

*D.A. Dorsey Technical College
Threat Assessment Plan 2023-2024*



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Mission Statement

Our mission is to positively impact the residents of this community through educational and economic empowerment by providing sound academic programs spanning from literacy through vocational certification.

Vision

The vision for D. A. Dorsey Technical College is to be the cornerstone of the Liberty City community and surrounding areas of Miami-Dade County while connecting students to their maximum earning potential. All D. A. Dorsey Technical College graduates will be highly trained and ready for the workforce.

Core Values

We pursue high academic achievement for our students and high-performance standards from our employees. We cultivate an environment that serves the whole student population and concentrates on closing the achievement gap.

Hours of Operation

The campus has classes in session Monday through Friday between 8 a.m. and 1:45 p.m. Evening classes are offered Monday through Thursday between 3:55 p.m. and 8:00 p.m. to serve the needs of post-secondary and adult general education students.

Physical Facilities

D. A. Dorsey Technical College is a 9-acre campus located in the historic subdivision of Liberty City, Miami. It consists of air-conditioned classrooms equipped with the most modern teaching equipment available. The campus consists of two main buildings. All administrative offices are in the front of the main building facing N.W. 17th avenue. Most of the high school classes are held in the D wing of the main building. All vocational courses are scattered throughout the main campus buildings. The school auditorium, where graduation ceremonies and other events are held, is housed in the F wing of the main campus. The student diner is in D-11 located on the D wing.

Introduction

D. A. Dorsey Technical College (DADTC) employees commit themselves to provide an environment conducive to learning and success to empower students to achieve their career goals and to develop their ultimate potential. The institution follows the district's Comprehensive School Threat Assessment Guidelines (CSTAG) and plans that delineate all the procedures necessary to provide a clean, safe, and adequate campus. The Assistant Principal, who reports directly to the principal, oversees the threat assessment team for the institution. He/she is responsible for the facilitation of the plan by way of all the members.

Personnel

The M-DCPS Threat Assessment Team must include personnel who have expertise in counseling, instruction, school administration, and law enforcement. The school Threat Assessment Team falls under the leadership of the school principal/director or designee.

All members of the school's Threat Assessment Team are required to participate in training regarding the use of the Comprehensive School Threat Assessment Guidelines (CSTAG) as adopted by the Florida Department of Education, Office of Safe Schools.

Staff Training

Following Senate Bill 7026, Senate Bill 7030 (July 2019), and M-DCPS School Board Policy 8405-School Safety, Threat Assessment Teams have been established at each M-DCPS school site, in accordance with applicable Florida State Statutes, whose duties include the coordination of resources, assessment, and intervention with individuals whose behavior may pose a threat to the safety of school staff or students.

M-DCPS provides training on the CSTAG process and provides resources to conduct threat assessments. The protocols of the threat assessment include components and forms consistent with the CSTAG that address the following elements: assessment of the threat; evaluation to determine if the threat is transient or substantive; response to substantive threat (school/law enforcement referrals); response to serious substantive threat(mental health/law enforcement referrals); ongoing monitoring of to assess the implementation of safety strategies; and training threat assessment team members of the use of the CSTAG.

Equipment and Supplies

Collaboratively, the CSTAG and the Assistant Principal work closely with the Business Manager to place orders on a regular basis and ensures that specific supply items are replaced before they are completely depleted. The team monitors the number of supplies available, making sure that the team has all the equipment and supplies necessary. Appropriate funding is allocated in the school budget for safety.

Threat Assessment

When a preliminary determination is made, by the school administrator or designee, that a student poses a threat of violence or physical harm to him/herself or others, the Threat Assessment Team shall

be notified and shall convene to determine the best course of action the Threat Assessment Team members may participate in the Threat Assessment Process in person, virtually or via telephone as deemed practical.

Upon the team's preliminary determination that a student poses a threat to him/herself, exhibits significantly disruptive behavior, or needs assistance, the team may obtain a criminal history record and information through its authorized law enforcement liaison. This criminal history information is considered exempt from disclosure under Chapter 119 Florida Statutes, to ensure the safety of others. Entities that may provide such information include, but are not limited to school districts, school personnel, state and local law enforcement, Department of Juvenile Justice, Department of Children and Families, Department of Health, Agency for Health Care Administration, Agency for Persons with Disabilities, Department of Education, statewide Guardian ad litem Office and any such service or support provider contracting with the above agencies.

When an immediate mental health or substance abuse crisis is suspected, school personnel shall follow current policies and practices established by M-DCPS to engage behavioral health crisis resources. For incidents taking place outside of normal school hours, the Threat Assessment Teams shall convene at the beginning of the next business day or as determined by an administrator, to coordinate resources, assessment, and intervention with the individuals whose behavior may have posed a threat to the safety of school staff or students. In addition, in each instance when the Threat Assessment Team meets to review a threat, a Threat Assessment Report and Response Form shall be completed and forwarded to the Office of School Safety and Compliance's SharePoint collaboration site, and the appropriate Region Office. Currently, M-DCPS provides students with a comprehensive system of support to address the mental health needs (Section III) of all students within the district. The district has long prioritized the well-being of the whole child and, as such, has focused on identifying students who may need specific interventions to ensure successful educational outcomes.

Suicide Risk Assessment

Mental Health Senate Bill 1418 regarding the identification of standardized suicide screening instruments appropriate for use with school-age populations. The selected screening instruments must have adequate reliability and validity and provide information to the administration and use of the instrument.

The approved screening instruments are:

- Suicide Assessment Five-Step Evaluation and Triage (SAFE-T)
- Columbia-Suicide Severity Rating Scale (C-SSRS)-Recent

We are using a blended model of the two instruments. The instruments have been endorsed by the Centers for Disease Control and Prevention, National Institute for Health, SAMHSA, and the World Health Organization. The protocols, which are available free of charge, are suitable for all ages and special populations. in a variety of settings.

Mental Health Services

Continuum of School Mental Health Services. Providing a continuum of school mental health services is critical to effectively addressing the breadth of students' needs. Comprehensive mental health services are most effective when provided through a Multi-Tiered System of Supports (MTSS) by school-employed mental health professionals. MTSS enables schools to promote mental wellness for

all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed.

Procedures for Maintenance and Transfer of Student Records

Pursuant to Senate Bill 7030, the procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by the rules of the State Board of Education. The transfer of records shall occur within 3 school days. The records shall include:

- (a) Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.*
- (b) Psychological evaluations, including therapeutic treatment plans, therapy, or progress notes created are maintained by school district or charter school staff, as appropriate.*

M-DCPS has implemented the following procedures to ensure compliance:

1. At the time of student transfer, the receiving school registrar will review the DSIS screen to determine if any referral action/service codes exist that indicate the student has been referred for services and/or received mental health-related services. Such codes include M codes (mental health services) and the RS code (risk assessment). Should the student's record indicate that mental health-related services currently exist, the registrar will notify the principal/designee to ensure the continuation of services until the administration and mental health professionals determine otherwise. The receiving school will contact sending school to arrange for records pick up within three school days.

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SEDNET: Multi-Agency Network for Students with Emotional Behavioral Disabilities

SEDNET works with education, mental health, Department of Children and Families, juvenile justice professionals, along with other agencies and families to provide any child with mental illness or emotional and behavioral problems with access to services and support needed to succeed. The contact person for SEDNET is:

*Ms. Dolores Vega, SEDNET Project Manager
305-598-2436
dvega@dadeschools.net*

Community Action Treatment (CAT) Terms

The Community Action Treatment (CAT) team model is a comprehensive service approach that allows youth with mental illnesses who are at risk or out of home placements to receive services and remain in their community. The CAT model is an integrated service delivery approach that utilizes a team of individuals from the community to comprehensively address the needs of the youth and his or her family. The CAT Team Provider in Miami-Dade County is Citrus Health Network.

Plan Evaluation

Miami-Dade County Public Schools - Multi-Tiered System of Support

Miami-Dade County Public Schools provides students with a comprehensive and data-rich Multi-Tiered System of Support (MTSS) to address the mental health challenges of all students within the district. This MTSS ensures successful educational outcomes for students by using a data-based problem-solving process to evaluate the effectiveness of all interventions being provided within each tier. Interventions focus on academic performance, social/emotional instruction and support, and behavioral issues. The District's MTSS is a three-tiered approach that moves through a progression of support to meet the unique academic, behavioral, and mental health needs of all students.

At the opening of school's meeting or EESAC meeting, all staff members are given the opportunity to review/rate the plan. Comments, recommendations, and information are heard and are used to revise the plan and adjust, if necessary, to ensure continuous improvement of the school.