Buffalo United Charter School
District-Wide School Safety Plan
2025-2026

Introduction

Emergencies in schools are paramount 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 and minimize the effects of serious incidents and emergencies, as well as to facilitate the coordination of the district with local and county resources in the event of such incidents and emergencies. The District-Wide Plan is responsive to the needs of the school within the District and is consistent with the more detailed school Emergency Response Plan (ERP) required at the building level. Districts stand the risk from a wide variety of acts of violence, natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies that confront, or could confront, school districts and individual schools.

Buffalo United Charter School ("School/District") consists of one (1) school building. The Buffalo United Board of Trustees ("Board") supports the Project SAVE legislation and has facilitated the ERP process within its school building. The Safety Plans (District-Wide and Building Level) were developed by the School leadership team and the educational management partner, National Heritage Academies (NHA). The Team based its ERP in accordance with the standards of the National Incident Management System (NIMS), the Incident Command System (ICS), Federal Emergency Management Agency (FEMA) for continuity of operations and the New York State Center for School Safety and New York State Department of Education .

Each year, the Board shall update and after appropriate board review and public comment, adopt a comprehensive District-Wide Safety Plan. Within 30 days of adoption, and not later than October 1, the School shall post their District-Wide Safety Plan on its website. The URL must be submitted to the Education Department to comply with the requirements that the plan be submitted to the Commissioner ***within 30 days from adoption***.

- Public comment period start: April 30, 2025
  (draft version of District-Wide Plan posted on school website and made available at the School office)
- Public comment end date: June 3, 2025
- Date of the public hearing: June 3, 2025
- Date approved District-wide Plan posted on the School's website: July 28, 2025
- URL of District-wide Plan:
  https://www.nhaschools.com/schools/buffalo-united-charter-school/en/School-Operations
- The Principal was appointed on June 3, 2025 as Chief Emergency Officer (CEO).

A. Identification of District- Wide Planning Team

The School District-Wide Planning Team consists of but not limited to representatives of the Board of Trustees, teachers, administrators, parents, school's safety personnel, local first responders and NHA safety team.

Name	Title	Agency
Andrew Freedman	Board Trustee	BUCs
Danelle Backe	Principal	BUCs
David Collins	Safety Specialist	BUCS
Danelle Backe	Safety Specialist	BUCS
Jeanette Mullen-Franklin	Dean	BUCs
April Gapinski	Dean	BUCs
Denise Carlson	Dean	BUCs
Jess Eusanio	Dean	BUCs
George McLean	SRO	BUCs
Augusta Johnson	Registrar	BUCs
John Babcock	Safety Operations Manager	National Heritage Academies
Dani Phillips	Sr. Safety Specialist	National Heritage Academies
Jermaine Moore	Custodian	BUCs
Sherry Berko-Kwaykye	Nurse	BUCs
Augusta Johnson	Parent	BUCs

Section I: General Considerations and Planning Guidelines

A. Purpose

The Safety Plan was developed pursuant to Education Law §2801-a and 8 NYCRR §155.17.

At the direction of the Board of Trustees, the Chief Emergency Officer duties shall include, but not be limited to:

(a) coordination of the communication between school staff, law enforcement, and other first responders;
(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
(c) ensure staff understanding of the district–wide school safety plan;
(d) ensure the completion and yearly update of building-level emergency response plans for each school building;
(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

B. Concepts of Operation

1. The District-Wide Safety Plan is directly linked to the Building-level School Emergency Response Plan (ERP).

2. Protocols developed by the New York State State Center for School Safety have been used to develop the Building Level Safety Plan.

3. The content, organization, and terminology provided in the New York State Center for School Safety Plan Development Resource Packet for Districts and Schools (November 2022) aligns with the Federal Emergency Management Agency's Readiness and EmergencyManagement for Schools (REMS) "Guide for Developing High-Quality School Emergency Operations Plans (2013)".

4. The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Center for School Safety provides for the development of annexes to meet each school's unique circumstances.

5. In the event of an emergency or violent incident, the initial response will be by the School Building-Level Emergency Response Team (ERT) in accordance with the protocols outlined in the ERP. If necessary, the Incident Commander or his/her designee will notify nearby schools. Those Districts or Schools are:

School	Address	Principal
Bennett High School	2885 Main Street, Buffalo	Carlos Alvarez
Primary Hall Prep	2408 Main Street, Buffalo	

6. Once the Incident Commander and /or her designee are notified, the Building Level ERP will be mobilized to respond and appropriate local emergency officials will be notified.

7. County and State resources may be used to supplement the District efforts through existing protocols.
8. School administrators must keep a record of serious threats and acts of violence and report them annually to the state.

C. Plan Review and Public Comment

1. Pursuant to Education Law §2801-a(6) and 8 NYCRR §155.17, this plan was made available for public comment 30 days prior to adoption. The Board of Trustees adopted the school building-level plans after at least one public hearing, which provides for the participation of school personnel, parents, students and any other interested parties. The Board of Trustees formally adopted the plan at a public meeting.

2. The District-wide Safety Plan shall be monitored and maintained by the School Safety Team and be reviewed annually on or before September 1 of each year. The District-wide School Safety Team Plan will be available in the main office of the School, at the corporate office of NHA, and on the School's website.

3. Local law enforcement shall be a part of this District-wide Safety Team planning. To assist in identifying local law enforcement agencies see:

   https://www.criminaljustice.ny.gov/crimnet/ojsa/agdir/index.html.

4. The CEO or the designee shall enter information related to the Building Level ERP into the New York State Education Department (NYSED) business portal (SED Monitoring) within 30 days after adoption by the Board, but not later than October 15.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. Identification of Building Level Risk

The School has identified and located areas of potential emergencies in and around its building. The Facility Manager and building custodian have located and mapped these sites. These sites include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves.

a. Potentially dangerous sites are checked regularly and inspected by safety personnel annually. They include, but are not limited, to:

   i. System Sites

      Electrical panels/shutoff

Gas lines/shut off
Gas appliances RTU's
Heating plant –Rooftop Units
Sewage system
Water supply/shut-off
Ventilation/Air Conditioning - Rooftop Units
Structural failure

ii. Environmental Problem Sites

Chemical Storage Cleaning supplies
Science room
Art room

iii. Site Considerations
Visitor Management Access Control
Panic alarms
Evacuation Chairs
Handheld walkie talkies
Accessible Rooftop
Playground

iv. Cybersecurity
Create systems and policies to prevent cybersecurity incidents such as a data breach or ransomware attack.

2. Prevention/Intervention and Strategies and Programs

In order to improve communication among students and between students and staff and to reduce the risk of a violent incident, the School has and will implement a number of prevention and intervention strategies, including the following:

a. Communication with parents is critical to maintaining a safe and secure educational environment. Parents are informed how to access alerts and incident information. Parents can notify school through the main office or by contacting the NHA Parent Relations Department. Information is shared with parents through school newsletters and SchoolConnect. The NHA Communications Team is part of the School's reporting and responding team. The NHA Communications Team works with the CEO to determine the type and method of communication necessary for an incident.

Communications with internal and external stakeholders shall include the following:

Communication Tool	**Check if Yes**
Emergency Radios	x
Panic Buttons	x
Cell Phone apps	x
Public Address Systems (Internal)	x
Public Address Systems (External)	x
Social Media	x

b. Common expectations for behavior and conduct throughout all grade levels and classrooms: Clear expectations are communicated for how students are to behave and consequences for misbehavior will be consistent and defined in the Parent and Student Handbook. Communication between staff and students can be consistent and fair.

c. The School should implement programs that increase positive self-respect and respect for others. The School does this through the NHA developed Behave With Care and Schoolwide Behavior System. The program is rooted in the concept of engagement, created with high expectations and high levels of care. The intent of Behave with Care is to foster and develop authentic engagement amongst all members of the school community. Core values of the program include:
    i. We show RESPECT for each other by demonstrating encouragement, gratitude, compassion, grace and forgiveness.
    ii. We SUPPORT our students, our families and each other in tangible and meaningful ways.
    iii. We take time to intentionally BUILD RELATIONSHIPS by seeking first to understand and then be understood.
    iv. We believe FEEDBACK is essential to reach our fullest potential, so we regularly seek and provide opportunities for feedback and growth.

d. Prevention of Discrimination, Bullying and Harassment: The School's Code of Conduct prohibits any and all acts of discrimination, bullying (including cyber-bullying) and harassment before and after school, while on school property and during school-sponsored events or off school property where such conduct creates or would foreseeably create a substantial disruption with the school environment.
    i. The principal shall serve as the Dignity Act Coordinator.

ii. The Parent and Student Handbook outlines procedures for the reporting of instances of discrimination, bullying and harassment.

e. The School educates the students, staff and parents to inform staff or the Principal about any indirect or direct threats and acts of violence. Students are instructed how to contact the Principal. Staff is required to report all student or parent referrals to the administration for investigation.

i. The School will provide students with information for anonymous reporting of threats of violence including programs such as See Something, Say Something tip line.

f. Staff are trained to recognize early and imminent signs of school violence (see Appendix A).

g. Staff are provided resources to recognize risk factors and warning signs related to the prevention of self-harming behavior and suicidality.
   i. In the event that the threat is to self, the School ERT is trained to follow the NHA Suicide/Self-Harm Policy & Procedures.
   ii. In the event that the threat is to others, the School ERT is trained to follow the SIGMA Behavior Threat Assessment & Management Procedures

h. The School conducts drill exercises that help promote school safety.

i. The School continues to investigate security devices and strategies to make the School as safe as possible.

j. The School will develop procedures outlining expectations for police involvement at school and school-sponsored extracurricular activities.

k. The School will develop and operate reporting, referral, and counseling procedures designed to identify and work with potentially aggressive and violent students. Students, staff, and parents are encouraged to report concerns or threats to the school Principal or Deans.

l. Appropriate safety training for School Leadership and School Safety Specialist ("SSS") has been provided by the NHA Safety & Health Team.

m. Continuity of Operations plans have been developed in the event of an emergency condition at or near the School An emergency condition includes, but is not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak. The Continuity of Operations plan provides for a controlled on-site and off-site release to parents or guardians.

n. Pursuant to NY Commissioner's Regulation Article 8 CRR-NY100.2 (gg), the CEO or its designee shall report to the *School Safety and Educational Climate (SSEC) Reporting System* violent or disruptive incident occurring on school property related to a homicide, sexual offense, assault, weapons possession or material incidents of discrimination, harassment or bullying.

3. Training, Drills, and Exercises

1. Appropriate safety training for the School Safety Specialist ("SSS") staff has been provided by NHA's Safety & Health team.
    a. Training included:
        i. Back to School and bi-annual refresher training of school staff in developing a safety culture and drill expectations
        ii. Reunification Training
        iii. Emergency Drill Training
        iv. Completing Building Level Emergency Plan
        v. Emergency equipment expectations
        vi. Building Level Site Assessment
        vii. Risk Mitigation and Management
        viii. Table top scenarios for Building SRT
        ix. SIGMA Threat Assessment Training
        x. Columbia-Suicide Severity Rating Scale and NHA guide for Self-Harm and Suicidality

2. All health required staff training will be provided by NHA and completed annually (i.e. Blood-borne Pathogen, Hazardous Materials, etc.).

3. The school nurse is trained in First Aid/CPR/AED as are any staff members required to be trained as part of their job duties or on a voluntary basis.

4. Any required student safety training will be completed by or under the supervision of appropriate school staff.

5. The School will conduct periodic drills and other exercises to test components of the **Standard Response Protocols (SRP)** in coordination with local emergency responders and preparedness officials when available. Types of drills to be conducted may include fire/building level evacuation, lockdown, controlled dismissal, shelter, hold in place, room clear, weather related, medical/AED emergency, and communication system checks. The School keeps a record of all building drills, exercises and training on forms provided by the School.

6. The School does not employ hall monitors or personnel specifically assigned to school security. However, the school has assigned a School

Safety Specialist, who serves as a resource to create awareness, build relationships and assist before, during and after emergencies.

7. The Building Level CEO and School Safety Specialist is responsible for the training of the Building Level Emergency Response. Two hours of instruction on issues of school safety will be provided to all employees each year. This training may include de-escalation training, recognizing warning signs of violence, non-violent conflict resolution, emergency response team training, mediation, mentoring, social skill development, self-harm/suicidality prevention and character education. In the event it is determined that a school security officer is needed, NHA will contract with a qualified security provider who requires background checks and safety measures for all its security personnel.

Building level emergency response training shall be conducted prior to September 15th.

8. The School will conduct periodic drills and other exercises to test components of the SRP in coordination with local and county emergency responders and preparedness officials. Types of drills conducted may include, but are not limited to:

    - Shelter
    - Hold
    - Evacuate
    - Secure
    - Lockdown
    - Early Dismissal
    - Family Reunification
    - Weather related
    - Medical/AED Emergency (Room Clear drills)
    - Communication System Checks
    - School Emergency Preparedness Equipment
    - Table-top Exercises

The School Emergency Response Team (ERT) will be responsible for coordinating and recording these drills and for collaborating with the Post-Incident Response Team to evaluate necessary improvements or adjustments to the Building Level Safety Plan.

4. Implementation of School Security

The following policies and procedures will be implemented to ensure school building security:

1. Classroom doors shall be kept in the locked position with a safety catch that can be removed quickly to perform a lockdown drill
2. All exterior doors are locked from the outside to prevent entrance, except the main entrance.

3. Encourage school personnel to greet strangers and direct them to sign in if they have not.
4. The main entrance will be secured and monitored by main office personnel. Visitors shall be buzzed into the office and sign-in and sign-out using the visitor management system. NHA and the Board of Trustees require all visitors to present identification for an instant check against the sex offender registry. The visitor management system provides identification badges for all visitors to wear while in the School building during the school day. Visitor access is restricted to specific locations as designated by the Principal.
5. Staff members will wear visible identification badges on their outermost garments.
6. Any individual not wearing identification is to be directed to the main office/entrance sign-in and sign-out area by all staff.
7. Should any individual refuse to show, or not possess proper identification, or refuse to wear the required identification they shall be refused admittance to the school building and the police contacted.
8. Back to School training includes student supervision and security. Main entrances and visitor sign-in stations in elementary areas are to be monitored by the office staff.
9. Patrol of school grounds, especially in areas where students tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias and playgrounds.
10. The School has night alarms.
11. All members of the School leadership team have walkie-talkies for instant communication on school grounds. Standard two-way radios are provided to all staff.
12. Cameras are installed in common areas of the school building and classrooms.
13. Policies for conducting searches for weapons and drugs are contained in the Parent and Student Handbook.

5. Vital Educational Agency Information

As a charter school, the District-wide School Safety Plan covers one school. The School maintains a database, myNHA, with all school information, including the student population, number of staff, and business, cell and home telephone numbers of school leadership. Contact information for the local school district is also maintained in the School's main office.

6. Early Detection of Potentially Violent Behaviors

The School utilizes a Behavior Management Dashboard to track student behavior and identify potentially threatening trends in individual students or groups of students. School staff input behavior data on a regular basis and school leadership uses the data to input incidents into VADIR. The VADIR data and the Behavior Management Dashboard can be reported to a student's parent or guardian, the Board of Trustees or, if necessary, local safety officials. Staff and school leadership are trained to recognize student behavior that indicates a threat to other students or to the student him/herself. Staff are trained to recognize early and imminent signs of school violence (see Appendix A).

Section III: Responding to Threats and Acts of Violence

A. Notification and Activation

Acts of violence placing students and staff in imminent danger require an immediate phone call to the local police precinct by the Incident Commander or his/her designee. These acts include if a student:

1) Commits an act of violence upon a teacher, administrator or other school employee
2) Commits an act of violence against another student while on school district property
3) Commits an act of violence against any person on school district property
4) Possess or displays a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property
5) Threatens to use any instrument that appears capable of causing physical injury or death while on school property
6) Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property
7) Knowing and intentionally damages or destroys school property

Police may also be called in order to:

i. Remove aggressively dangerous and violent students at the discretion of the principal or designee.
ii. Report and request removal of violent adults.

The Principal, Administration or school personnel at the scene of the incident shall serve as Incident Commander until the appropriate responders are onsite. The CEO can manage these initial response activities more effectively by establishing a building level incident command structure as defined in the Building Level Emergency Operations Plan.

Incident Command System (ISC) Team

Role	Responsibilities
School Incident Commander and Alternate	● Directs incident for school, staff students ● Establishes immediate priorities ● Works directly with first responders
School Public Information Officer and Alternate	● Liaison between NHA Communications Team and Staff/Students ● Works with NHA Communication Team to coordinate information release
NHA Communications Lead	Supports School Public Information Officer
School Liaison Officer	Coordinates assisting cooperating agencies, local businesses (i.e. transportation, reunification needs)
School Safety Specialist	● Identifies and mitigates hazardous situations for school ● Monitors safety conditions and develops measures for assuring safety
Operations Chief	● Coordinates Student Supervision ● Supervises execution of Reunification Plan ● Reports to Incident Commander ● Oversees student/staff medical support staff
Planning Chief	● Collects and documents school related data ● Oversees medical/mental health supports, transportation and parent liaison efforts ● Provides current input to Incident Commander and Operations Chief
Logistics Chief	● Coordinates temporary shelter for staff/students ● Ensures emergency equipment is operational and complete ● Identifies individuals with requiring assistance during evacuation
Finance Chief onsite and NHA Financial Analyst	Manages all financial aspects of an incident
NHA Crisis Response Team	● Mobilize Service Center Crisis Response Team to assist Incident Commander in post-event process: Service Center Crisis Response Team includes: ● Safety & Health ● Communications & Parent Relations ● People Services & Employee Engagement ● Facilities & Maintenance

B. Situational Responses:

Responses for the following situations and incidents can be found in the Building-level ERP: Biological/chemical contamination incident, armed intruder, bomb threat, explosion, fire, hazardous material incident in school, high wind/storms, hostage situation, suicide/self-destructive behavior, emergency interruption of a school day, threat of violence or harm to the school or school community, communicable disease and continuity of operations dure to school closure or state order.

C. Responses to Implied or Direct Threats:

1. Reporting of threats of violence to school authorities:

a. Students are required to inform school staff about any indirect or direct threat of violence to themselves, others or property.
b. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
c. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
d. Students, staff, parents and others will be educated about the importance of reporting threats.
e. All incidents that have police involvement will be reported to the NHA Safety Team via the Safety Incident Report. If additional resources are needed to support the school, then a call to the NHA's Crisis Emergency Hotline will trigger those support..

2. Investigating Threats of Violence

1. The School CEO, Dean and/or School Safety Specialist will investigate reported threats of violence and will make the determination of the level of threat and for disciplinary measures consistent with the Code of Conduct.
2. Serious acts; including violent offenses in accordance with SAVE Requirements, will activate the reporting to local police.
3. A threat assessment team has been identified and will work with the appropriate parties and family to address the threat.
4. SIGMA Threat Screening process and, if required during the screening, SIGMA Behavior Threat Assessment and Management process shall be followed.
5. Chronic offenders may require a behavior intervention plan, monitoring, and police involvement.
6. Threats placing students, staff and others in imminent danger require an immediate call to police.

3. Reporting Incidents

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

b. School and building administrators are authorized to call the police to respond to the threat or act of violence. A contact list of local law enforcement agencies and other emergency responders is maintained in the school office.

D. Responses to Acts of Violence:

1. The Incident Commander or his/her designee will determine the level of threat and call police to respond to the threat or act of violence.
2. Police will be asked to remove aggressively dangerous and violent students at the discretion of the principal or designee.
3. Violent adults will be reported to the authorities immediately and should only be removed by police.
4. Students and staff will be in lockdown mode when violent people are in or around the school (see Staff Level Response).
5. The Incident Commander or his/her designee will monitor the situation, adjust the response as appropriate, and, if necessary, initiate emergency response protocols including early dismissal, on-site sheltering, or evacuation. In the event of the activation of an emergency protocol that results in the closure of the school building, a Report of School Closure shall be recorded within the NYSED Business Portal.
6. In the event of a disaster or act of violence, the School principal or his/her designee will communicate with the local district superintendent via telephone and request that the district superintendent notify all schools in the district, as necessary, so that building-level principals at each facility may take the appropriate action.

E. Response Protocols

1. Plans to safeguard students and staff

The Standard Response Protocols (SRP) will be implemented during SY24.25. The SRP incorporates five responses to an emergency: Hold, Secure, Lockdown, Evacuate and Shelter. The SRP is action based and not based on any given scenario. The five specific actions can be performed during any incident.

NHA requires an additional drill in utilizing a classroom buddy approach and practicing a room clear drill to address emergencies or events that occur within a classroom by sending the students to the buddy classroom.

In the event of an emergency incident, communication to parents will be:

- Disseminate information via SchoolConnect and/or parent letters via email or school packets to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school and school district are handling the situation.

- Provide a phone number, website address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After an incident, school administrators will determine, in collaboration with the School Emergency Recovery Team the next steps for communication to the parents/guardians.
- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site, or Reunification site.

Communication to school families and staff in times of a large-scale school closure shall be led by NHA's communication team utilizing local and public access to television and radio stations as well as the schools' current school messaging system. The school social media page will also provide families with updates on the re-opening of the school.

Family reunification will be organized through the schools' messaging system, a telephone system that allows the school to simultaneously call each parent with information about the school. During an emergency, this information might include a designated location for families to gather, updates on the resolution of an emergency situation, school closings, etc. Announcements will be made via local public broadcast television stations and/or radio, if appropriate.

2. Procedures to provide transportation, if necessary.

The School's Logistics Chief will make arrangements with local or city officials to ensure transportation is available during the recovery period of the event. The School Response Team shall set up the reunification location utilizing the Standard Response Protocol for this incident. A successful recovery starts with reuniting students with their families.

The NHA Communications Team shall coordinate communications between the School Response Team and the school parents on the protocols to follow once at the reunification location.

3. Procedures for informing all educational agencies within the local school district of a disaster or emergency:

The Principal or his/her designee shall inform all educational agencies within the local school district boundaries and NHA Crisis Emergency Hotline or the Director of School Quality of an emergency or disaster.

The list of educational institutions located within the local school district, along with the name, title, business telephone number, home telephone number, mobile phone number for key officials of said educational institutions will be updated annually and maintained in the Principal's office.

The Principal or Emergency Response Personnel shall authorize emergency calls to each educational institution located inside the CSD, in the event of an emergency or disaster that may impact the CSD.

Emergency closures resulting in the need for remote instruction shall be reported via the NYSED Business Portal.

Emergency Remote Procedures:
For synchronous learning teachers will utilize Google Meet, GoGuardian, and Google Classroom.

For asynchronous learning students will be provided lessons from teachers and depending on the content area, use common manipulatives they have at home (math), or read books through eSORA. They will continue working on their digital programs, such as Dreambox, Lexia, STEMScopes. Assessments can still be administered on our digital assessment platform, Edcite and securely monitored via GoGuardian for validity.

The school will ensure, through its NHA partnership, that all students and staff have accessibility to equipment required for remote learning. This includes, but is not limited to disbursement of technical equipment, materials and connectivity equipment and items necessary for students who require ADA or 504 accommodations.

Collaboration with state and local online learning policies.

A variety of technologies, including hot spots and Chromebooks will be used to facilitate one-on-one or teacher and class interaction during a prolonged school closure. These shall include, telephone and video calling, email and web conferencing.

4. Procedures to notify media

The District-wide School Safety Plan is for a single charter school and the Public Information Officer designated in the Building-level Emergency Response Plan will contact the NHA Communications Team lead and coordinate notification of the media.

F. Arrangements for Obtaining Emergency Assistance from Local Government

The School will work closely with police, fire, emergency medical services, and governmental agencies to obtain assistance during emergencies. Emergency mental health services can be accessed from county and regional mental health agencies.

The Incident Commander or his/her designee will, in an emergency, contact the dispatch point of 911 Center for fire or EMS response.

The Incident Commander or his/her designee will, in an emergency, contact the highest-ranking local government official for notification and/or assistance.

G. Procedures for Obtaining Advice and Assistance from Local Government Officials

1. The Incident Commander or his/her designee will, in an emergency, contact the emergency management coordinator and/or the highest ranking local government official for obtaining advice and assistance.

2. The School has identified resources for an emergency from local law enforcement, fire department, emergency medical services, and the School's management partner, National Heritage Academies.

H. District Resources Available for Use in an Emergency

During any incident, our staff may be the first responders. A Staff Capacity Assessment was conducted on March 11, 2024 and this assessment provided our Building Level Response Team with an understanding of the expertise, special skills and training that our staff may be able to assist with during an emergency. This included:

Additional supports:

Emergency Equipment
- Medical Supplies, Nurse's Office
- Medical Equipment Defibrillator
- Emergency Backpacks
- Safety Vests

Emergency Communications Equipment
- Two-way radios
- Fax machines
- Cellular Phones
- Network Computers

School wide "ALL CALL" system

Medical
- Emergency Medical Technicians
- First Aid certified staff
- Local Hospitals
- Post-Critical Incident Response Personnel, Psychologists, Social Workers, Student Assistance Counselors, Finance, Communications

Security
- Head custodians
- School registrar
- Visitor Management System
- Camera Equipment

Emergency Response
- School resource officer staff with EMT training
- School Safety Team

Assistance of law enforcement and emergency responders

J. Protective Action Options

The following actions may be taken in response to an emergency:

1. School cancellation
   a. Monitor any situation that may warrant a school cancellation
   b. Make determination
   c. Contact local media.

2. Early dismissal
   a. Monitor situation
   b. If conditions warrant, close school
   c. School Messenger to inform parents of early dismissal
   d. 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.

3. Execute the Standard Response Protocol appropriate to the given situation:
   a. Hold
   b. Secure
   c. Lockdown
   d. Evacuate
   e. Shelter
   f. Room Clear

Appendix A: Early and Imminent Warning Signs

Parties Receiving Information	Type of Information	Method of Dissemination
Primary	Anti-bullying Anger management Social Skill Development	Classroom Teacher Social Worker
Elementary	Anti-bullying Anger management Social Skill Development Danger Indicators Conflict Resolution	Classroom Teacher Social Worker Psychologist
Middle	School Danger Indicators Imminent Warning Signs Conflict Resolution Reporting procedures	Classroom Teacher Guidance Counselor Social Worker Psychologist
Handouts, Assemblies		
Staff	Warning Signs Procedures Anger and Conflict Management Counseling Techniques De-Escalation Techniques	Staff Development Conference Days Reading Materials
Parents	Warning Signs Reporting Procedures De-Escalation Techniques	Workshops Newsletters Parent Information Meetings
Conflict Management	Mental Health Agency	
Community	Warning Signs Reporting Procedures De-Escalation Techniques	Workshops Newsletters Forums
Conflict Management	Mental Health Agency	

Additional Types of Information for Dissemination

- Early warning signs
- Imminent warning signs
- Prevention programs that work
- Reporting/Referral procedures
- Intervention services in school
- Intervention services out of school
- Available resources for students, staff and parent/community
- Protective strategies

Information on Potentially Violent Students
Early Warning Signs for School Violence

Effective schools take special care to train the entire school community to identify and understand early warning signs of violence. By actively sharing information, schools and communities can provide effective responses. By establishing caring supportive relationships with all children, educators and families will be aware of the feelings, fears and needs of students. A frequent review of school records for patterns of behavior or sudden changes of behavior will prove useful.

Social Withdrawal
Withdrawal from peer social contacts due to feelings of depression, rejection, persecution, unworthiness etc...

Excessive Feelings of Isolation
Some loners are potentially aggressive and violent.

Excessive Feelings of Rejection
Rejection without support can lead to violence. Aggressive students rejected by non-aggressive peers seek out aggressive peers who reinforce the aggressive behavior.

Victims of Violence
Victims of violence and abuse frequently become violent themselves.

Feelings of Being Picked On
Kids who are teased, bullied, ridiculed and humiliated sometimes become the bully.

Low School Interest/Poor Academic Performance
Chronic failure and lack of school success limits capacity to learn, leads to frustration, chastisement, and anger. This often leads to aggressive acting-out.

Expression of Violence in Writing and Drawing
Over representation of violence when directed towards a specific individual, consistently over time is a signal of potential violence.

Uncontrolled Anger
Anger frequently and intensely expressed in response to minor irritants is potentially dangerous

Patterns of Impulsive Chronic Hitting and Bullying
If evident early in life and left untreated, may escalate and intensify in later life

History of Discipline Problems
Indicative of underlying needs not being met. This results in later life as defiance of authority, violation of rules and norms and aggressive behavior.

Past History Violent Behavior
Age of onset has significant impact on severity of the problem
Intensity if anti-social behavior increases with age
Characterized by violence to people, cruelty to animals, vandalism, fire setting, etc...

Intolerance for differences and Prejudicial Attitudes
Intense hatred of others based on race, religion, gender or sexual orientation Memberships in hate groups on willingness to victimize people with health problems

Drug and Alcohol Use
These reduce self-control and minimize the ability to make effective choices

Affiliation with Gangs
Anti-social values and norms are supported; acts of violence are the expectation

Access to Firearms
Access to and knowledge of firearms increase a child's risk for violence and becoming a victim

Serious Threats of Violence
A detailed, specific, repeated threat of violence that is directed towards another needs to be taken seriously. This is more serious when the student has the means to carry out that threat. (Available guns)

Imminent Warning Signs

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Whenever the following occur, suspension is called for and the parents should be called immediately. For those that are legal offenses, the police should be called immediately.

- Serious, physical fighting with peers
- Severe destruction of property
- Severe rage to seemingly minor reasons
- Detailed threats of lethal violence
- Possession of and/or use of firearms of other weapons
- Other self-injurious behaviors or threats and attempts of suicide

Precipitating events:
- Suspensions
- Loss of a relationship
- Severe rejection
- Extreme humiliation

Warning signs that indicate Law Enforcement Officers should be called.
- Serious written or verbal threats to the building and towards staff and students
- Has a detailed plan (time, place, method, victim); particularly when a child has a history of violence and threatening;
- Carrying a weapon; particularly a firearm that they have threatened to use