

Redwood Coast Montessori Board of Directors
1611 Peninsula Drive, Arcata, CA 95521 (Building A)
REGULAR MEETING
February 13, 2020 7:00 p.m.
AGENDA

A. CALL TO ORDER OF OPEN SESSION

B. PUBLIC COMMENT

The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

C. GENERAL FUNCTION CONSENT ITEMS

Approval w/ Single Motion:

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.

- | | |
|------------------------------------------------------------------|--------|
| 1. Approval of Draft Minutes of January 8, 2019 Regular Meeting | |
| 2. Approval of Draft Minutes of January 15, 2019 Special Meeting | Action |

D. BUSINESS AND FINANCE

- | | |
|------------------------|-------------|
| 1. School Site Council | Information |
| 2. School Safety Plan | Action |

E. SCHOOL FUNCTIONS

- | | |
|--------------------|-------------|
| 1. ASC WASC Letter | Information |
| 2. Saucy Update | Information |
| 3. Movie Update | Information |
| 4. Site update | Action |

F. Staff and Directors Reports

- | | |
|---------------------|-------------|
| 1. Staff Report | Information |
| 2. Director Reports | Information |

G. FUTURE AGENDA ITEMS

Discussion of future agenda items

H. ADJOURNMENT

Action

Redwood Coast Montessori Board of Directors
1611 Peninsula Drive, Arcata, CA 95521 (Building A)
SPECIAL SESSION
January 15, 2020 7:00 p.m.
Minutes

A. CALL TO ORDER OF OPEN SESSION: E. Bergel called the special session to order at 7:02 p.m.

ROLL CALL:

- a. Board: Hava Phillips, Eric Bergel, Troy Nicolini, Dallass Downey
- b. Staff: Bryan Little; Michelle Leonard; Sheree Shapiro; Claudia Culbertson; Michelle Dobrowalski
- c. Community: Amber Woodworth

B. PUBLIC COMMENT

- a. None

C. BUSINESS AND FINANCE

- a. Report from Bryan Little regarding potential relocation of the Arcata campus of RCM
 - i. When RCM moved to the Arcata campus, the Eureka Pentecostal Church was open to having a school on the property but recently, it was discovered that the property is currently zoned for multi-family housing. Multi-family housing is not an appropriate zoning for a public school. The only way to change the zoning, per discussions with the planning commission, would be for the church to sell the property to RCM. After consideration, the Eureka Pentecostal Church has opted not to sell. RCM did attempt to negotiate this.
 - ii. RCM can remain on this property for quite a while yet, but will not be able to build or expand at all. This means that RCM will outgrow that site within a year or two.
 - iii. It is difficult to find a good site for a school within the Arcata school district because of property cost and the number of properties zoned as coastal.
 - iv. Charter schools are, politically, not in a good position to negotiate district boundaries right now
 - v. One available site is the ten-pin bowling alley building on K street near the Arcata Co-Op
 - vi. This building is 10,400 square feet. It is currently one large warehouse space with a kitchen and ADA compliant bathrooms plus a few small office spaces. It is capable of holding enough students to reach RCM's long-term goal of 100 students at the Arcata campus. There are two small to medium sized parking areas.
 - vii. There is no land on the site itself. The owner of this property owns a nearby property with over an acre of unused grassy area (accessible by trail) and is open to the school putting a garden and soccer goal on that property. This site is also very close to the bay trail.
 - viii. This property does not have any known zoning issues. It is likely zoned with the creamery district but the planning commission still needs to confirm this and rule out the possibility that it is in coastal zoning.

- ix. While every facility has its issues, Bryan's opinion is that this site would be a good fit for RCM's Arcata campus.
- x. Board members note that holding an informational session for staff on this situation would support the ongoing visioning process and work being done around transparency and communication.
- xi. Discussion of the timeframe in which RCM needs to make a decision about renting the ten-pin property. It would likely be possible to hold informational meetings for staff and for families within a week or two.
- xii. The ways in which space in this building can be subdivided is an important consideration because availability of space defines ability to have different school activities/subjects requiring specialized workspaces.
- b. Board inquiry into activities or subjects that would not be possible in this space.
 - i. The only plumbing in the building is in the bathroom/kitchen section at one end of the building, which could limit activities requiring sinks/water supply
- c. Staff comment that the Montessori model of high schools often includes out-buildings that contain an art studio and a children's house. There are three small homes rented on this property that could have the potential to be rented by the school at some point down the road
- d. Public Inquiry about other options that RCM has looked at.
 - i. Bryan has looked into several other properties. He described several inquiries/scenarios, noting that, ultimately, he was unable to find another currently available site that meets RCM's needs.
 - ii. Input from T. Nicolini that attempting to acquire a property in the coastal zone (which some of the properties Bryan researched were) is an extremely cumbersome, expensive, and unpredictable process.
 - iii. Discussion of properties available outside of Arcata
 - 1. In the current political environment for charter schools, moving this campus into a different school district would be problematic.
 - iv. Comment that being in the heart of Arcata is a neat place for a high school
 - v. Discussion of potential for athletics at this location compared to the current Arcata location
 - 1. Similar.
 - 2. Discussion of different options for physical education in this area. Several options noted including the bay trail, a nearby gym, the climbing gym, a charter basketball league and others. There seem to be adequate options available.
- e. The board is not being asked for a final decision on whether to lease the ten-pin property at this time. Bryan is asking for guidance from the board on this situation and the possibility of relocating to the ten-pin site.
- f. Discussion of cost. This site would cost 8k and accommodate 100 students. Current site costs 4k and can accommodate 50 students.
 - i. The state has a program that will pay up to 75% of rental costs for schools.
 - ii. Suggestion that we ask the landlord for exclusive rights to negotiate for a few weeks so that we can work on informational meetings etc.

- g. The board proposes that RCM request exclusive rights to negotiate from the landlord of the ten-pin building for a few weeks. During that time, RCM should hold an informational meeting to inform staff of the current situation and a separate meeting to inform student families. These meetings should be an accurate representation of the current situation but in the interest of presenting timely information should not be an exhaustive analysis.
 - h. Motion to approve the above statement as the board's guidance to the school director regarding the consideration of renting the Ten Pin building to house RCM's Arcata campus. T. Nicolini
 - i. Second: D. Downey
 - j. Aye:4 No:0
 - k. Motion carries. The board offers the above statement as guidance to RCM's director.
- D. The next regular meeting of the RCM school board will be held on Thursday, February 13th at 1611 Peninsula Drive, Arcata, CA 95521 (Building A) at 7pm
- E. ADJOURNMENT
 - a. Motion to adjourn: E. Bergel
 - b. Second: H. Phillips
 - c. Aye: 4 No: 0
 - d. Motion carries. Meeting adjourned at 8:34pm

Redwood Coast Montessori Board of Directors
1611 Peninsula Drive, Arcata, CA 95521 (Building A)
REGULAR MEETING
January 8, 2020 7:00 p.m.
Minutes

A. CALL TO ORDER OF OPEN SESSION: E. Bergel called the regular meeting to order at 7:00 p.m.

ROLL CALL:

- a. Board: Hava Phillips, Eric Bergel, Troy Nicolini, Judy Langley, Dallass Downey
- b. Staff: Bryan Little; Anton Souza
- c. Community: None

B. PUBLIC COMMENT

- a. None

C. GENERAL FUNCTION-CONSENT ITEMS– Approval w/ Single Motion:

- a. Approval of Draft Minutes of December 11, 2019 Regular Meeting
- b. Motion to approve December minutes: T. Nicolini
- c. Second: J. Langly
- d. Aye: 4 No: 0 - motion passes

D. BUSINESS AND FINANCE

Form 700 completed and turned in by all board members present

E. SCHOOL FUNCTIONS

- a. RCM is actively recruiting
 - i. Enrollment at the manila campus is full except for a single 1st grade spot open
- b. Saucy
 - i. Still looking for volunteers for the silent auction
- c. Visioning Update
 - i. Notes from the visioning have been sent to the staff along with a request that they identify their top priority and steps that could be taken to achieve that.
 - ii. The document will be reviewed at the next staff meeting as a group.
 - iii. Board discussion about ensuring that visioning not leave out decisions about how visioning will be done in the future. Perhaps this process should be recorded, reviewed, and used to write a procedure for next time. Particularly, under what situations are different stakeholders to be consulted and how.
- d. FRCM Update
 - i. The FRCM board is continuing to discuss the infrastructure of their fundraising and distribution.
- e. Staff Reports
 - i. The Montessori movie was scheduled for this weekend at the Arcata Theater Lounge, but due to some communication challenges it will be rescheduled to sometime after Saucy. This will allow more time to advertise the event.
 - ii. Arcata campus is beginning student shadowing to allow 8th graders to observe the high school environment.
 - iii. There was a question brought up to a staff member about whether there is a plan to move the entire adolescent program to the high school campus. There is no plan for this to happen at this point.

- f. Director Reports
 - i. None
- F. FUTURE AGENDA ITEMS
 - a. Recruiting update
 - b. Movie update
 - c. Saucy report
- G. ADJOURNMENT
 - a. Motion to adjourn: H. Phillips
 - b. Second: J. Langley
 - c. Motion carries – meeting adjourned at 7:37pm

Redwood Coast Montessori

Comprehensive Safe School Plan

Board of Directors

Eric Bergel, President
Dallass Downey, Vice-President
Hava Philips, Secretary
Judy Langley - Treasurer
Troy Nicolini

School Director

Bryan Little

Manila Site Supervisor

Michelle Leonard

February, 2020

Purpose and Scope

Redwood Coast Montessori Comprehensive Safe School Plan 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 an RCM school facility.

Key Emergency Contact

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

Safe School Leadership Team (SSLT)

Each RCM facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

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

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites 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 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 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 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 roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this documents, will also assist the Incident Commander System if one or more team members/alternates are not available. City 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:

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

2. Update site map.

3. Establish:

- ✓ **Strategies for improving school safety/climate**
- ✓ **Fire/Tsunami Drill Schedule – Once per month at the elementary and middle school level, and two times per year at the high school**
- ✓ **School Phone Tree**

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

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.

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

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

Safe School Leadership Team

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

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

Safe School Leadership Team

	Title	NAMES	PHONE
Manila	Administrator	Michelle Leonard	707-496-9802
	RCM Staff #1	Michelle Dobrowolski	479-434-0198
	RCM Staff #2	Esther Hutton	707-499-4834
	RCM Staff #3		
Arcata	Administrator	Bryan Little	707-672-6277
	RCM Staff #1	Jay Scrivner	707-616-2072
	RCM Staff #2	Betsy Elkinton	301-356-0571
	RCM Staff #3		

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

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Michelle Leonard	Administrator	Teacher	Michelle Dobrowolski
Adam Oliver-Johnson	School Psychologist	Resource Teacher	Jessica Ureno
Sheriff's Department	Law Enforcement		

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Bryan Little	Administrator	Teacher	Jay Scrivner
Adam Oliver-Johnson	School Psychologist	Resource Teacher	Jessica Ureno
Arcata Police Department	Law Enforcement		

FIRST AID RESPONDERS

Each School 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 _____ school year at _____ School.

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE

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. Additional supplies at the high schools are located in the boy's gym, girl's gym, and may also be in shop classes.

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(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- ✓ When authorized by the site 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

**Redwood Coast Montessori
Student Release Form**

STUDENT NAME	ROOM #	TEACHER	DATE	TIME	PARENT/GUARDIAN

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.

Director/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and 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 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; 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 Principal (or authorized person) and the Superintendent (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.
 - Notify the School Director Arcata at 707-672-6277.
 - Follow the directions of the School Director. Only the Director or designee is authorized to release information. **All other personnel should cordially refer the media to the Arcata School District at 707-822-0351.**
 - 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.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Evacuation Plans

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

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

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

Plans shall be based on the current Site maps.

Evacuation Plan Checklist:

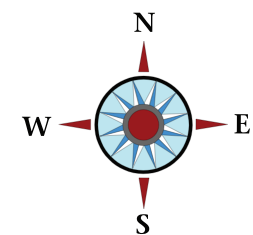
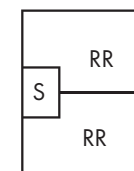
- ☐ Detailed campus diagrams that show:
 - ☐ Evacuation routes
 - ☐ Designated areas for each teacher and class
 - ☐ Areas of supervision
 - ☐ Transportation points (for both busses and autos)
 - ☐ Student Release area
 - ☐ Press area
- ☐ Teams
 - ☐ Crisis Response Team
 - ☐ Student Release Team
- ☐ 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 Safe School Leadership Team and visa versa)



Redwood Coast Montessori Manila Site

1911 Peninsula Drive
Manila, CA
Phone: 707-832-4194

C Classroom	Security Alarm Panel
S Storage	Water Shut Off
Exit/Door	Gas Shut Off
Fire Extinguisher	Chemical Lab
Fire Alarm Panel	Main Electrical Shut Off
Fire Sprinkler Connection	Sub Panels



Emergency Disaster Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Teacher Will:

1. Give “duck, cover and hold” instructions in event of earthquake.
2. Evacuate building in case of fire or after an earthquake
 - Take emergency folder and duffel bag and evacuate students to assigned area.
 - Take first aid kit and duffel bag only when evacuating after an earthquake.
 - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - Remain with class and report anyone who is missing.
 - Take appropriate first aid action.
 - Refrain from re-entering buildings until deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child’s emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.

5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Administration Will:

1. If telephones are operable:
 - Notify the police department and/or fire department.
 - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.

- Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Earthquake/Tsunami

Redwood Coast Montessori is in the tsunami zone but there is high ground very close to the school site so the tsunami danger is mitigated.

There are two tsunami scenarios to consider. The more serious threat is the earthquake that occurs just off the Humboldt Coast. This would produce a tsunami in Manila within 10-15 minutes. The only warning that will occur for this event is the earthquake shaking. The evacuation maps are based on this worst case event. Note that not all earthquakes that occur in Humboldt cause tsunamis. The kind of earthquake that causes tsunamis is much longer in duration than the other kind of earthquake.

The other scenario is where the earthquake occurs somewhere else in the Pacific Ocean. In this case the tsunami is generally expected to be smaller and will take longer to arrive in Manila. For this event the earthquake will not be felt in Manila so the official warning system of NOAA's National Weather Service is how you will be notified of this kind of event.

ACTIONS

For all earthquakes

Follow earthquake procedures: Duck, Cover, and Hold on. Students and staff should take cover under desks if possible and stay away from windows. Try to remember to count to measure the length of the earthquake.

For long earthquakes

If an earthquake lasts longer than 20 seconds then a tsunami is possible and you should evacuate. If you're not sure if the earthquake is long enough to cause a tsunami, go with your gut feeling. In other words, if you feel worried about a tsunami, then go ahead and evacuate. Consider it a drill if it turns out that the earthquake was not long enough to cause a tsunami.

The kind of earthquake that causes tsunamis can last as long as five minutes but may only have a minute of strong shaking, so remember this important point: As soon as the shaking diminishes to the point where it is safe to move then you should begin to evacuate.

When evacuating, lead students to the evacuation site via the wide trail that leads to the west of the facility. At the evacuation site, keep the students contained in the smallest possible footprint and place staff around the students to keep them together.

For Tsunami Watches and Warnings (via NOAA Weather Radio or outdoor siren)

You will be notified of these events by an automatic activation of the facility's NOAA Weather Radios, or by hearing the outdoor siren located at the waste water treatment plant, or by any of the other redundant notification systems.

These events can have a range in lead times from three hours to fifteen hours and can represent tsunamis that are very small (three feet) to ones that are almost as big as the ones caused by the local earthquake. In general, it is always good to move away from the coast for these events (in the event, for example, you are on a field trip). If the information in the Tsunami Warning message indicates that the tsunami will be significant and will arrive soon then evacuation to the evacuation site is appropriate.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Tsumani/Fire Drill Schedule

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		
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		

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 school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place. If other than library, indicate gathering place: _____
In the nurse’s absence _____ will be in charge.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. _____ 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.

Manila Campus

Staff	Contact Info	Who to contact?	Alternate	Contact Info
Michelle L	707 496 9802	All teachers and Esther	Esther	707 499 4834
Lauren	925 989 0538	Claudia, Room B parents	Claudia	707 845 8501
Elizabeth	707 845 4160	Julie, Room D parents	Julie	410 615 8571
Annie	562 841 4888	Annie, Room E parents	Kirsten	831 210 8219
Michelle D	479 434 0198	Room I/J parents, Marcia, Janarie Laura Arrington	Sheree	707 227 4894
Reilly	408 607 7404	Room H parents, Evan	Evan	707 499 4834
Anton	917 903 6154	Olivia, Room G parents	Olivia	916 842 7298
Esther	707 499 4834	Sandi, Tiffanie, Gail, Jessica, Janine, Erika, Coreen	Michelle L	707 496 9802

Arcata Campus

Staff	Contact Info	Who to contact?	Alternate	Contact Info
Bryan	707-672-6277	All staff	Jay	707-616-2072
Betsy	301-356-0571	Adolescent parents	Gabe	971-222-4156
Jay	707-616-2072	High School parents	Suzi	707-210-4794

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 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 is agreement with the RCM Comprehensive Safety Plan.
4. This school plan was adopted by the school site council on: _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Redwood Coast Montessori Emergency Phone Numbers

Emergency	911
Manila Site Office	832-4194
Manila Site Supervisor (Michelle Leonard)	832-4194
Arcata Site Office	630-5018
School Director (Bryan Little)	630-5018
Arcata District Office	822-0351
JPA Director (Taylin Titus)	445-7055
Animal Control	840-8132
Arcata Police Department	822-2428
Humboldt County Sheriff	445-7251
Arcata Fire	825-2000
Poison Control	(800) 876-4766

STAFF CRISIS MANAGEMENT PLAN

(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: (Code Red, Code Blue etc.)
 - b. Air horn 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

Code Yellow

Building Evacuation

Signal: 2 long air blasts - repeated

To be used in the event of:

- Fire - Chemical spill (on campus)

Teachers will:

- 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 School 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

Code Green

Duck, Cover and Hold – Building Evacuation

Signal: 3 short air blasts - repeated

To be used in the event of:

- Earthquake/Tsunami
- 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, Escort their students out of the building by the assigned (or safest) route to the room’s assigned tsunami drill location
- 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
- File out of classrooms in a quiet orderly manner as directed by teachers

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify School 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

Code Red

Shelter in Place

Signal: continuous series of short bells

To be used in the event of:

- Gunfire/Police action in vicinity
- Armed Intruder
- Hostage Crisis

Teachers will:

- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- 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:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify Law Enforcement
- 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

Redwood Coast Montessori 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 (Director, Site Supervisor, or Designee)
- Mental Health Professional (School Psychologist or Resource Teacher)
- Law Enforcement or security staff
- School Resource Center Director 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, PROTOCOL, and WORKSHEET to help determine the significance of a threat: Low, Medium, High.*
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
3. When appropriate, the Director or 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 Director or Site Administrator will designate a team member to maintain a case folder on the incident.
4. The SITE THREAT ASSESSMENT TEAM (STAT) will address as necessary:
 - Liability issues
 - School safety issues
 - Student Services disciplinary issues
 - Legal issues
 - Special Education issues

5. The site's assigned Administrator will contact Taylin Titus (445-7055), Risk Management and Bryan Little (707-672-6277), School Safety Coordinator. They will convene the STAT and communicate with the Site Administrator to develop a course of action.

The STAT will consist of:

- Director of Risk Management or designee
- Arcata School District Superintendent

And when appropriate:

- HCOE Director of Student Services
- Special Education Coordinator
- RCM Legal Counsel

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 appropriate 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 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 Supervisor 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**

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:	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

**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.**
