordinator-Jack Young)

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

# Code Yellow

## Building Evacuation

Signal: Use fire alarm

### To be used in the event of:

- Fire - Chemical spill (on campus)
- Severe Earthquake (evacuation after initial code Green)

### Teachers will:

- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned location on the football field
- Close and lock all windows, lock their classroom door after insuring that all students are out of the room
- **DISPLAY DOOR PLACARD: GREEN SIDE OUT IF NO ONE IS LEFT INSIDE, RED SIDE OUT IF ANYONE IS LEFT IN THE ROOM**
- Take roll once all students have arrived at the assigned area
- Turn roll into Alternate Incident Commander, Clifford Kitts, who will in turn take it to Planning/Intelligence-Office Manager, Mary Moore, located on the bleachers below the announcer's booth
- Await further instructions from Crisis Response Team

### Students will:

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

### Crisis Response Team Members will:

- Notify Incident Commander/Principal to determine the level of response required for the incident
- Establish an incident command center (first location choice is the Independent Study Room)
- Notify District officials (Planning/Intelligence-Office Manager-Mary Moore)
- Convene Student Release team if needed (Donna Bowman & Carole Willard-Clark)
- Prepare materials for emergency response personnel (Operations-Melanie Chausse in cooperation with Logistics-Plant Coordinator-Jack Young)

### 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

# Code Blue

## Shelter in Place/Modified Lockdown

Signal: Door-to-door/ adult-to-adult communication

To be used in the event of:

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

Teachers will:

- Close windows and curtains
- Carefully open door and get everyone inside their rooms, including students and staff seeking shelter. Lock classroom door.
- Cover window on door with paper. All students seated, 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 and continue assigned work
- Await further instructions from teacher or staff member
- All PE classes will stay in the gym with the doors locked

Teachers and other staff without students will:

- Report to the office to be of assistance

Crisis Response Team Members will:

- Notify Incident Commander/Principal to determine the level of response required for the incident
- Establish an incident command center (first location choice is the Independent Study Room)
- Notify Planning/Intelligence-Office Manager Mary Moore who will notify District officials
- Prepare materials for emergency response personnel (Operations-Melanie Chausse in cooperation with Logistics-Plant Coordinator-Jack Young)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal/ appropriate civil authority)
- Teachers are given the "All Clear" signal by staff going door to door

# Code Red

## Lockdown/Imminent Danger

Signal: long, short, long, short bells and verbal "Operation Hibernate"

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately close all windows, blinds and curtains
- Instruct students to lie on the floor
- Lock classroom door and cover door window with paper
- Turn off all lights
- Instruct students to remain silent, take roll
- Await further instruction from Crisis Response Team or Police
- NOTE: IF IN PE, the teacher and students need to relocate to a safe location. If in classroom follow classroom directions. All doors are to be locked.

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 Incident Commander/Principal and appropriate law enforcement agency
- Establish an incident command center (first location choice is in the school office)
- Notify Planning/Intelligence-Office Manager- Mary Moore who will notify District officials
- Prepare materials for emergency response personnel (Operations-Melanie Chausse in cooperation with Logistics-Plant Coordinator-Jack Young)

Code is rescinded when:

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

Threat Assessment and 5150 Procedures  
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.*

#### THREAT ASSESSMENT (Use following attached forms)

- INCIDENT REPORT
- INITIAL REVIEW
- INTERVENTION PLAN

#### STUDENT WELLNESS TEAMS

**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 as determined by a Threat Assessment Incident & Initial Review Forms. The School Site collaboratively determines how the Student Wellness 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 Nurse, School Counselor, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), and private providers. The Student Wellness Team may schedule meetings as needed after a student has been assessed. The meetings do not have to be formal, but must be documented on the Student Wellness Intervention 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 Threat Assessment forms will be the contact person until the Student Wellness Team meets and determines who the contact (case manager) will be. Site Administrator will fill out the Student Release Form verifying the official capacity of the person when student is released. Site 5150 files will be maintained by Site Administration or designee. Site Administration will have a debriefing meeting with entire staff at an appropriate time. The Student Wellness Team will develop an intervention plan and disseminate to all personnel working with the student. Student Wellness Team will report concerns about processes and about efficacy of the Team to the site administrator.

**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)

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**\*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.**

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**Osprey Learning Center**  
Emergency/Crisis Student Attendance (accountability) Evacuation Report Form

Teacher name: \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_ Room # \_\_\_\_\_

Check:

- All students accounted for, no injuries.
  
- All students accounted for and with me, but we have minor injuries. The students are:  
\_\_\_\_\_  
\_\_\_\_\_
  
- Not all students are accounted for. List students missing and indicate where they might be:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Major injuries: list name and location (these should only be moved from the room if they are in immediate danger)  
\_\_\_\_\_  
\_\_\_\_\_

TEACHERS: PLEASE KEEP SEVERAL COPIES OF THIS FORM WITH YOUR ROLL BOOK.

**Osprey Learning Center School**  
**Emergency/Crisis DISASTER LOG for \_\_\_\_\_ (date)**

**FACILITY:**

Electricity: Main Power Switch in Custodian Closet       **Yes**    **No**

Gas and Diesel:  
Basketball Court       **Yes**    **No**

Buildings Clear:  
**Continuation** (Chausse)       **Yes**    **No**  
**IS** (Kitt)       **Yes**    **No**  
**Fields** (Custodians)       **Yes**    **No**  
**All Other Areas** (Custodians/Principal)       **Yes**    **No**

**STUDENTS:**

Injuries:  **Yes**  **No** If yes, location(s):

**STAFF:**

All classes accounted for:       **Yes**    **No**

All Staff accounted for:       **Yes**    **No**

**NOTE: DOORS NOT LOCKED:**

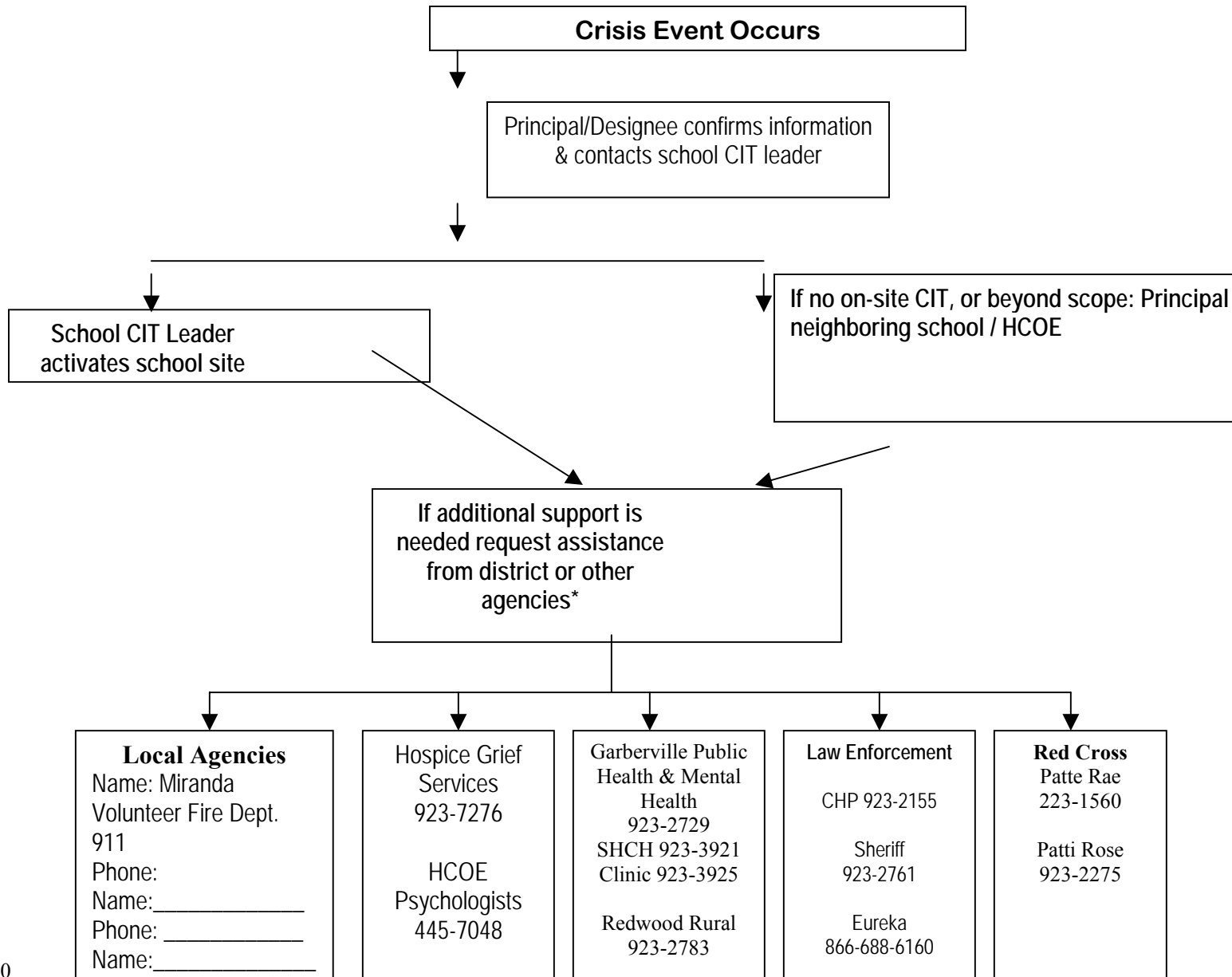
**STAFF CHECK-IN SHEETS TURNED IN: ANY STUDENTS REMAINING IN ROOMS?**

Continuation – Melanie Chausse

Independent Study – Mike Carroll and/or Clifford Kitts

Office-Mary Moore, Donna Bowman, Jim Stewart, Randi Perkins, Sue Eldridge, Ann Constantino, and walk-on support

**School Crisis Intervention Team (CIT)  
South Fork High School  
Southern Humboldt Unified District  
Flowchart**



MAP OF SCHOOL

## 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 from the School Site Council consisting of the following members:
  - The principal or the principal's designee
  - Four teachers who represent the certificated staff
  - Three parents whose children attend the school
  - One classified employee who is a representative of the classified staff
  - Three student members
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Southern Humboldt Unified School District Comprehensive Safe School Plan meet the requirements.
4. This plan was approved at the February 4, 2009 staff meeting.
5. This plan was available for public review on the Osprey Learning Center Web Site and on February 12, 2009 at the SHUSD Board Meeting.
6. This school plan was adopted by the Osprey Learning Center Site Council on: January 28, 2009.

Attested:

Jim Stewart  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

January 28, 2009  
Date

Melanie Chausse  
Typed name of SSC Secretary

\_\_\_\_\_  
Signature of SSC chairperson

February 28, 2009  
Date

## Sources of Information

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

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

### **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

**South Fork High School / Osprey  
Medical Emergency Protocol  
2008-2009**

Staff procedures for serious student injuries or illness:

1. *Call 911.*
2. *Call office personnel to report a medical emergency in the following order:  
▶ ext. 3100 Mary, 3101 Donna, 3105 Ann, 3143 Sue/Randi, 3107 Principal) - tell them it is a medical emergency - they will notify follow the chain of command.  
IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.*
3. *Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected do not move student. Keep student on back if conscious. Place student in side-lying position if unconscious. Cover student with jacket and raise legs on backpack.*

**A. School Nurse Responsibilities (or chain of command) will:**

1. Call 911 if it hasn't been done and is deemed necessary. If unable to call the nurse will provide the information and ask the secretary to either place the call or relieve her so she may. (Notify the secretary and principal if it hasn't been done.)
2. Ask for assistance as soon as possible. The school nurse may need a recorder, a runner, and/or an assistant to help provide medical care. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care.
4. Give report to student's medical practitioner and/or ER physician, discuss appropriate medical facility, and receive medical orders.
5. Contact parents/guardians and give a brief description of the emergency. Tell parents an ambulance has been called. If the parent refuses an ambulance or any necessary medical care, such as a neck brace for neck injury, then call law enforcement.
6. Give report to arriving fire personnel, and relinquish command to the higher trained medical responder that is first on the scene.
7. Be sure to document the following: the time the incident started, vital signs, physical assessment, student's medical history, current medications, and events preceding the medical emergency, the time 911 was called, the time of parent contact, and the time you received parent permission, the time and whom you gave over command to, and the time ambulance arrived and left school.

**B. School Secretary or chain of command responsibilities:**

1. If needed call 911 and request an ambulance.
2. Send available support to help supervise class if needed.
3. Notify Principal and call the Medical Emergency response team members to the scene if needed.
4. Verify that student's backpack/belongings were brought to the office.
5. Have a staff member stand outside and direct the ambulance to the scene.
6. The secretary or other school personnel will search the student's back, and locker, especially if drug use is suspected or confirmed using proper search and seizure policy.
7. Check student's medical record on SASI for special conditions.
8. Have a copy of the student information from SASI ready for ambulance personnel.

**C. Directions for making 911 call:**

1. Identify yourself and say: We need an ambulance to come to Osprey Learning Center at 159 Redwood Lane in Miranda.
2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

D. Equipment available for South Fork Junior-Senior High located on South Fork High campus.

1. Major Medical Emergency bag (green), located in the sick room in the nursing office.

Contents:

- Oxygen tank with ambu bag, face masks, and nasal cannula.
- Resuscitation mask for mouth-to-mouth resuscitation.
- Oral airways – different sizes
- Bite block
- Cervical collars (for stabilizing neck in spine, neck injuries) hard and soft
- Large dressings and tape for bleeding control

2. Minor First Aid bag (gray) – One located in School Nurse’s office and one located in Front Office mailroom.

3. Daily first aid supplies – Located in School Nurse’s office on SFHS campus in red cabinet drawers and plastic portable drawers.

4. Back Board (bright green) - located in sick room bathroom

5. Wheel Chair – in sick room

6. Blood pressure cuff, stethoscope, otoscope, and ophthalmoscope in school nurse’s office desk drawer

7. Medical Emergency procedures (on posters) are located in the gym in boys and girls locker rooms, in the front office, library, and cafeteria.

E. Emergency First Aid Guidelines for California Schools

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene. Emergency First Aid Guidelines binders will be kept in the nurse’s office and in the school secretary’s office. Individual departments will have copies of pertinent First Aid protocols.

Illness / Injury Reports

Staff will complete an illness/injury report and forward to the school nurse. If the nurse is not available give it to the school secretary.

**Students with special medical conditions**

A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency is presented to staff annually and the procedure for finding student’s “medical conditions alert” in SASI is given to all staff.

The school secretary (in the safety binder), and school nurse keep a list of students with medical conditions.

Completed by: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

### Threat Assessment Incident Report

Threat-Maker's Name \_\_\_\_\_

Student \_\_\_ Parent \_\_\_ Staff \_\_\_ Other \_\_\_

If a student: School \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Person/s or site threatened:

Name of reporting party \_\_\_\_\_

Relationship to student \_\_\_\_\_

School official notified \_\_\_\_\_ Title \_\_\_\_\_

Other students involved as witnesses or participants:

Date of incident \_\_\_\_\_

And/or date school official notified of concern \_\_\_\_\_

Content of Threat:

#### Incident

Describe the facts of the incident. Include the language of the threat and the sequence of events.

When and where did this take place?

Who was there? Include any witnesses.

What happened immediately prior to the incident?

What was the teacher/admin/staff/student response?

Describe the immediate impact/result of what happened:

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What is the current status of the person making the threat?

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**Action Taken:**

Threat-Maker interviewed by: Name \_\_\_\_\_ Title \_\_\_\_\_ Date: \_\_\_\_\_

Parent Notified: Name \_\_\_\_\_ Date \_\_\_\_\_ Time: \_\_\_\_\_ By whom: \_\_\_\_\_

Threatened Parties Notified:

1. Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

2. Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

3. Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

4. Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

School Resource Officer Notified: Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

Safe Schools Counselor Notified: Date \_\_\_\_\_ Time \_\_\_\_\_ By Whom \_\_\_\_\_

Consultation – Children’s Crisis Team (County Mental Health) Date \_\_\_\_\_ Time \_\_\_\_\_

**Consultation - Site Threat Assessment Team (always consult at least one person)**

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

**Consultation – District Threat Assessment Team (when appropriate)**

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

**Disposition of Case - School**

Discipline Code 48900.3 \_\_\_\_\_ 48900.4 \_\_\_\_\_ 48900.7 \_\_\_\_\_ Days of Suspension \_\_\_\_\_

Search completed: \_\_student clothing/belongings \_\_vehicle \_\_computer/web \_\_classroom

Found: \_\_\_\_\_

Discipline Meeting: Date \_\_\_\_\_

Threat Assessment Team Intervention/Support Meeting: Date \_\_\_\_\_

**Disposition of Case – (city name) Police Department**

Officer Responding \_\_\_\_\_ Case number \_\_\_\_\_

Student Cited \_\_\_\_yes \_\_\_\_no Penal Code \_\_\_\_\_

Student taken to mental health facility for evaluation \_\_\_\_Held \_\_\_\_Released

Search completed: \_\_student clothing/belongings \_\_vehicle \_\_computer/web \_\_home

Found: \_\_\_\_\_

**Attach: written evidence, drawings, incident reports, student statements, grades and discipline file**

Copy to: \_\_\_\_Site Threat Assessment File      \_\_\_\_District Threat Assessment File

\_\_\_\_Safe Schools Counselor      \_\_\_\_School Resource Officer

\_\_\_\_If RSP, notify Director of Special Services

\_\_\_\_  
Signature of person completing form

\_\_\_\_  
Date

**Threat Assessment Initial Review**

This form may assist you in defining the category of risk and determining necessary follow-up. The threat should be assessed within the same school day that the administrator is made aware of it. Only school staff trained in threat assessment may complete the threat assessment interview. Any written evidence should be attached to this form. Any verbal evidence should be quoted as closely as possible.

**Anyone threatened by the student should be notified immediately.**

**The student’s parent should be notified of the threat and the outcome of the interview as soon as possible.**

**Risk Factors**

**1. Does the student intend to harm anyone?**

Yes \_\_\_\_ No \_\_\_\_ Unsure \_\_\_\_

Evidence \_\_\_\_\_

Discussion \_\_\_\_\_

**2. Does the student have access to weapons/explosives?**

Does the student have any weapons/explosives currently in his/her possession? Yes \_\_\_\_ No \_\_\_\_ Unsure \_\_\_\_

Does the student have access to weapons in his/her own home or someone else’s home? Yes \_\_\_\_ No \_\_\_\_ Unsure \_\_\_\_

If guns/weapons/explosives are in the home, are they locked up?

Yes \_\_\_\_ No \_\_\_\_ Unsure \_\_\_\_

If yes, where are the keys? \_\_\_\_\_

Evidence \_\_\_\_\_

Discussion\_\_\_\_\_

**3. Does the student have the ability to use the weapons?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**4. Has the student been moving towards violence in his/her thoughts, actions, areas of interest, knowledge of weapons and/or anger towards victims?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**5. Is the student able to appropriately verbalize his/her anger and explain the reasons for the threat?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**6. Does the student understand or take responsibility for the effect of his/her statements/actions on other people?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**7. Is the student currently under the influence of controlled substances including prescription and non-prescription drugs?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**8. Does the student have a history of emotional disturbance or appear to be emotionally disturbed at the present time?**

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion\_\_\_\_\_

**9. Does the student have a history of violent behavior/discipline/truancy problems?**

(Review SASI file)

Yes\_\_\_\_ No\_\_\_\_ Unsure\_\_\_\_

Evidence\_\_\_\_\_

Discussion \_\_\_\_\_

**10. Does the student have a history of poor achievement or declining school performance? (Review SASI file)**

Yes \_\_\_ No \_\_\_ Unsure \_\_\_

Evidence \_\_\_\_\_

Discussion \_\_\_\_\_

**Precipitating Events (Recent events which may trigger violent behavior)**

**11. Might intervention (interviews, being found out, etc.) become a precipitating event to violent behavior?**

Yes \_\_\_ No \_\_\_ Unsure \_\_\_

Evidence \_\_\_\_\_

Discussion \_\_\_\_\_

**12. Has the student recently experienced a loss or emotional trauma?**

\_\_\_ Death of family member, friend or pet

\_\_\_ Girlfriend/boyfriend relationship problems

\_\_\_ Rejection, humiliation or victimization by peers

\_\_\_ Recent school failure

\_\_\_ Other

Yes \_\_\_ No \_\_\_ Unsure \_\_\_

Evidence \_\_\_\_\_

Discussion \_\_\_\_\_

**Stabilizing Factors**

**13. Does the student have any stabilizing factors in his/her life that might help to minimize or mitigate the likelihood of violent behavior? Consider:**

\_\_\_ Close alliance with a supportive adult

\_\_\_ Effective parental involvement

\_\_\_ Mental health counselor

\_\_\_ Positive peer relationships

\_\_\_ Positive involvement in school or outside activities

\_\_\_ Personal strengths

Yes \_\_\_ No \_\_\_ Unsure \_\_\_

Evidence \_\_\_\_\_

Discussion \_\_\_\_\_

**Category of Risk Assigned**

Please summarize your findings by selecting the most appropriate category of risk. **Be aware that Category 1 and 2 risks may require immediate containment and removal of the threat-maker.** Plans for monitoring the safety of the threat-maker and possible victims may require removal of either party from the school setting as a short-term or long-term solution.

\_\_\_\_\_ Category 1: High violence potential. Qualifies for Immediate Arrest or hospitalization

\_\_\_\_\_ Category 2: High violence potential, Does not qualify for arrest or hospitalization

\_\_\_\_\_ Category 3: Insufficient evidence for violence potential, sufficient evidence for repetitive and/or intentional infliction of emotional distress upon students, co-workers, supervisors or others.

\_\_\_\_\_ Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors or others.

\_\_\_\_\_ Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors or others.

Additional Notes:

**Threat Assessment Intervention Plan**

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Plan Development Date \_\_\_\_\_ Scheduled Review Date \_\_\_\_\_

**Counseling Intervention**

- Meeting with counselor, scheduled (Date) \_\_\_\_\_
- \_\_Grade-level counselor \_\_Safe schools counselor \_\_Psychologist \_\_Private
- Conflict Resolution Meeting, scheduled \_\_\_\_\_
- Private Counseling Referral, scheduled \_\_\_\_\_
- Community Agency Referral, scheduled \_\_\_\_\_

**Behavioral Intervention - Scheduling and Supervision**

- No harm/harassment contract (Please attach)
- Modification of daily schedule

\_\_\_\_\_

- Late arrival/Early dismissal times

\_\_\_\_\_

- Inspection or searches as follows

\_\_\_\_\_

- School will provide increased supervision in the following settings

\_\_\_\_\_

- Off-limit areas \_\_\_\_\_

\_\_\_\_\_

- Parents will provide the following supervision/intervention

\_\_\_\_\_

- Other \_\_\_\_\_

\_\_\_\_\_

**Participant's signatures of participation and agreement with plan provisions. Attach any pertinent documents.**

Position	Signature	Agreement	
		Yes	No
Case Manager		<input type="checkbox"/>	<input type="checkbox"/>
Counselor		<input type="checkbox"/>	<input type="checkbox"/>
Teacher		<input type="checkbox"/>	<input type="checkbox"/>
Principal/Asst Principal		<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian		<input type="checkbox"/>	<input type="checkbox"/>
Student		<input type="checkbox"/>	<input type="checkbox"/>
Other		<input type="checkbox"/>	<input type="checkbox"/>
Other		<input type="checkbox"/>	<input type="checkbox"/>