

**Greenburgh-Graham UFSD
1 South Broadway
Hastings-on-Hudson, NY 10706**

**District-wide Safety Plan
2016-2017**

BOE Approval Date: 10/5/16

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

In order to develop the district plan, students and staff were interviewed and asked to describe their concerns regarding safety issues in the schools. Students were also asked how communication in the district between staff and students could be enhanced in order for students to be more willing to relate information regarding their concerns. The Hastings Police Department was involved in order to arrive at a collaborative process that would be comfortable and appropriate for all parties.

The Greenburgh - Graham Union Free School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section 1: General Considerations and Planning Guidelines

A. Purpose

The Greenburgh-Graham UFSD District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Greenburgh-Graham UFSD School District Board of Education, the Superintendent of The Greenburgh-Graham UFSD appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Greenburgh-Graham UFSD has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students (as per principals), teachers, administrators, parent organizations; school safety personnel; and other school personnel. The members of the team and their positions or affiliations are as follows:

- Amy Goodman (Superintendent)
- Kristen Ragusa (VP Campus)
- Oliver Levy (Asst. Supt. for Business)
- Andrea Loscalzo (Asst. Supt. for Pupil Personnel)
- Paul Tobin (Principal, ES)
- Shakira Petit (Principal, HS)
- Donald Griggs (Principal, EMS)
- Oliver Levy (Director of Operations and Maintenance)

C. Concept of Operations

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan have guided the development and implementation of individual Building-level Emergency Response Plans.

The school buildings must include the district developed "Procedural Guides for School Crisis" in their building plans. The Administrative Team and the teacher members of the District-wide Committee are charged with the responsibility of maximizing communication within the building and within the district during all crises and to assure that this mandate is interwoven into the district plans.

The district representatives perused all of the literature available by the state education department and the federal department of education in order to become aware of all available safety options. Literature disseminated by the NY State Education Department Project SAVE web site was utilized toward this end. The District reached out to the Hastings Police Department. The department was involved in the plan development and was available to offer support and assistance and advice in the development of the plan.

The Crisis Intervention Plan that has successfully guided the district through past incidents is now incorporated into the District-wide Safety Plan.

Response to an Emergency or a Violent Incident

The District-wide Safety Team has developed appropriate responses to various emergencies, such as responding to bomb threats, hostage-takings, intrusions and kidnappings.

- In the event of a violent incident or emergency the first report is to the School Emergency Response Team through the principal or their designee.
- The principal, as a member of the SERT, will notify the superintendent or his/her designee immediately.
- The superintendent or designee will be responsible for contacting local law enforcement if necessary.
- The Superintendent will notify the principal of the other building and if necessary mobilize the District-wide SERT. If the phones are not working, the superintendent uses Nextel Direct Connect or walkie-talkies to alert the principal/district-wide teams.
- The superintendent also determines the following:
 1. If the parents/guardians of students should be notified.
 - a. Calls the agency via phone, Nextel Direct Connect or sends a runner.
 - b. Begins the notification of the parents of day students using information located in the school-wide database.
 2. If county, state or volunteer emergency (i.e. Red Cross) agencies should be notified.
- State and county resources could supplement the district's efforts through existing protocols. County and state resources will be explored and utilized in the development of awareness and response to emergency situations.

In order to facilitate the communication process the following procedures have been established or enhanced.

1. A School Emergency Response Team has been established in each building. The SERT is composed of professional and paraprofessional staff members in each building who do not have direct classroom responsibilities. The purpose of the SERT is to provide direction during an emergency and emotional support for staff members and students after order has been restored. One of the responsibilities in all emergencies is to notify all in the district.
2. Improved communication procedures for contacting appropriate law enforcement officials have been developed.
3. A plan for evacuation from the building has been developed. Procedures for training staff in emergency procedures have been established.
4. Command centers will be created in both school buildings.

D. Plan Review and Public Comment

Pursuant to the Commissioner's Regulations, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The District-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at 1 South Broadway, Hastings-on-Hudson, New York, in the superintendent's office.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

The Greenburgh-Graham UFSD has utilized a variety of programs and activities for improving communication among students and between students and staff to encourage the reporting of potentially violent incidents, such as the establishment of:

- Collaborative Problem Solving – known as Kids Do Well in the school and CPS in the agency. A philosophy that suggests that all children would do well if they could do well and the reason for not being successful is usually rooted in lagging executive functioning/problem solving skills that have not been developed.
- Positive Behavior Interventions and Supports – a philosophy that explicitly teaches students behavioral expectations and provides rewards for demonstrating expected behavior.
- Bengal Club – a campus-wide club comprised of students who have been recommended for participation based on their successful social and academic progress on campus and who are recognized as leaders on campus by their peers.
- After school clubs and activities – the Graham School is fortunate to be able to provide after-school activities that enhance and supplement the daily curriculum. After school activities include tutoring, physical activities, athletics, computer classes, dance classes and arts and crafts.
- Athletic programs - the school offers athletic participation on a varsity and junior varsity level basketball team for both females and male students. The games are well attended by both students and staff and they provide a vehicle for positive socialization and appropriate sportsmanship.
- Bereavement group - the Graham School has noted that almost 50% of their student population has experienced the loss through death of a significant family member.
- Mentoring – the Greenburgh-Graham School coordinates a program that pairs students with appropriate mentors. Meetings between students and their mentors take place on a monthly basis.
- Lunch time advisory groups - staff has been involved in hosting advisory groups during the lunch period which offer students an opportunity to join a group in which they can discuss and learn about various topics such as careers, success and craft-making. These groups enable all staff to form relationships with students in their groups and to develop additional insight regarding troubled students who have the potential for violence.

- The Graham School participates in the New York State Anonymous reporting system
- Substance Abuse Counseling Groups - the Graham School offers students the opportunity to participate in substance counseling
- Boys/Girls Clubs – this program offers the students an opportunity to discuss issues and come to agreement on appropriate behaviors.
- Therapeutic Crisis Intervention – a research based program that offers supports and interventions to be used with students to resolve crisis and escalating negative behavior.
- The Graham School has developed an anonymous reporting system for students to report threats of violence and any other safety infractions.

Training, Drills, and Exercises

The Greenburgh-Graham UFSD will create policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The district will provide training for:

- Early go-home drill
Early go-home drill will be practiced periodically so that all students, staff and families are aware of procedures to be used when students are dismissed early.
- Fire drill
Twelve fire drills will be conducted annually before June 30th and two additional drills will be conducted during the summer session.
- Table-top exercise
Practice drills will be conducted periodically to insure that students and staff are prepared for emergency situations.
- Live drill
Live drills will be conducted periodically to insure that students and staff are prepared for emergency situations.
- Emergency Management team exercise
The School Emergency Response team will conduct practice exercises periodically to insure that they are prepared in the event of an emergency.

The Greenburgh-Graham UFSD will review their endeavors and make adjustments whenever necessary. The Greenburgh-Graham UFSD will review

these plans in coordination with local and county emergency response and preparedness officials.

School safety personnel are hired and screened according to state regulations. They are adequately trained, including training to de-escalate potentially violent situations. Each school building has a safety coordinator who is responsible for the training and deployment of safety personnel. All Behavior Management personnel meet with the Dean of Students on a daily basis to discuss incidents from the day before, problem areas, coverage issues and potentially dangerous situations. Behavior Management personnel are trained in TCI and Collaborative Problem Solving.

- Training methods

The Graham School provides training to staff developed by the Cornell University Family Life Center. The training, Therapeutic Crisis Intervention, is provided to staff at designated intervals throughout the year and re-training is provided one time per year. The Stress Model and the Crisis Cycle Awareness Training provides particular attention to the de-escalation of potentially violent behavior and appropriate restraint methods.

CPS is taught through an affiliation with Lives in the Balance and its founder Dr. Ross Greene.

- Hiring

1. Behavior Management personnel are hired in response to ads in local newspapers, references from current employers, and part time workers from the agency.

All Behavior Management personnel must be cleared through the New York State Education Department registry.

2. All Behavior Management personnel are fingerprinted and fingerprints must clear state and federal fingerprint registries according to the rules and regulations of the New York State Education Department. All prospective school district employees must undergo a fingerprint supported criminal history background check.
3. All Behavior Management personnel must be Board approved.
4. All Behavior Management personnel undergo an orientation with Behavior Specialists.
5. All Behavior Management personnel must undergo TCI restraint training.

Job Description of Student Managers

Student Managers are responsible for the overall implementation of the Student Management System. They are responsible to:

- Provide crisis prevention and intervention where appropriate.
- Record and maintain data, records and reports, ie., incident reports, daily and weekly logs, students-out-of-program, time-outs, in-house/out-of-school suspensions, training hours, etc.
- Assist in the maintenance of a controlled environment for students and staff in school buildings and grounds.
- May testify at Superintendent's hearings, as required.
- Provide overall coordination of the escorting and movement of students between classes and other areas within the district's facilities and grounds.

Organization and Assignment of all Staff Responsibilities

Principal

The principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved

- Render first aid or CPR if certified and deemed necessary

Teaching Assistants

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

Implementation of School Security

The Greenburgh-Graham UFSD utilizes the following policies and procedures related to school building security, including, where appropriate, the use of behavior managers and or security devices or procedures. Examples of school building security measures include the use of:

- Hall monitors
- Visitor badge/sign in procedure
- Video surveillance
- Behavior managers
- Parking stickers

- Random search

Security Procedures

1. Visitors

The Greenburgh-Graham UFSD is located on the grounds of the Graham-Windham Agency.

- All staff members are issued an identification tag to identify them as Graham staff.
- All personnel will approach visitors and offer to assist them.
- Visitors will be escorted to the appropriate school office.
- All visitors must report immediately to the district office or the appropriate school offices in order to receive a Visitor's Pass.
- All visitors need appointments. No former student or former staff is welcome on campus without an appointment for an educationally related concern.

2. Video Surveillance

- Video cameras are placed at strategic areas on campus to provide a visual contact with students at all times. Administrative staff and safety personnel have selected the areas that are considered to be desolate and are out of the line of sight of the Behavior Managers.

3. Monitoring Suspected Student Violent/Dangerous Behavior

- Searches are conducted on the basis of the strength of suspicion and seriousness of the incident. Searches are conducted in consult with the agency whenever possible. Students who are habitual drug abusers may be searched on a random basis as part of their behavioral management plan.

4. All students will be in the line of sight of a district employee at all times or travel with an authorized pass.

Vital Educational Agency Information

The Greenburgh-Graham UFSD maintains student records which includes information on:

- School population (student roster) – the district office maintains records on all students that include emergency contact information and special alerts.
- Staff – the district office keeps records on all school personnel.
- A faculty snow/emergency chain of telephone numbers is produced annually and implemented by the use of automated call messaging or emergency texts when necessary.
- An administrative snow/emergency chain is produced annually and implemented by the use of automated call messaging or emergency texts when necessary.
- Transportation needs – the day student coordinator maintains a list of all bus companies (including telephone and fax numbers) and the route of each student.
- Business, home and cell phone numbers of all key officials of the educational agency are maintained and emergency texts sent to their preferred number.

B. Early Detection of Potentially Violent Behaviors

The Greenburgh-Graham implements policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

1. The identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
 - The Agency makes every effort to alert the school if a student has a history of violent behavior. The principal, intake coordinator or guidance counselor makes a note of the potential for violent behavior on the intake sheet. Following the interview with the principal, the guidance counselor, the teacher and the student, all related staff is made aware of the history of violent behavior, the nature of the behavior and the triggers for the violent behavior.
 - The school district's liaison communicates daily with all cottages to inform them of daily incidents and updates regarding students.
 - Night Logs – The agency sends a night log to the school, which describes any behaviors during the previous night, weekend or vacation that could be considered dangerous or potentially dangerous. Fights, threats, acting out or depression are all reported in the log. The principal then disseminates all pertinent information to the faculty and staff members

who work with the student (teacher, special area teacher, behavior manager, and in-house suspension teacher).

- Tie lines – all phones in the school district are able to reach the agency via a “tie-line”. This line provides staff with almost immediate contact with the milieu staff, social workers and other support staff.
 - Day student intake sheets are completed and sent to the principal upon the day of arrival of the student. Any history of violent behavior is reported on the special alert section.
 - Violent incident reports – all violent behavior is reported on a violent incident report form that is designed according to state guidelines. This report is sent to the principal who sends a copy to the agency, to the teacher, the PPS Director and the superintendent.
 - If a student continues to exhibit violent behaviors a Student Support Team meeting is convened which consists of the principal, the teacher and an agency representative. The meeting is conducted to develop a behavioral modification plan for the student to reduce violent episodes and to manage violent behavior.
 - All staff has been trained in managing student behavior through TCI training.
2. The district also utilizes programs and training, and services that prepare for violent incidents and lessen their impact, such as staff training in identifying early warning signs in students, early intervention/prevention strategies, or development of violence prevention instruction for all staff which is included in the Therapeutic Crisis Intervention program and Collaborative Problem Solving.

C. Hazard Identification

The Greenburgh-Graham UFSD identifies the following sites as potential internal and/or external hazards or emergency situations:

- All school buildings
- Playground areas
- Properties adjacent to schools
- On and off-site athletic fields
- Buses
- Off-site field trips

Section III: Response

A. Notification and Activation (Internal and External Communication)

The Greenburgh-Graham UFSD maintains the following list of law enforcement agencies to be contacted in the event of a violent incident:

- Law Enforcement Agencies
 1. Hastings Police

- The following individuals are authorized to contact law enforcement agencies:
 1. Superintendent or his/her designee.
 2. Other staff in an emergency.

- In the event of a disaster or violent act the district will inform all educational facilities in the district through the following forms of communication:
 1. Telephone
 2. Fax/Email
 3. Cell phones and text messages
 4. Radio and television stations
 5. Two-way radios
 6. Emergency Alert System (EAS)

- In each building, the principal will be notified.

- Policies and procedures will be put into place in order to notify parents in the event of a violent incident or early dismissal.
 1. A phone list implemented through the use of automated call messaging
 2. Local media
 3. Emergency contact cards provided by students

B. Situational Responses

Multi-Hazard Response

The Greenburgh-Graham UFSD's has in place a multi-hazard response plan for taking actions in an emergency may include the following situations:

- Threats of violence
- Hostage/kidnapping

- Natural/weather related
- Civil disturbance
- School bus accident
- Gas leak
- Intruder
- Explosives/bomb threat
- Hazardous material
- Biological threat
- Radiological threat
- Epidemic

The plan encompasses procedures for taking emergency action in the face of various emergency situations.

Responses to Acts of Violence: Implied or Direct Threats

The district has created policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Greenburgh-Graham UFSD Procedural Guide for School Crises describes methods for the district to handle threats. The Guide gives step-by-step procedures for district employees to follow in the event of a threat. The Guide addresses threats from residents, day students, visitors and staff. It addresses violent acts, bomb threats and weapons on campus. The Code of Conduct addresses behavior fully. As outlined in the Code of Conduct the Principal or other designated staff, address threats immediately. A hierarchy of responses has been developed and is utilized when addressing violent behavior. Communication with the agency is maintained whenever violent behavior is addressed. The district has developed the following safety procedures to protect students, staff and visitors from indirect threats of violence:

1. Students, staff, parents and other visitors are encouraged to inform building principal/staff/administration of implied or direct threat
2. Determine the level of threat with superintendent/designee
3. Contact appropriate law enforcement agency, if necessary
4. Monitor situation, adjust response as appropriate, include the possible use of Emergency Response team
5. Threats placing students, staff and others in imminent danger require an immediate call to the police
6. Chronic offenders may require a behavior intervention plan, close monitoring or police involvement
7. Students, staff, parents and others will be educated about the importance of reporting threats and the procedures of reporting

8. School administrators must keep a record of serious threats and acts of violence and report them annually to the state

Acts of Violence

The district has created policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including a zero-tolerance policy for school violence. The following procedures are utilized:

1. Students, staff, parents and visitors are required to inform school building principal/staff/administration about acts of violence toward themselves, others and property.
2. If the situation warrants, isolate the immediate area and evacuate if appropriate.
3. If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
4. Aggressively dangerous and violent students should only be restrained by qualified staff. Police should be called to remove the student.
5. Violent adults are to be reported to law enforcement for removal immediately.
6. The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
7. School administrators must keep a record of serious acts of violence and report them annually to the state.

Response Protocols

The district's selection of appropriate responses to emergencies, including protocols responding to bomb threats, hostage takings, intrusions and kidnappings are included in the plan.

- Identification of decision makers (Chain of Command)
- Plans to safeguard students and staff (Evacuation and sheltering plans)
- Procedures to provide transportation, if necessary
- Procedures to notify parents (telephone chains)
- Procedures to notify media
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies is as follows:

- Superintendent/designee or principals and/or their designees in an emergency contacts dispatch point or 911 center for fire or EMS response
- Superintendent/designee or principals and/or their designees contacts highest-ranking local government official for notification and/or assistance

Procedures for Obtaining Advice and Assistance from Local Government Officials

The types of procedures for obtaining advice and assistance from local governments including the county or city officials responsible for implementation of Article 2-B of the Executive Law during countywide emergencies could include the following:

- Superintendent/designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government for obtaining advice and assistance
- The district has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police, private industry, private individuals, religious organizations and others).

District Resources Available for Use in an Emergency

The district's resources, which may be available during an emergency are as follows:

- Facilities (Two school buildings, cottages, administration building, infirmary, cafeteria, agency gymnasium)
- Gator
- Pick-up truck with plow and sander
- District car
- Telephone system
- Fax/E-mail
- Nextel Walkie Talkies
- NOAA Weather Radio
- Intercom
- Local Media
- Emergency Alert System
- HVAC Automatic Shut Down System
- Electrical System Automatic Shut Down
- Automatic Boiler System Shut Down

- Fire Alarm, Smoke Detention, Heat Detection and Emergency Lighting Systems
- Cell phones
- Two-way radios

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

During an emergency, the following officials are identified as authorized to make decisions regarding the use of district resources:

- Superintendent/designee

In addition, the following staff members are authorized to provide assistance during emergencies:

- District-wide Safety Team, Building-level Safety Team/School Emergency Response Team, Building-level Post Incident Response Team

Protective Action Options

The district has created a plan for taking the following actions in response to an emergency where appropriate:

- School cancellation
 - ✓ monitor any situation that may warrant a school cancellation - decision maker/team
 - ✓ make determination - decision maker
 - ✓ contact local media
- Early dismissal
 - ✓ Monitor situation - decision maker/team
 - ✓ If conditions warrant, close school - decision maker
 - ✓ Contact transportation supervisor to arrange transportation
 - ✓ Contact local media to inform parents of early dismissal - incident reporting form
 - ✓ Set up an information center so that parents may make inquiries as to the situation
 - ✓ Retain appropriate district personnel until all students have been returned home
- Evacuation (before, during, and after school hours, including security during evacuation and evacuation routes)
 - ✓ Determine the level of threat - superintendent/designee

- ✓ Contact transportation supervisor to arrange transportation - designee
 - ✓ Clear all evacuation routes and sites prior to evacuation
 - ✓ Evacuate all staff and students to pre-arranged evacuation sites
 - ✓ Account for all student and staff population. Report any missing staff or students to building Principal
 - ✓ Make determination regarding early dismissal - designee
 - ✓ If determination was made to dismiss early, contact local media to inform parents of early dismissal - incident reporting form
 - ✓ Ensure adult supervision or continued school supervision/security
 - ✓ Set up an information center so that parents may make inquiries as to the situation
 - ✓ Retain appropriate district personnel until all students have been returned home
- Sheltering Sites (internal and external)
 - ✓ Determine the level of the threat - superintendent/incident commander/designee
 - ✓ Determine location of sheltering depending on nature of incident
 - ✓ Account for all students and staff. Report any missing staff or students to designee.
 - ✓ Determine other occupants of the building
 - ✓ Make appropriate arrangements for human needs
 - ✓ Take appropriate safety precautions
 - ✓ Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
 - ✓ Retain appropriate district personnel until all students have been returned home

Section IV: Recovery

A. District Support for Buildings

The school district will support the efforts of the Emergency Response Teams and the Post-Incident Response Teams through regularly scheduled meetings designed to enhance response procedures. The school's clinical team comprised of school social workers, school counselors and school psychologists will collaborate with the emergency teams in order to provide support to the teams. They will also collaborate with the teams in order to develop strategies to enhance recovery.

B. Disaster Mental Health Services

In addition to the district's clinical team, the school district will utilize the services of the American Red Cross in order to assist in effective recovery in the school district following an emergency incident.

In addition to the students and staff of the affected school, The American Red Cross will extend their services to the families of students when that is necessary.

The emergency response plan and the effectiveness of the team's response will be regularly evaluated in order to insure maximal response protocols.