

**Brooklyn Excelsior Charter School
District-wide School Safety Plan
2020-2021**

Introduction

Emergencies in schools are paramount issues that must be addressed in an expeditious and effective manner. Districts and charter schools 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 or charter school 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 emergency school plans 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.

Brooklyn Excelsior Charter School (“School/District”) Board of Trustees (“Board”) supports the Project SAVE legislation and has facilitated the emergency response planning process. School leadership has worked with our management partner, National Heritage Academies (NHA), to draft this District-wide Safety Plan in accordance with the standards of the National Incident Management System and the Incident Command System.

The District-Wide Safety Plan must be adopted by the school board **by September 1** each year. 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 requires that the plan be submitted to the Commissioner with 30 days from adoption.

Date of the public hearing: _____

Date approved District-wide Plan was posted on the School’s website: _____

URL of District-wide Plan: _____

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 and National Heritage Academies (NHA), the Board-appointed Chief Emergency Officer (CEO) whose 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.

Sally Girouard, appointed on January 6, 2020 as Chief Emergency Officer.

B. Identification of School Teams

The School has a District-wide School Safety Team consisting of but not limited to representatives of NHA, the Board of Trustees, teachers, administrators, parents, and school’s safety personnel.

Name	Title	Agency	Contact Information
Sally Girouard	Principal	BECs	978.855.4812
Michael Dobrin	School Safety Specialist	BECs	929.353.1930
John Sanchez	School Paraprofessional	BECs	718.637.9114
Gary McClellan	School Paraprofessional	BECs	516.974.2246
Tyler Jett	Registrar	BECs	513.399.1975
Megan Weissman	Dean	BECs	973.632.9228
Kelly Ortagus	Dean	BECs	646.639.4320
Natalie Chery	Social Worker	BECs	917.916.8647
Atiba Theophille	Dean	BECs	347.263.2970
Bianca Ellerby	Office Admin	BECs	347.987.6137
Tony Treherne	Site Coordinator	Aramark	646.353.0368
Warren Carter	Nurse	NYC Health Dept.	347.633.4075
Dr. Ron B. Large	Director of School Quality	NHA Support	407.435.6716
NHA Crisis Hotline	Safety & Health	NHA Support	(855) 322-9316
NHA Facilities Emergency	Facilities	Building/Site Support	(866) 231-7091

C. Concepts of Operation

1. The District-Wide Safety Plan is directly linked to Building-level School Emergency Response Plan (ERP). Protocols developed by the New York State Guide to School Emergency Response Planning have been used to develop the District-Wide Safety Plan.

3. The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency’s “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 Guide to School Emergency Response Planning 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 Safety Team and in accordance with the protocols outlined in the ERP. If necessary, the Incident Commander or his/her designee will notify nearby schools and/or the superintendent of CSD #16, in which the School is located. Contact information for these schools and the CSD #16 superintendent will be available in the School’s main office and within the ERP.
6. Once the Incident Commander and /or her designee are notified, the Building Level School Safety Team 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.

D. Plan Review and Public Comment

1. Pursuant to Education Law §2801-a(6) and 8 NYCRR §155.17(e)(3), 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.
30 day public comment began on _____ and ended on _____
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 National Heritage Academies, 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 shall enter information related to the ERP into the New York State Education Department (NYSED) business portal (SED Monitoring) within 30 days after adoption by the Board.

Section II: Risk Reduction/Prevention and Intervention

A. Identification of Sites of Potential Emergencies

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.

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

- a. 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

- b. Environmental Problem Sites

- Chemical Storage Cleaning supplies
 - Science room (Classroom 320)

- c. Site Considerations

- Accessible Rooftop

B. 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:

1. 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. Communication between staff and students can be consistent and fair.
2. Behave With Care Training: This program defines behaving with care and recognize that a school culture with common expectations for behavior and conduct throughout all grade levels and classrooms is important. Behave With Care utilizes four Key components that highlight school culture, clear expectations for how students are to behave, consistent consequences for misbehavior and consistent communication between staff and students.

3. **Prevention of Bullying:** Bullying is defined in the School’s Code of Conduct and the Technology Use and Internet Safety Policy. Bullying – a deliberate attempt to control another person, his/her actions or a situation through harassment or intimidation – is prohibited. Bullying can be nonverbal, verbal, emotional or physical. The school also prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities (e.g., Facebook, MySpace, Wikipedia, YouTube), video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises. Teachers are trained to address bullying and “No Bullying Zone” signs are posted throughout the school building. Students are taught to be “Bully Blockers.” Teachers are also required to participate in an NHA On Course classes entitled “Bullying and Mean Behavior” and “Bullying Prevention and Intervention”.
4. The School educates the students to inform staff or reporting Principal about threats and acts of violence. Students are instructed how to contact notify Principal. Staff is required to report all student referrals to the administration for investigation.
5. Staff are trained to recognize early and imminent signs of school violence (see Appendix A).
6. Staff are provided resource to recognize risk factors and warning signs related to the prevention of self-harming behavior and suicidality (see NHA Responding to and Assessing Self-Harm/Suicidality).
7. The School educates students, staff and parents about the importance of school safety. Appropriate training is made available and students and staff are instructed to inform staff or reporting officer about threats and acts of violence.
8. The School conducts drill exercises that help promote school safety.
9. The School continues to investigate security devices and strategies to make the School as safe as possible.
10. The School will develop procedures for anonymous reporting of threats of violence including programs such as See Something, Say Something tip line.
11. The School will develop procedures outlining expectations for police involvement at school and school-sponsored extra-curricular activities.
12. 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.
13. Appropriate safety training for School Leadership and School Safety Specialist (“SSS”) has been provided by NHA Safety & Health Team.

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

15. 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.

C. Training, Drills, and Exercises

1. Appropriate safety training for the School Safety Specialist (“SSS”) staff has been provided by NHA’s Manager of Safety & Health, Brian Gard, or his designee.

a. Training included:

- i. Reunification Training
- ii. Drill Training provided via the Safe Havens International program
- iii. Risk Management
- iv. Completing Site Specific Emergency Plan
- v. Emergency equipment
- vi. Building Level Site Assessment
- vii. Risk Mitigation and Management
- viii. Table top scenarios for school safety team

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 ERP in coordination with local emergency responders and preparedness officials. Types of drills to be conducted may include fire, evacuation, lockdown, dismissal, shelter-off-site, shelter-in-place, weather related, medical/AED emergency, and communication system checks. The School keeps a record of all building drill, 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. The School Safety Specialist is responsible for the training of the Building and Staff 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 provided who requires background checks and safety measures for all its security personnel.

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

Staff Training was conducted on: _____.

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

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown
- Early Dismissal
- Shelter-off-site
- Weather related
- Medical/AED Emergency
- Communication System Checks
- School Emergency Preparedness
- Table-top Exercises

The School Safety Team 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 this ERP.

D. 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. 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.
4. Staff members will wear visible identification badges on their outer most garments
5. Any individual not wearing identification is to be directed to the main office/entrance sign-in and sign-out area by all staff.
6. 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.
7. The School has monitors dedicated solely to student supervision and security. Main entrances and visitor sign-in stations in elementary areas are to be monitored by the office staff.

8. The School has night alarms.
9. All members of the School leadership team have walkie-talkies for instant communication on school grounds.
10. Cameras are installed in common areas of the school building.

E. Vital Educational Agency Information

As a charter school, the District-wide School Safety Plan covers one school. The School maintains a database, My NHA, 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.

F. 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).

G. Hazard Identification

1. The School has identified and located areas of potential emergencies in and around its building. The School Safety Specialist 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.
2. Potentially dangerous sites are checked and inspected by the building custodian regularly.

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:

- i. Commits an act of violence upon a teacher, administrator or other school employee
- ii. Commits an act of violence against another student while on school district property
- iii. Commits an act of violence against any person on school district property
- iv. Possess or displays a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property
- v. Threatens to use any instrument that appears capable of causing physical injury or death while on school property
- vi. Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully upon school property

- vii. 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 and his/her designee is authorized to contact the law enforcement agencies. The chain of command is as follows:

Primary Incident Commander: Sally Girouard
978.855.4812

Backup Incident Commander:

Megan Weissman	973.632.9228
Atiba Theophile	646.265.0583 347.263.2970
Kelly Ortagus	646.639.4320
Tyler Jett	513.399.1975
Michael Dobrin	929.353.1930

NHA Facilities Emergency Hotline: (866.231.7091)
NHA Crisis Hotline: (855-322-9316)

In addition, the following roles have been assigned:

- i. *Incident Commander:* Sets the incident objectives, strategies, and priorities; has overall responsibility for the incident response; coordinates and manages all ICS functions. Primary responsibilities include ensuring safety, providing information services to internal and external stakeholders (parents), and establishing and maintaining liaison with other agencies participating in the incident.
- ii. *Command Staff:*
 - a. *School Safety Specialist:* Serves as a resource to create awareness, build relationships and assist before, during and after emergencies. The School Safety Specialist will be responsible for the training of the Building and Staff Level Response.
 - b. *Public Information Officer:* Serves as the conduit for information to internal and external stakeholders, including the media and parents.

- c. *Safety Officer*: Monitors safety conditions and develops measures for assuring the safety of all response personnel.
- d. *Liaison Officer*: Serves as the primary contact for supporting agencies assisting at an incident.

iii. *General Staff*:

- a. *Operations*: Maintains student and staff emergency contacts and medical/medication information, maintains emergency first-aid kits and supplies, keeps hand-held radios to ensure constant communication, and delivers messages via School Messenger to families during an emergency.
- b. *Planning*: Ensures that the needs of all students, staff, visitors, and parents are met by planning incident responses, assigning pre-designated roles and responsibilities, and providing training to staff. The Principal also plans and conducts exercises and drills, coordinates with NHA to modify the emergency plan, as needed, and documents all practice exercises and real responses.
- c. *Logistics*: Secures and coordinates resources needed by students, staff, and first responders during an incident—including food, shelter, generators, bussing etc.
- d. *Finance and Administration*: Records staff hours and expenses and supplies documentation after the disaster for insurance claims and requests for assistance to district, state, or federal governments.

Facilities for the operation and coordination of an emergency response have been identified:

- *Incident Command Post*: Principal's office (see map)
- *Staging Area*: Main office
- *Base*: Main Office
- *Camp*: Multi-purpose Room

Family reunification will be organized through School Messenger, 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 media, if appropriate.

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.

B. Situational Responses:

Responses for the following situations and incidents can be found in the Building-level ERP: Biological/chemical contamination incident, armed student, bomb threat, explosion, fire,

hazardous material incident in school, high wind/storms, hostage situation, suicide/self-destructive behavior, suspicious package/bomb.

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.

2. Investigating Threats of Violence

- a. The building administrator, 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.
- b. Serious acts; including violent offenses in accordance with SAVE Requirements will activate the School Safety Team and be reported to local police.
- c. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
- d. Threats placing students, staff and others in imminent danger require an immediate call to police.
- e. All incidents that have police involvement will be reported to the NHA Safety Team via the School Safety Incident Report system provided by LogicManager.

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. Incidents of violence, serious threats, intimidation, etc, may require involvement of the police.
- c. 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.

E. Response Protocols

1. Identification of decision makers

The District-wide School Safety Plan is for a single charter school and all decision-makers for the School have been identified and assigned roles in the ERP.

2. Plans to safeguard students and staff

The District-wide School Safety Plan is for a single charter school and all response protocols have been identified in the Staff-level Response.

3. Procedures to provide transportation, if necessary.

The District-wide School Safety Plan is for a single charter school and transportation, if necessary, will be arranged by the School's Logistics Chief.

4. Procedures to notify parents, guardians, or persons in parental relation:

A message through School Messenger will be sent to all parents, guardians, or persons in parental relation to the School's students in the event of a violent incident or and early dismissal. Parents/guardians may also be notified of early dismissal through media contacts (radio stations, television, and web site.) This will be arranged by the School's Public Information Officer and referred to NHA's Communications Manager.

5. Debriefing procedures:

Parents will receive information about the reason for early dismissal in their child's school as soon as it is practical. This information will be in accordance with what the school is legally permitted to disclose.

The Emergency Response Team, school personnel, and local law enforcement or emergency responders will debrief as soon as it is practical.

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

1. The Principal or his/her designee shall inform all educational agencies within the local school district boundaries and NHA Corporate office of an emergency or disaster.
2. 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.

3. 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.

7. 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 National Heritage Academies' corporate offices 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

A list of School personnel and resources available in emergency situations has been developed by the school and a copy maintained at the school's main office:

- a. Medical
 - Emergency Medical Technicians
 - First Aid certified staff
 - Local Hospitals
- b. School Safety Specialist
- c. Security
 - Head custodians
 - School registrar
 - Visitor Management System

- d. Emergency Response
 - School resource officer staff with EMT training
 - School Safety Team
 - Assistance of law enforcement and emergency responders
- e. Post-Critical Incident Response Personnel, Psychologists, Social Workers, Student Assistance Counselors
- f. Emergency Equipment
 - Medical Supplies, Nurse's Office
 - Medical Equipment Defibrillator, Central Office
 - Emergency Backpacks
 - Safety Vests
- g. Emergency Communications Equipment
 - a. Two-way radios
 - b. Fax machines
 - c. Cellular Phones
 - d. Network Computers
 - e. School wide "ALL CALL" system

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

1. The officials authorized to make decisions are:

Principal	Sally Girouard
Dean	Atiba Theophile
Dean	Megan Weissman
Dean	Kelly Ortagus
Safety Specialist	Michael Dobrin

2. Other school personnel assigned to provide assistance:

Paraprofessional	John Sanchez
Paraprofessional	Gary McClellan

All staff assigned to provide assistance during emergencies are listed in the School Specific Site Plan.

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. Emergency Evacuation for Non-Fire Situations Protocol (before, during and after school hours, including security during evacuation and evacuation routes) performed by Building Level School Safety Team:
- a. Notify appropriate public safety agencies of the situation.
 - b. Activate Building Level School Safety Team
 - c. Select an evacuation route and site (refer to Building Level ERP)
 - d. If time permits, send designated staff member(s) to visually scan the evacuation route and site and wait for an all-clear report before announcing the evacuation.
 - e. Announce evacuation.
 - f. Visually scan the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
 - g. See that the emergency evacuation kits are removed from the building.
 - h. Leave the building, report to the first responding public safety official and advise him/her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
 - i. Report to the evacuation site. Check to see that a roster of staff and students at the site is developed and appraise the situation.
 - j. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
 - k. If deemed appropriate after consulting with public safety officials, authorize safe to reenter the facility.
 - l. Notify NHA Crisis Hotline, if immediate assistances is needed by the NHA Crisis Team.

For further detail, please see Appendix A of the Building Level ERP.

4. Shelter-in-Place Protocol performed by Building-Level School Safety Team
- a. Make a determination to shelter-in-place quickly if evacuation is not practical.
 - b. Make an announcement over the public address system to direct staff to shelter-in-place. Activate the ERP. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
 - c. Call 911 and request fire serve and law enforcement response as appropriate.
 - d. Make a reasonable attempt to verify that outdoor personnel have been moved into the facility.
 - e. Make a reasonable attempt to verify that staff and occupants received word to shelter-in-place.
 - f. Make a reasonable attempt to verify that personnel are sheltered in suitable locations.

- g. Contact the Facilities Area Manager and request that any equipment capable of causing air to move from outside the facility into the facility is turned off.
- h. Check to see that staff members have taken proper steps to close windows and doors from outside airflow.
- i. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
- j. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
- k. Notify NHA Crisis Hotline, if immediate assistances is needed by the NHA Crisis Team

For further details, please see Appendix A of the Building Level ERP.

Section IV: Recovery

A. District Support for Buildings

- 1. A Building-Level Post-incident Response Team has been created. Members of the team include school personnel and mental health counselors, who will engage others in the school community to assist in the aftermath of a serious violent incident or emergency.
- 2. The School will use the recovery phase to evaluate its practices for violence prevention and school safety activities and improve its plan.

Appendix A: Early and Imminent Warning Signs

<u>Parties Receiving Information</u>	<u>Type of Information</u>	<u>Method of Dissemination</u>
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 Conflict Management	Workshops Newsletters Parent Information Meetings Mental Health Agency
Community	Warning Signs Reporting Procedures De-Escalation Techniques Conflict Management	Workshops Newsletters Forums 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 individuals, 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 of 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 carryout that threat. (Available guns)

Imminent Warning Signs

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 hated of others based on race, religion, gender or sexual orientation Member ships 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 towards another need to be taken seriously. This is more serious when the student has the means to carry out that threat. (Available guns)

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