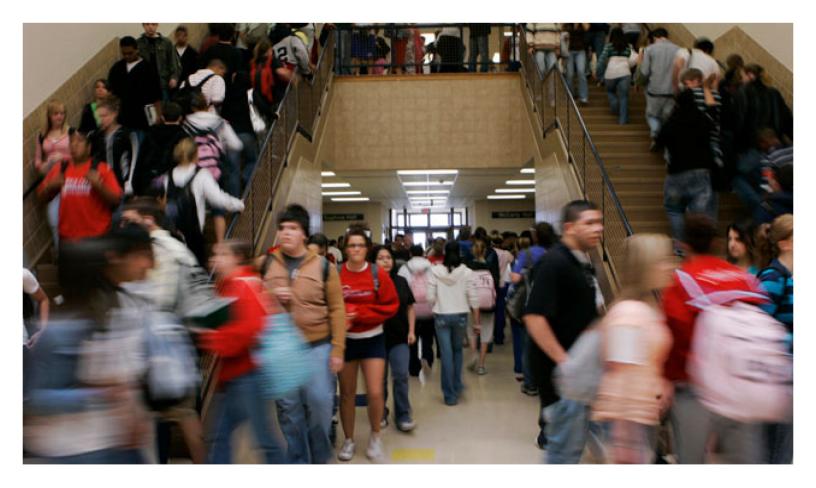**Guidebook Series**

A Resource Guide to
Mission Critical Comunications for 21st Century Schools

Plus FREE School Emergency Planning Guide

Why RCA Two-Way Radios are Essential Tools for all Schools

More and more school districts are discovering the power of two-way radios for their campuses. For more than 20 years, **Discount Two-Way Radios** has provided thousands of schools RCA two-way radio solutions at the best prices anywhere. Also, because we are an approved vendor for literally thousands of school districts across the country, we understand exactly what you need, whether it is for a small K-12 playground or a sprawling university campus.

We created this guidebook to share with you some of the lessons we've learned over the years regarding how two-way radios can improve every facet of any campus environment.

Now, while two-way radios have been around for several decades, their ability to instantly communicate across campuses with great reception continues to make them as relevant today as anytime in history.

> **❝** *We could not operate our school without our RCA two-way radios. They are what I would call completely indispensable for us daily.*
> **Jennifer Edgar, District Secretary for Affton School District in Affton, Missouri**.

Experienced school administrators, principals, and teachers will tell you RCA two-way radios drastically improve school security, campus productivity, and student accountability.

Inside this guide, you will learn how enrollment trends will effect your school, understand better the advantages of RCA two-way radios, and even what two-way radios would be the best for your school.

Desert View Academy's school administrator in Yuma, AZ Anita Aldama agrees.

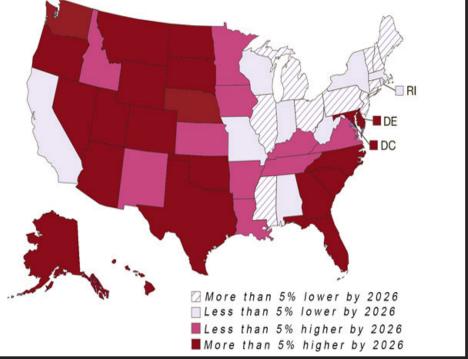"There's no way we could survive without our RCA two-way radios. That's why we buy so many of them!"

TWO-WAY RADIOS WILL BE CRITICAL FOR SCHOOLS AS ENROLLMENT SURPASSES 55 MILLION BY 2026

According to the United States Department of Education (ED), there are approximately 132,000 K-12 schools operating in the United States and more than 50 million students filling classrooms across the nation. When looking at the projected growth of K-12 schools on a national basis, the ED predicts that on average, enrollment will increase approximately three percent over the next seven years. Specifically, at least 31 states are expected to grow more than five percent in the next seven years (See Map).

As school's enrollment numbers grow, so too do the challenges of managing the dynamic components of a modern campus especially in the areas of safety, transportation, and overall campus operations. Two way-radios provide the perfect combination of instantaneous communication, durability, and reliable transmission across long distances. As an official vendor for nearly every school district, ask us how we can help you improve communications on your campus.

Projected K-12 School Enrollment by 2026

- ▨ More than 5% lower by 2026
- ☐ Less than 5% lower by 2026
- ▨ Less than 5% higher by 2026
- ■ More than 5% higher by 2026

RCA Case Study:
Two-Way Radios Helped Arizona K-12 School Manage Exploding Enrollment

Overview/Challenge:
Desert View Academy started in 2000 with only 150 students. Today the school has 800 students, and is projecting to have more than 900 by 2020. With so many kids, Desert View Academy wanted RCA two-way radios to maintain A+ communication.

Results:
Discount Two-Way Radio (DTWR) helped them find the best RCA professional quality radio system for their growing campus including radios, batteries, chargers, and belt clips. Plus, DTWR ensured the equipment was shipped the same day for quick delivery!

Client's Reaction:
"We have been with Discount Two-Way Radios for years, and they have always been so helpful and really knowledgeable when it comes to two-way radios. We use our RCA radios pretty much all day long. Primarily anytime our staff is away from the classroom they carry them. They are especially viable whenever we are looking for a student or if there is an emergency. Or if the office needs to find a teacher, and they are out of the classroom, it is impossible for us to find them.

So, we just use our RCA two-way radios, and we locate them in a second," said Desert View Academy's school administrator Anita Aldama.

When It Comes to Cross Campus Communication, RCA Two-Way Radios Are the Best Way to Go

Five Important Reasons Two-Way Radios Are Better Than Cell Phones on Campus

In a recent study, teachers, administrators, and school bus drivers,were all in agreement that the number one priority for every school campus was school safety. Nothing surprising there, right? However, when those same people were asked what their first point of communication during an emergency would be, cell phones were the top answer over two-way radios!
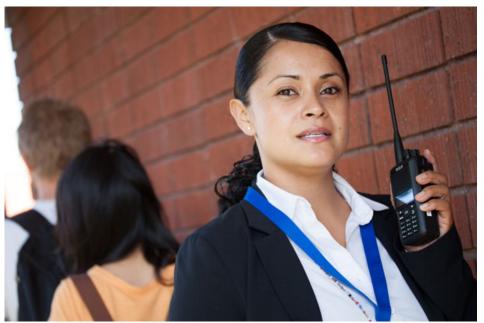
Five Reasons Two-Way Radios are Better Than Cell Phones:

1. Emergencies Require Instant Communication -
When time is of the essence, no other form of communication works better than two-way radios period. In an emergency, no one has the time to open a phone and look for contacts, then dial a number and wait while it rings. With a push of a button, RCA two-way radios instantly makes a connection.

2. Communicate Easier with a Group -
The one-to-many functionality of two-way radios makes it easier

One of the reasons more school districts are insisting on two-way radios as their preferred method of communication is because they are simply better and more reliable than the ubiquitous cell phone.

for a group of people to stay in touch. Teachers, office administrators, maintenance staff, and even crossing guards can conveniently be connected all at once to have a group-wide conversation if need be. In addition, even when mobility is restricted (like during a lock down), teachers can communicate quietly and reliably from their position.

3. Improved Bus Driver Communication
Two-way radios are one of the most valuable tools for complete school bus safety. From coordinating the disembarkation of students to locating a missing child, two-way radios help keep a school's transportation system moving smoothly.

4.Total Campus Management-
Two-way radios are great for maintaining control of playgrounds, classrooms, assemblies, and field trips. Chaotic events can be neutralized and calmed much more quickly with two-way radios.

5. Cost effective -
These days, school district budgets have never been tighter, bringing to light another important advantage two-way radios have over cell phones. That is, two-way radios don't require ongoing monthly service fees like cell phones, so you can't go over your minutes, and there are no charges for data usage, making them better than a cell phone but without recurring charges.

WHY 63,000 SCHOOL DISTRICTS AND BUSINESSES TRUST OUR ADVICE

For more than 20 years, thousands of school districts across the county have turned to **Discount Two-Way Radio** to help answer questions about two-way radios. Because we are an approved vendor for many of the nation's school districts, we can provide your school genuine RCA branded products at roughly 10-30 percent below the cost of other major brands. Below are some of our best digital radios for schools, and all come with one of the industry's longest warranty. At Discount Two-Way Radios, every step of our business is designed to enhance the customer's experience. For example, we have the largest selection and widest inventory anywhere. Also, DTWR has one of the largest repair centers for RCA, Motorola, Kenwood, Icom, Vertex, Maxon and other major brands of radio equipment in the United States. Our factory trained technicians operate in a state-of-the-art facility and repair all major brands of commercial two-way radios. Plus, we learned long ago that customer's like a simple rate structure for repairs. That's why Discount Two-Way Radios offers a flat rate repair price that includes parts, labor and pre-paid UPS shipping to and from the repair facility for maximum customer ease.

Best Option for Elementary Schools
Lightweight & Compact

RCA RDR1520 Features:

100% Compatible with Motorola
Analog/Digital Operation
32 Channels
Small and Powerful
Includes: Battery, Charger, Belt Clip, & Antenna
2-Year Warranty

Best Option for Middle & High Schools
Most Popular School Radio

RCA RDR2500 Features:

100% Compatible with Motorola
Analog/Digital Operation
32 Channels
Small and Powerful
Emergency Alert Feature
Clip, & Antenna
3-Year Warranty

Best Options for Large Campuses
High Performance!

RCA RDR4320 Features:

100% Compatible with Motorola
Analog/Digital Operation
IP67 Submersible
Full Keypad & Color Display
Includes: Battery, Charger, Belt Clip, & Antenna
3-Year Warranty

JUST ASK US, AND WE WILL PROGRAM YOUR EMERGENCY ALERT BUTTON FOR FREE

Did you know one of the best features on RCA two-way radios for schools is a small orange Emergency Alert Button located right on top of the radio?

What is an Emergency Alert Feature?

Most RCA professional two-way radios come with an Emergency Alert feature that is strategically located on the top of the radio for quick and easy access. In the event of an emergency, users can

Emergency Alert Button

RCA

trigger an alarm by pressing this orange button. Immediately, the RCA two-way radio sends out a voice and/or radio identity to notify specific individuals of an impending emergency. This drastically reduces response times and

significantly contributes to a safer environment.

While this important feature is not automatically programmed, Discount Two-Way Radio provides **FREE channel programming assistance** for all our customers.

So, if you're a school administrator, teacher, or supply manager, make sure you request that this important feature be activated next time you purchase two-way radios.

WHEN THE ENVIRONMENT IS LOUD, MAKE SURE YOU'RE HEARD

Another important tool for any school communication system is a megaphone. There are many school-related situations when your normal voice may be drowned out by external noise: a football field or playground, a large field trip, or when gathering students and staff outside during an emergency. Megaphones help educators and administrators clearly disseminate the messages they need to in an efficient and easy manner. **Discount Two-Way Radios** is also a leading distributor of megaphone's for all sizes of schools and can help you find the right megaphone for your needs, whether it's one that can be heard 600 yards away or more than 2000 yards away!

Thun-150 Megaphone	Thun-120 Megaphone	Thun-120 Megaphone
600 Yard Range	700 Yard Range	800 Yard Range
15 Watt Megaphone	15 Watt Megaphone	25 Watt Megaphone
Uses 8 AA Batteries	Uses 8 AA Batteries	Uses 6 C Batteries
Siren/Whistle	Siren/Whistle	Siren/Whistle
Presentatioin Mic Included	Volume Control	Volume Control

How to Use Your Two-Way Radio During Emergency Situations

While public safety professionals like police and firefighters know the essentials of two-way radio use, many industries including education may not be as familiar with important two-way radio procedures especially while experiencing a crisis. Take a couple of minutes to review these practices and review them with your colleagues to reinforce your safety planning.

#1: Make Your Radio Your Friend
Two-way radios have certain features that can help you during an emergency. Take some time to learn how they function.

#2: Talk Less and Listen More
During emergencies it's critical to listen more than talk. Be brief and efficient with your words. Also when you push to talk you prevent others from talking.

#3: Save the Politeness for the Dinner Table
Again, brevity is key. There is no need to use words like "please" or "thank you".

#4: Say It Again Sam
Repeat back what you heard to make sure everyone's on the same page.

#5: Give Some Space
Push to talk and wait a second otherwise your words will get cut off.

Improving School Bus Safety with Two-Way Radios

When it comes to using two-way radios to keep schools safe and operating at peak efficiency, most people immediately think about the students and teachers. However, there is another group of people that understand how important two-way radios are for their job: the school bus drivers. Just what are some of the ways school bus safety is enhanced with two-way radios?

It's Legal to Use Radios While Driving
Two-way radios are approved for use while driving by the U.S. Department of Transportation – unlike cell phones. School bus drivers can safety use radios to keep in contact with each other, dispatchers and administrators while they're in motion.

Coordinate your Bus Fleet with Peak Efficiency
Need to contact a student on the bus, or redirect a vehicle or follow a specific route remotely? The integrated GPS ability of RCA's RDR4300 series makes it possible to monitor each vehicle's location and manage logistics.

Boost productivity and cut costs with real-time mobile connectivity. When you need to communicate quickly and easily with all transportation personnel, the best way is over two-way radio. With the touch of a button, you can securely link multiple teams across the district. Deliver voice and text information instantly whether it's the school principal or the campus electrician.

We know radios, so you don't have to!
EST 1997
Discount Two-Way Radio

For More Information on any school related RCA two-way radio product call
(877) 684-1657

Do You Speak Radio?

It helps two-way radio communication when everyone understands and uses similar language and etiquette. Know these words and start using them when ever you use your radio.

Roger
Message received and understood
Over
You've finished speaking
Go Ahead
You're ready for a message
Say Again
Repeat your last message
Stand by
You acknowledge the transmission but can't immediately respond
Affirmative/Negative
Yes/No
Come in
Asking someone to acknowledge they can hear you
Wilco
You will comply
Radio Check
What's the strength of your signal or can they hear you?

THE OFFICIAL
SCHOOL EMERGENCY
PLANNING GUIDE

[School District Name] School District
Comprehensive Safe School Plan

At _____School

CDS Code

_____-_____-_____

From: Year 2015 to Year 2016

Contact Person:

Position:

Telephone Number: _____   E-Mail Address: _____

Comprehensive Safe School Plan

Board of Education
[List all Members]

Superintendent of Schools
Name:

Executive Director, Student Services
Name:

Coordinator, Emergency Planning/Crisis Response
Name:

Purpose and Scope

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

Key Emergency Contact

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

Safe School Leadership Team (SSLT)

Each [SCHOOL DISTRICT NAME] SCHOOL DISTRICT 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.

The Standardized Emergency Management System is the system required for managing response to multi-agency and multi-jurisdiction emergencies. It 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 District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to the **Standardized Emergency Management System**, 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, the **Standardized Emergency Management System** is intended to:
❑ Facilitate the flow of information within and between levels of the system.
❑ Facilitate coordination among all responding agencies.
Use of the **Standardized Emergency Management System** will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of the **Standardized Emergency Management System** will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. The **Standardized Emergency Management System** 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: This system 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 the **Standardized Emergency Management System**, 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 **Standardized Emergency Management System** 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 **Standardized Emergency Management System**, 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 this system 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 **Standardized Emergency Management System** 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 **Standardized Emergency Management System** 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 your site map. Current "Key Plan" maps may be printed from your school district website:

   [enter website]

3. Establish:

   - ✓ Strategies for improving school safety/climate
   - ✓ 2015 - 2016 Fire Drill Schedule – Once per month at the elementary and middle school level, and two times per year at the high school
   - ✓ 2015 - 2016 Lockdown Drill – Twice per year (once a semester)
   - ✓ School Phone Tree

4. Update the templates in this section of the plan to reflect current areas of responsibilities 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 Office of Emergency Planning/Crisis Response for Board 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 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

		NAMES	PHONE
Incident Command	Principal		
	1. Alternate		
	2. Alternate		
Planning/Intelligence	Office Manager		
	1. Alternate		
	2. Alternate		
Operations	Assistant Principal/Vice Principal		
	1. Alternate		
	2. Alternate		
Logistics	Plant Coordinator		
	1. Alternate		
	2. Alternate		
Administration/Finance	Financial Secretary		
	1. Alternate		

<p align="center">[Enter School District Name] School District
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)</p>

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 if needed.

The team will oversee and document the school site's response to threats, plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in resolving those cases, 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
	Administrator	Principal, Assistant Principal or Designee	
	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	
	Law Enforcement	Security Staff	
	School Nurse	School Social Worker or other staff determined by the principal	

FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the _____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

[Enter School Name] School District
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.

<u>Principal/Safe School Leadership Team</u>
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. Properly working Two-Way Radio System. Each Two Way Radio System should consist of at least: Handheld radios, base station for the administrative office and mobile radios for the school busses.
    b. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
    c. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
    d. 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).
    e. 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 Telecommunications Center at [enter number] of the emergency and media response. Notify the Assistant Superintendent who will inform the District Community Relations Office.
    ▪ Follow the directions of the Assistant Superintendent. Only the Superintendent or designee and the District Community Relations Officer or designee is authorized to release information. **All other personnel should cordially refer the media to the District Community Relations Office at [Enter Number]**.

- 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:

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

<u>Stage Two Relocation</u>: 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 "Key Plan" maps obtained from the School District website.

Evacuation Plan Checklist:
- ❑ Detailed campus diagrams that show:
    - o Evacuation routes
    - o Designated areas for each teacher and class
    - o Areas of supervision
    - o Transportation points (for both busses and autos)
    - o Student Release area
    - o Press area

- ❑ Teams
    - o Crisis Response Team
    - o 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)

Comprehensive Safe School Plan
[Enter School District Name] School District
2015-2016

School Climate Strategies

Current Strategies that promote a school climate of respect, emotional safety and a caring community.	Assessment Issues or Concerns related to school climate.	Safe School Plan strategies to promote a school climate of respect, emotional safety and a caring community.

Comprehensive Safe School Plan
[Enter School District Name] School District
2015-2016

Physical Safety of Students and Staff

Current Strategies in Place to Insure Physical Safety of Students and Staff.	Assessment Issues or Concerns related to Physical Safety of Students and Staff.	Safe School Plan strategies to address Physical Safety of Students and Staff.

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.

2015-2016 Fire Drill Schedule

Per Board Policy 6114.1

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

MONTH	DATE	TIME
July		
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		

2015-2016 LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
Fall		
Spring		

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: _____
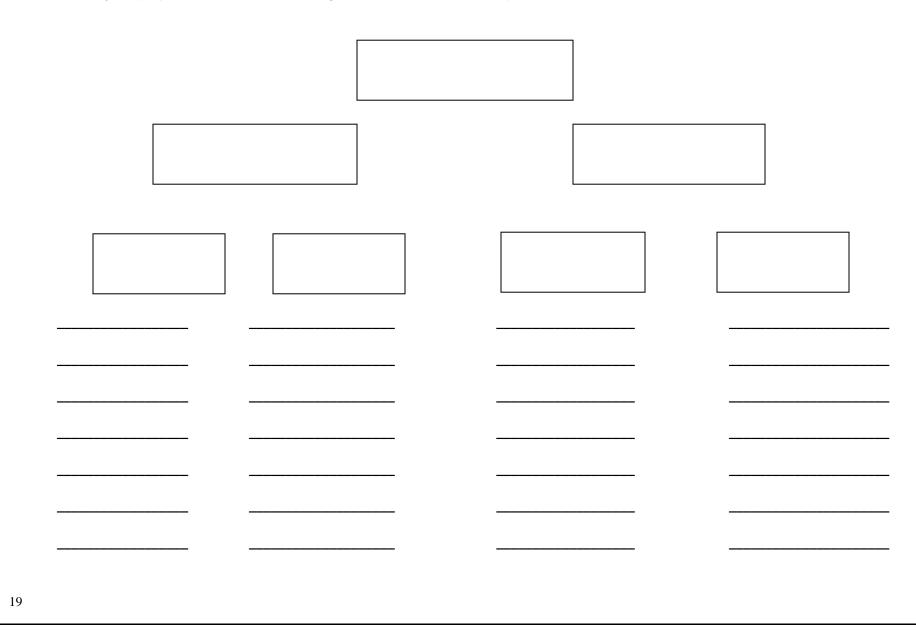   In the nurse's absence _____ will be in charge.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. _____ will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal 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

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.

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. The School Site Council or its delegates should form a school safety planning committee with the minimum of the following members:

    - The principal or the principal's designee
    - One teacher who is a representative of the recognized certificated employee organization
    - One parent whose child attends the school
    - One classified employee who is a representative of the recognized classified employee organization
    - Other members, if desired

3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the [School District Name] School District Comprehensive Safe School Plan template have been met.

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

District Emergency Phone Numbers

[SCHOOL DISTRICT NAME] SCHOOL DISTRICT Emergency Services   Phone: [Enter Emergency Phone Number] (24 hours a day)

Superintendent Name: [Enter Name] / Phone: [Enter Phone]

Maintenance Department: [Enter Name] / Phone: [Enter Phone]

Health Services: [Enter Name] / Phone: [Enter Phone]

District Bus Transportation: [Enter Name] / Phone: [Enter Phone]

School Site Utilities Location: [Enter Name] / Phone: [Enter Phone]
(Water, power, gas)

Psychological Services Crisis Intervention Team: [Enter Name] / Phone: [Enter Phone]

Emergency Planning/Crisis Response, Safe School Officer: [Enter Name] / Phone: [Enter Phone]

Mental Health Services Coordinator: [Enter Name] / Phone: [Enter Phone]

Community Relations: [Enter Name] / Phone: [Enter Phone]

Environmental Services: [Enter Name] / Phone: [Enter Phone]

Communications: [Enter Name] / Phone: [Enter Phone]

Technology Services: [Enter Name] / Phone: [Enter Phone]

(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. Bell signal (If any)
    c. Emergency Alert or Voice message broadcasted through the school Two-Way Radio System
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: 3 short bells - repeated

To be used in the event of:
- Fire - Chemical spill (on campus)

Teachers will:
- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Carrying their Handheld Two-Way Radio at all times and switching to the designated school emergency channel
- Await for further instructions from Crisis Response Team

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

Crisis Response Team Members will:
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Convene Student Release team if needed (Operations)
- Prepare materials for emergency response personnel (Logistics)
- Stay in touch with the school personal through the School PA or Two-Way Radio System

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
Signal: 2 second Bell repeated

To be used in the event of:

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

Teachers will:

- Direct students away from widows, 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
- Carrying their Handheld Two-Way Radio at all times and switching to the designated school emergency channel
- Await further instructions from Crisis Response Team or "All Clear" signal
- After the "All Clear" signal, take roll and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Crisis Response Team

Students will:

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

Crisis Response Team Members will:

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

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Stay in touch with the school personal through the School PA or Two-Way Radio System
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

Code Blue
Shelter in Place
Signal: 1 ten second bell

To be used in the event of:

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

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close widows and curtains
- Take roll, and document the names of all students present
- Carrying their Handheld Two-Way Radio at all times and switching to the designated school emergency channel
- Await further instructions from Crisis Response Team or "All Clear" signal

Students will:

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

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)
- Stay in touch with the school personal through the School PA or Two-Way Radio System

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
Lockdown
Signal: continuous series of short bells

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately lock their classroom door
- Instruct students to lie on the floor
- Close all blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Carrying their Handheld Two-Way Radio at all times and switching to the designated school emergency channel
- Await further instruction from Crisis Response Team or Police

Students will:

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

Crisis Response Team Members will:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)
- Stay in touch with the school personal through the School PA or Two-Way Radio System

Code is rescinded when:

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

[Enter School District Name] SCHOOL DISTRICT
2-WAY RADIO PROCEDURES

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

Two-Way Radios and Accessories are licensed by the Federal Communications Commission and approved for school business use. All radios are FCC 2015 Narrow Band Compliant. Each school should have designated emergency channels for use in case of crises. In an emergency, effective communication is crucial and everybody should obey the following guidelines for radio use:

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

Threat Assessment Procedures

[Enter School District Name] SCHOOL DISTRICT
THREAT ASSESSMENT/STUDENT WELLNESS PLAN

Suspension: Terroristic Threats

(a) *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.*

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 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 (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- Law Enforcement or security staff
- School Nurse, School Social Worker or other staff designated by the school Principal

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

THREAT ASSESSMENT PROCEDURE

1. *The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRD/Police, appropriate staff/others, psychologist, SAP or mental health worker will utilize a THREAT ASSESSMENT GUIDELINES (Page 5), PROTOCOL (Page 7), and WORKSHEET (Page 10) to help determine the significance of a threat:*
   Low, Medium, High. (See Threat Assessment Guidelines, page 5)

2. *If the threat is deemed to be a credible **HIGH LEVEL THREAT**, the STAT will recommend:*
   - A school discipline/law enforcement response
   - Student Wellness Team Process

3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Assistant Superintendent. The Site Administrator should obtain a parent signature on an **"Interagency Authorization for Release of Information"** form. The Site Administrator will designate a team member to maintain a case folder on the incident.

4. The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:
   - Liability issues
   - School safety issues
   - Student Services disciplinary issues
   - Legal issues
   - Special Education issues

5. The site's assigned Assistant Superintendent will [Enter Name] / [Enter Phone Number], Risk Management, or [Enter Name] / [Enter Phone Number], School Safety Coordinator. They will convene the DTAT and communicate with the Site Administrator to develop a course of action.

    The DTAT will consist of:

    - Director of Risk Management or designee
    - Assigned Assistant Superintendent for the school site

    And when appropriate:

    - District Hearings Officer, Student Services
    - Special Education Coordinator
    - District Legal Counsel
    - [ENTER SCHOOL DISTRICT NAME] SCHOOL DISTRICT incident commander

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

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

7. The 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 levels are assigned to situations not persons. *Threat levels are not a "diagnosis" and are not part of the written record of intervention.*

THREAT ASSESSMENT LEVELS

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

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

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

MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.
- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: "I'm going to beat that kid up." "I'm serious!" or "I really mean this!" "Wait until you see what happens next Tuesday in the cafeteria".

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

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

THREAT ASSESSMENT PROTOCOL

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

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

Statement: *The central question of a threat assessment is whether a student <u>poses</u> a threat, not whether a student <u>made</u> 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 <u>facts</u>, 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 and 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?

36

(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 and place, identity of victim 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 indicated 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.

38

THREAT ASSESSMENT WORKSHEET

NAME:	SCHOOL:	DATE:

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_
- ❏ _Threat Assessment_
- ❏ _Convene Student Wellness Team_

APPENDIX 9

Mandatory Resource Inventory

Mandatory resource inventory of emergency equipment.

Include:
- Two-Way Radio Communications Equipment
- First aid supplies
- Firefighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- ThunderPower Megaphones / Bullhorns to be used for announcements
- Tools

IMPORTANT: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies. Two-Way Radio Communication Equipment should be fully functional and available to the school personal. Two-Way Radios and Accessories are licensed by the Federal Communications Commission and approved for school business use. All radios are FCC 2013 Narrow Band Compliant. Each school should have designated emergency channels for use in case of crisis.

Minimum Two-Way Radio Equipment Requirements:

- Minimum of 4 Watts of Power to ensure coverage throughout the school campus.
- Minimum of 1700mAh Lithium Ion Battery
- Minimum Charger Requirements – 1-Hour Rapid Charger
- Minimum of 16 Channels
- 2013 FCC Narrow Band Compliant
- Audio Quality - Minimum *X-Sound ™ Technology or higher – Enhanced Audio Clarity with at least 800mW Loud Speaker*
- Meet the *MIL-STD-810C/D/E/F Specs for Durability, Shock, Extreme Temperatures, Vibration, Dust, and Moisture.*
- At least 2 Year Standard Warranty

Why the Two-Way Radios are crucial during an emergency situation?

The radios are not dependent on any cell phone towers, cell phones or landline phones that require power from the grid to run. The Two-Way Radio Systems are independent and when the security cameras are off, the cell tower or the landline is down, you will not lose your capability of communicating with your staff. Even if you do not need two-way radios as part of your normal working day, having a Two-Way Radio System in place and ready to use in case of crisis can open the lines of communication and allow you to take swift action to launch a disaster plan or critical communication strategy, saving time and in many instances, lives.

Tips and Recommendations

- *If you currently have radios make sure they are all in fully working condition.*
- *Keep your batteries always charged.*
- *It is always recommended to have charged spare battery or battery eliminator that holds regular AA batteries.*
- *If you have more than one channel, have one that is dedicated for Emergency Use Only.*
- *Make sure that your staff is trained to use the Emergency Channel when it is needed.*
- *Radios should be equipped with at least 1 hour Rapid Charger to ensure fast charging process when needed.*
- *Rapid Six Bank Chargers are recommended for faster, easier charging process. Radios will be always kept at the same location, preventing radio loss and saving space and power.*
- *Make sure your batteries are not older than 2 years. If they are, they most likely need to be replaced with new ones.*

Keeping your batteries in good shape is important to ensure that your radios will perform at their best when you need them most. To find out more about what is the best way to take care of your batteries and ensure long lasting battery usage obtain the Battery Care 101 Guide. You can download it from:

42

RAPID QUOTE REQUEST

Fill out the information below and fax it to Discount Two-Way Radio to receive more information on the RCA Two-Way Radios and / or receive a Free Quote.

Fax: 877-291-9565

☐ **Yes**! I would like more information about the RCA Two-Way Radios
☐ **Yes**! Please send me a quote on the RCA Two-Way Radio System

Do you currently have two-way radios? Yes ☐ No ☐   If Yes, please select: Brand: _____ Model: _____

How many radios do you need? Quantity of: _____

Type of School: High ☐   Middle ☐   Elementary ☐

School Name: _____

Your Name: _____

Phone #: _____   **Fax #:** _____

Email Address: _____

School Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Receive
FREE SHIPPING
with a purchase of any
RCA Two-Way Radio

Promo Code:
ESPG

Please contact me via:

Phone ☐   Email ☐   Fax ☐

Discount Two-Way Radio - 1430 240th Street, Harbor City, CA 90710
Phone: 310-224-5100 / Fax: 877-291-9565 / www.dtwr.com

Discount Two-Way Radio
EST 1997
WE KNOW RADIOS, SO YOU DON'T HAVE TO!

43

Other Forms and Checklists

Student Name: _____ School: _____ Date: _____

Assessor Name: _____ Title: _____ Phone: _____

1. ☐ <u>ASSESSMENT OF HIGH RISK AREAS FORM</u>
   completed by ___Psych ___SAP ___SSW ___Counselor ___Other _____

___ If you <u>find Potential Threat</u>, contact: ___ Parent ___COPE ___Law Enforcement (LE) ___ [SCHOOL DISTRICT NAME] SCHOOL DISTRICT Release of Info. ___FCDCFS Release of information ⬇	___ If you <u>find NO Potential Threat</u>, ___ Contact parent __ Referrer **End of formal assessment** ___ Information shared with Administration

2. ☐ <u>ASSESSMENT OF HIGH RISK AREAS FORM to COPE/LE IF 5150 POTENTIAL</u>
   ____COPE ___LE *CONSULTS* with Psych/SAP/SSW/COUNSELOR/OTHER
   ____COPE ___LE assesses for Potential Threat ⬇
   ____COPE ___LE <u>ATTEMPTS INTERVENTION</u> ⬇

Name(s)/Title: _____

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

☐
☐   In <u>DISPUTED CASES</u>, [Enter Name], [Enter Title] will be called in to *MEDIATE*, [Enter Phone Number] and/or
     [Enter Name], Crisis Coordinator [SCHOOL DISTRICT NAME] SCHOOL DISTRICT may be called in to *CONSULT* [Enter Phone Number] ⬇

3. ☐ <u>FOLLOW-UP</u>

___ COPE ___LE notifies Site Administrator and Referring Professional of the discharge (whenever possible)
___ <u>Student Wellness Team</u>* meeting is called by ___Psych ___SAP ___SSW ___Counselor ___Other
   ___Before and/or ___After an [SCHOOL DISTRICT NAME] SCHOOL DISTRICT student returns from 5150 Date of SWT:_____
___ <u>Student Wellness Plan Developed</u>:
___ (1) Safety/Educational Plan
___ (2) Mental Health Plan
___ (Special Education Only) IEP Scheduled   Date:_____
___ Completed ___Shared with appropriate parties
___ Student Wellness Plan/Release of information form placed in designated folder with Site Administrator
___ Psych/SAP/SSW/Counselor/Other keeps copy of: Student Wellness Plan, Checklist, High Risk Assessment Form, Release of Information
*A Student Wellness Team minimally includes: Referring Professional, site administrator, parent/guardian, student, and may include Teacher, COPE/LE, Psychologist, Counselor, Vice Principal, SAP, SSW, Nurse, Mental Health Workers, K-Six Worker, private providers and others.

Comprehensive Youth Services/[Enter School District Name] School District
Assessment of High Risk Areas

Student Name_____ ID#_____   Date_____
(Give a copy of this form to: COPE/Law Enforcement)
SCHOOL_____ ADMINISTRATOR_____PHONE_____
Completed by Referring Professional: _____Title_____
                                           (SIGNATURE)
Referrer's Phone_____ Pager_____

Suicide Risk: Denied _____

Ideation _____   Current _____   Most Recent _____   Onset _____ Frequency _____
Prior Attempts Method _____   Most Recent _____   Known? _____
Intent _____   Plan _____   Means _____   Other's Suicide _____
Self-Mut. ___   Method _____   Most Recent _____   Onset _____   Frequency _____
Contributing Factors: _____
Hospitalizations: _____
Add'l Info/Reason for Referral: _____
_____

Homicide Risk/Threat Assessment: Denied _____
Ideation _____   Current _____   Most Recent _____   Onset _____ Frequency _____
Intent _____   Plan _____   Means _____   Hx of Violence _____ Gang Affil. _____ Other's Death _____
intended Victim _____ Reason _____
Add'l Info/Reason for Referral: _____
_____

Child Abuse Assessment: Denied _____
Current _____   Type _____   Offender_____

_____
Report: Made _____   Verified _____   Date _____   Time _____ CPS _____ LE _____ Spoke to _____
Past _____   Type _____Offender_____
Report: Made ___   Verified ___   Date _____   Time _____CPS _____ LE _____ Spoke to_____
Hx of DV _____

Substance Abuse Assessment: All Denied _____   Own Use Denied _____

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

46

C
O
N
F
I
D
E
N
T
I
A
L

Related Factors (Reported by Student_____ Parent_____ Teacher_____ Other_____, ___)

___ Sad/Irritable/Angry   ___ Insomnia/Hypersomnia   ___ Fatigue/Loss of Energy
___ Diminished Interest   ___ Psychomotor Agitation/Retardation   ___ Feelings of Worthlessness/Guilt
___ Weight Loss/Gain   ___ Inability to Concentrate   ___ Recurrent Thoughts of Death/Suicide

Dr/Therapist _____ Dx _____ Meds _____ Duration _____
Impulsivity _____ _____ Coping Skills_____ Support System/Resources_____
Family Mental Health History: Unknown _____   Denied _____
Relation _____ Diagnosis _____

<u>Outcome</u>
Wellness/Safety Plan *Required* _____ Referred to Dr. _____ Ref'd Psych Eval _____ Ref'd Med Eval _____ Tarasoff _____
Ph'd/Met Parent _____ Crisis Mgt Info _____ COPE Team _____ Law Enforcement _____ PACT/CCAIR _____
Add'l Info: _____

47

STUDENT WELLNESS TEAMS

Objective:

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

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

Students will:

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

Parents will:

- Participate in the Student Wellness Team Meeting

Staff will:

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

STUDENT WELLNESS TEAM CONCEPT

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

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

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

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

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

Site files will be maintained by Site Administration or designee.

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

REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS

The student was removed from _____School during school hours by_____
<div align="center">(School)   (Department)   (Title)</div>

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.

_____
<div align="center">(Student's Name)   (Birthdate)   (Age)</div>

_____
<div align="center">(Parent/Guardian's Name)   (Address)   (Phone)</div>

1.   _____
<div align="center">(Facility and address where child was taken)</div>

2.   Name of Peace Officer _____Badge No. _____

3.   Mental Health/Law Enforcement Agency_____

4.   **Basis for action (check one)**
   - ☐ [Enter Code] – Penal Code (Arrest without warrant)
   - ☐ Warrant for arrest
   - ☐ [Enter Code] – Welfare and Institutions Code – Danger to self/other, gravely disturbed
   - ☐ [Enter Code] – Welfare and Institutions Code – Without warrant (protective custody)
   - ☐ [Enter Code] – 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. *<u>Except in child abuse investigation</u>
   Date _____Time _____

   _____
<div align="center">(Signature of Principal/Designee)</div>

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. Enter Codes according to your State and Local Regulations.

Discount Two-Way Radio Limit of Liability Disclaimer

The information contained in this product / on this site is for information purposes only, and may not apply to your situation. The author, publisher, distributor and provider provide no warranty about the content or accuracy of content enclosed. Information provided is subjective. Keep this in mind when reviewing this guide.

Neither the Publisher nor Author shall be liable for any expenses, losses or any damages resulting from use of this guide. The guide and all listed links are for information purposes only and are not warranted for content, accuracy, or any other implied or explicit purpose.