

# 2021

## DISTRICT-WIDE SCHOOL SAFETY PLAN



CENTRAL SQUARE CENTRAL  
SCHOOL DISTRICT – 2021-2022  
BOE Approved August 9, 2021

## **Section I: General Considerations & Planning Guidelines**

## **Section II: Risk Reduction/Prevention & Intervention**

## **Section III: Response**

## **Section IV: Recovery**

# **Introduction**

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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 more detailed emergency response plans required at the school building level.

Districts are at risk of a 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.

The Central Square Central School District supports the SAVE legislation and has engaged in a planning process for compliance with the legislation. The district encourages and advocates on-going district-wide cooperation and support of Project SAVE.

# Section I: General Considerations and Planning Guidelines

## ***Purpose***

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The Central Square Central School District-Wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. On the recommendation of the Superintendent of Schools, the Central Square Central School District Board of Education appointed a District-Wide Safety Committee and charged it with the development and maintenance of the District-Wide School Safety Plan.

## ***Identification of School Teams***

The Central Square Central School District Board of Education has appointed a District-Wide School Safety Committee consisting of, but not limited to, representatives of the school board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

## ***Concept of Operations***

In the event of an emergency or violent incident, the Chief Emergency Officer will be immediately notified by the Building Person In Charge. The Chief Emergency Officer will activate the District Emergency Management Team, if necessary.

Once the Emergency Management Team has been activated where appropriate, local emergency officials will also be notified.

The Central Square Central School District has existing protocols in place to request resources from the Oswego County Emergency Management Office with local law enforcement agencies, as well as fire departments and ambulance services. If state resources of DHSES (Division of Homeland Security and Emergency Services) or FEMA are required, they are also available.

## ***Plan Review and Public Comment***

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This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Committee. The required annual review will be completed on or before September 1 of each year and submitted to the Board of Education for approval. After its adoption by the Board of Education, a copy of the plan will be available at the District Office and posted on the District website.

Pursuant to Commissioner’s Regulation 155.17 (e) (3), this original plan was made available for public comment 30 days prior to its adoption. The School Board adopted the district-wide and building-level plans only after a public hearing was provided for the participation of school personnel, parents, students and any other interested parties. The plan was formally adopted by the Board of Education. While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 or the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

## ***Plan Review and Public Comment – Cont’d.***

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Education Law §2801-a and Commissioner’s regulation §155.17 require that each public school develop and annually update a confidential building-level Emergency Response Plan (ERP) that includes details about how school personnel and students would respond to different types of emergency situations that may occur in their school. These confidential ERPs include information about the school, key staff, floor plans, and detailed response procedures. If an emergency does occur in a school, it is essential that law enforcement have access to the information included in these plans. As such, it is a requirement that each year, every public school update and submit their building-level ERP electronically via the New York State Education Department (NYSED) business portal within 30 days of adoption, but no later than October 15. School officials must share a copy of the building-level ERP with local law enforcement.

## **Section II: Risk Reduction/Prevention & Intervention**

### ***Program Initiatives***

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The following activities and programs are conducted by the Central Square Central School District in an attempt to improve communication among students and between students and staff and reporting of violent incidents.

- Increased the number of School Counselors and Social Worker Assistants.
  - The Redhawk Program
  - Mental Health Task Force
  - Small group and individual counseling
- Use of *Climate & Culture Surveys*
- Implementation of new Dignity for all Students Act “DASA” effective July 1, 2012
- CSSD website includes “Stop Bullying” page to report incidents of discrimination and harassment
- Character Education Programs
- Big Brother/Big Sister Program

The Central Square instructional staff receives Emergency Training annually. The district utilizes adjusted scheduling to minimize potential for conflicts or altercations. Children with special needs also have time-out areas for anger control and behavior modification. The mandated staffing requirement for children with special needs provides for more individual supervision, intervention strategies, and behavior management modifications.

## Training, Drills & Exercises

Training, Drills & Exercises	Audience	Date
Oswego County Emergency Management Office Tabletop Exercise	District Staff	Aug. 14, 2001
Countywide MCI (Multiple Casualty Incident) Emergency Response Drill	Paul V. Moore HS	May 3, 2003
Collaboration with town, village and Oswego County Management Office following the November 19, 2005, 28-car train derailment in Central Square	Actual Event	
A MCI drill with DWI Simulation	Paul V. Moore HS	April 6-7, 2006 May 14, 2008 May 11, 2010
Oswego County Multi-Municipality Tabletop Exercise	District Staff	January 27, 2010
New York State Police officer from Troop D presented "Bullying and Cyberbullying"	District Staff	November 2011
New York State Police officer from Troop D presented "Threat Assessment for Schools"	District Staff	September 2012
2 day conference entitled "Conducting School Vulnerability Assessments"	District Administrators	August, 2013
Oswego County BOCES presented "Greeter Training"	District Clerical Staff	October 2013
Town of Hastings/Village of Central Square and the Oswego County management office to update the "Comprehensive Emergency Management Plan"		March 2015 (Completed)
Safe Schools NY Regional Meeting, Cortland NY	District Staff	February 2015
New York State Police officer from Troop D presented "Bullying and Cyberbullying"	District Staff	November 2015
Oswego County BOCES presented "De-escalation training, Violence Prevention, and Early Violence Detection" during three sessions	District Monitors	September November March
Emergency Response Plan	District Staff	September 6, 2016
New York State Police officer from Troop D presented "See Something Say Something"	District Staff	November 13, 2017
New York State Police officer from Troop D presented "Active Shooter Presentation"	District Staff	April 2, 2018
Armoured One "Mindset of a Survivor"	District Staff	October 10, 2018
Armoured One "Active Shooter Training"	District Bus Drivers	February 1, 2019
Armoured One "Active Shooter Training"	District Staff	September 4, 2019
Dr. Jaclyn Schildkraut - Standard Response Protocol Training (SRP-X)	District Staff	February 2020
Dr. Jaclyn Schildkraut - Standard Response Protocol Training (SRP-X)	District Students	March 2020

## ***Implementation of School Security***

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Central Square Central School District monitor's activity in its buildings by maintaining limited entry access and a single point of entry for visitors.

- a. During school hours, doors other than the main entrances are locked, with signs advising visitors to register at the main entrance.
- b. Central Square Central School District has monitors at the main entrance of P.V. Moore High School and the Central Square Middle School during the week when classes are in session. Duties may vary significantly from building to building, therefore, duties may be assigned by each building principal as they see fit. Some of these duties include (but are not limited to) visitor assistance, parent sign in, student sign out.
  - Monitors are hired following an interview and screening process involving reference checks as well as fingerprinting and an FBI background check.
  - Each monitor will be provided initial training and refreshers to improve their effectiveness as well as training at the beginning of the school year. This training may include an overview of assigned job duties, de-escalation training, violence prevention, and early violence detection.
- c. Security Devices
  - Card access system. Security is enhanced in all school buildings with a card access system. The system is designed to allow district employees that hold a card access into a building. The doors are now locked with access only gained via card or door buzzer located at the main office.
  - Security cameras. Security cameras at the main entrance monitor school buildings where there are no direct view windows for the main entrance. Interior cameras monitor sections of corridors. Cameras also monitor the high school and middle school parking areas.
  - Central Square Central School District parking lots and perimeter of buildings are well lit.
- d. Security Procedures
  - Visitors enter through a single entrance.
  - Visitors sign in and out and are issued a visitor's badge by a monitor or secretary.
  - All school buildings utilize a "visitor management system" which screens visitors in conjunction with law enforcement.
  - All staff and high school students are issued security badges/ID cards.
  - Central Square Central School District provides two shifts of custodians who also monitor the buildings.
  - Random police patrol (Oswego County Sheriff, New York State Police, Central Square Village Police)
- e. Safety Patrol Officers
  - In September 2018 the District contracted with the Village of Central Square for Safety Patrol Officers (SPO's) to be placed in school buildings.
  - Currently there are four SPO's:  
Paul V. Moore HS (1), Central Square Middle School (1), elementary schools (2 shared)

## ***Hazard Identification***

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The Central Square Central School District recognizes that emergencies can occur in school buildings, playgrounds, gymnasiums, fields, buses, shops and areas where tools are used, in special education classrooms and on off-site field trips. Responses to emergencies are addressed in the Building Emergency Response Plans.

## **Section III: Response**

### ***Notification and Activation (Internal & External Communications)***

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- All staff is authorized to call 911 if law enforcement, fire department or medical response teams are necessary.
- The report of an incident or a hazardous development will be reported to the Building Person In Charge as soon as practical following its detection.
- The buildings will utilize both internal and external communications in emergencies: telephones, intercom, portable radios, cell phones, bull horns, bus radio system, and a runner system.
- In the event of an emergency, the Building Person In Charge will notify all building occupants to take the appropriate protective action per the Building Emergency Management Plans.
- In the event of an early dismissal, the Chief Emergency Officer will use various forms of electronic messaging for notification.
- A list of district administrators' emergency phone numbers is provided to all administrators.
- All administrators have access to the emergency evacuation locations, including addresses, phone numbers, and contact people which are designated in the Building-Level Emergency Response Plan (ERP)

### ***Bomb Threats***

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#### ***General***

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The Chief Emergency Officer will make the decision, after consulting with law enforcement, whether the building should be evacuated or placed in a "hold-in-place".
- If the threat is deemed to be a Direct Threat, the building will be evacuated and students and staff will report to their designated evacuation sites.
- If the threat is deemed to be Indirect, the building may be placed in a "hold-in-place". The students will remain in their classrooms and no movement in the building will be allowed until the school is thoroughly searched by staff and law enforcement.

### *Responsibility for School Building Searches*

- School Building Searches will be conducted under the authority of the: Central Square Police Department's Special Patrol Officers, Oswego County Sheriff's Department, Onondaga County Sheriff's Department and/or New York State Police.
- The purpose of a School Building Search is to look for anything suspicious or out of place.
- School Building Searches will include, in addition to the respective law enforcement authority, individuals with direct knowledge of the school building (i.e.: school principal, building custodian, district office administrators, etc.).
- The school building search will include, but not be limited to: classrooms, hallways, bathrooms, lockers, kitchens, desks, closets, school grounds, rooftops, the perimeter of the building, etc. Signs of forced entry will be looked for, as well.

### *Receiving Written Threats*

- Contact SPO, or in their absence contact ~~Police~~ 911
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of a written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

### *Receiving Telephone or Other Verbal Threats*

- Contact SPO, or in their absence contact 911
- Anyone receiving information about a bomb threat must immediately notify the school building administrator.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.
- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered. (MCH button)
- Information to be asked of the caller includes:
  - a. Where is the bomb located?
  - b. When will the bomb go off?
  - c. What does the bomb look like?
  - d. What kind of explosive is involved?



## *Receiving Telephone or Other Verbal Threats – Cont'd*

- e. Why was the bomb placed?
- f. What is your name? (caller may be caught off guard and give you his/her name)
- g. Also note: time and date of call, telephone line/extension the call was received on, gender, approximate age, speech characteristic (slow, fast, soft, disguised, intoxicated), noticeable background noise (music, motors running, street traffic).

## *Suspicious Packages/Anthrax Threat*

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Anthrax organisms can infect the skin, the gastrointestinal system, or the lungs. To cause infection, the anthrax spores must come into contact with broken or abraded skin, swallowed, or inhaled as a fine dust. However, anthrax infection can be prevented even after exposure to anthrax spores by early treatment with the appropriate antibiotics. Anthrax spores can be dispersed in the air as a dust or can be carried on items such as mail or clothing. However, unlike the common cold or flu, anthrax infection itself is NOT spread from one person to another. These guidelines emphasize preventing the spread of anthrax spores through careful handling and isolation of suspicious packages and their contents.

### *General Mail Handling*

- Be on the lookout for suspicious envelopes or packages.
- Do NOT open suspicious mail.
- Open all non-suspicious mail with a letter opener or another method that minimizes skin contact with the mail and is least likely to disturb contents.
- Open mail with a minimum amount of movement.
- Do not blow into envelopes.
- Keep hands away from nose and mouth while opening mail.
- Turn off fans, portable heaters, and other equipment that may create air currents.
- Wash hands after handling mail.

### *Characteristics of Suspicious Packages and Letters*

- Discoloration, oily stains, or an unusual odor
- Crystals, powder, or powder-like residue on the surface
- Suspicious or threatening language on the outside of package or letter
- Postmark that does not match return address or no return address
- Restrictive endorsements such as "Personal" or "Confidential"
- Distorted handwriting, block-printed or poorly typed addresses
- Excessive tape or string
- Rigid, uneven, irregular, or lopsided package
- Package with soft spots, bulges, or excessive weight
- Handwritten, block-printed or poorly typed addresses
- Excessive postage

### *Characteristics of Suspicious Packages and Letters – Cont'd.*

- Title but no name or incorrect title
- Misspelled addressee's name, title, or location
- Misspelled common words
- Addressee unknown or no longer with organization
- Protruding wires or aluminum foil
- Ticking sound
- Unexpected mail from a foreign country

### *If You Receive or Discover a Suspicious Package or Letter*

- Do NOT open the package or letter.
- Do not shake, empty, or otherwise disturb its contents.
- Put the package down and do not handle it further.
- Do not touch or try to clean up the substance.
- Alert others nearby.
- Do not remove ANY items from area.
- Leave the area and gently close the door.

### *After leaving the Area*

- Wash hands well with soap and water.
- Contact your Supervisor, Building Person In Charge, or other appropriate authority.
- Limit movements within the building to prevent spread of substance.

## **Evacuations**

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### *Procedures*

- Each School Principal and appropriate department supervisor will be notified by the Chief Emergency Officer or his/her designee to evacuate the building.
- The School Principal and appropriate department supervisors will make an announcement for all students and staff to evacuate the school building. If the weather is inclement, students may be instructed to retrieve outerwear. Fire Drill Procedures are to be used for evacuation.
- School Principals are to take the file on Student Emergency Numbers, the daily attendance record, and FCC frequency two way communication radios when evacuating, devices to access Schooltool, as well as sign-out forms to be used in the event of an eventual dismissal.
- Teachers and support staff are to escort students to a specific Rally Point, previously assigned by the School Principal in consultation with the District Emergency Management Coordinator. This Rally Point will be at a safe distance from the school building. The Oswego County Sheriff's Department is recommending at least 300 ft.

## *Procedures – Cont'd*

- Teachers are to carry their attendance registers with them, and conduct a specific student attendance check when arriving at the Rally Point. The building designee will be responsible for coordinating the attendance check.
- School Nurses will transport first aid supplies, **AED** and appropriate medications from the building to a temporary location.
- Teachers are to stay with their students at all times, on the bus and at a temporary location.
- Before evacuating the school office, the building secretary will place a message on the school answering machine providing the latest information to parents and other callers.
- The Chief Emergency Officer will provide direction to the school principals on the information to be shared with students, staff, and parents.
- Upon the arrival of school buses, teachers are to accompany students to their assigned buses for the trip to a temporary location or to escort students to their assigned buses to be returned home.
- In the event students are to be returned home, they will be transported in the usual manner.
- Teachers and support staff will be transported from temporary locations back to their personal vehicles once all students are released.

## *Temporary Locations to Assure the Safety of Students & Staff*

- Students and staff will be evacuated to temporary locations to await the search of a school building(s) or notification to parents that students will be returned home.
- The School Business Manager will be responsible for developing a plan for making arrangements for having the above locations accessible and update annually.
- If a parent arrives to pick up a student from the temporary location, proper identification must be shown and the parent must sign out the student with the appropriate person. Standard sign out procedures will be followed.

## *Communication*

- The Chief Emergency Officer will set up a command post at the appropriate location.
- District Office telephones will be rolled over to a prepared message when the District Office is evacuated.
- School Principals will use emergency cell phone numbers (updated annually), to communicate with the Chief Emergency Officer's Command Post.
- Parents will be notified of the evacuation, temporary locations, and/or students being returned home, through various communication tools.
- The Chief Emergency Officer's and appropriate personnel, will be responsible for using various forms of electronic messaging for notification.
- Police and fire agencies will be provided with current school and home telephone numbers for administrators and other staff that may need to be reached.

### *Criteria for Closing Schools & Sending Students Home*

- Does the threat involve multiple schools?
- Is the threat countywide?
- Availability of law enforcement agencies
- The size of the school building: High School, Middle School
- Information from law enforcement agencies

### ***Responses to Acts of Violence: Implied or Direct Threats***

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The Central Square Central School District provides training opportunities through our Conflict Resolution Program as well as program initiatives such as behavior management training in Special Education and other behavior management techniques. In the event of an implied or direct threat, there are staff that are trained in behavior management and there are certified counselors on staff to help. The Building Person In Charge will be informed immediately of the direct or implied threat. The Building Person In Charge will determine the level of threat with the Chief Emergency Officer (if time permits) using the matrix in the District Emergency Management Plan. Once the level is determined, law enforcement will be contacted if necessary. The situation will be monitored and the response adjusted as appropriate, which may include the use of the Emergency Response Team. See the “Threat Assessment and Response Protocol & Guidelines”.

# Threat Assessment and Response Protocol & Guidelines

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Determine Whether Threat is Clearly **Transient** or **Substantive**

## Transient Threat

***Transient Threat meets one or more of the following:***

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- Non-genuine expression
- Non-sustainable intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification
- **WHEN IN DOUBT**, consider threat as substantive and assess further

## ***Respond to Transient Threat***

- ❖ Contact student's parents if necessary
- ❖ Notify intended victim's parents if necessary
- ❖ See that threat is resolved through explanation, apology or making amends
- ❖ Consult with safety and security specialist/SRO if necessary
- ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate
- ❖ Follow discipline procedures as per Policy 3410
- ❖ Develop Behavior Intervention Plan/behavior contract as appropriate
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record, if completed, as appropriate

## Substantive Threat

### ***Substantive Threat meets one or more of the following:***

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- Specific, plausible details such as a specific victim, time, place and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evident of intent to carry out threat (e.g. lists, drawings, written plan)

### ***Factors to consider in which substantive threats are more likely:***

- ✓ Age of student
- ✓ Credibility of account
- ✓ Documented history of aggression

### **Determine if Substantive Threat is Serious or Very Serious**

#### ***Respond to Serious Threat***

##### ***Serious – A threat to assault***

- ❖ Mobilize threat assessment team members as needed
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with Special Patrol Officer (SPO)
- ❖ Refer for conflict resolution or counseling
- ❖ Follow discipline procedures as per Policy 3410
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of student's scholastic record

#### ***Respond to Very Serious Threat***

##### ***Very Serious – A threat to kill, rape, or inflict severe injury or involves the use of weapons.***

- ❖ Mobilize threat assessment team members as needed
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ **Notify the Chief Emergency Officer or designee**
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with Safety Patrol Officer (SPO)/**Police**
- ❖ Refer for conflict resolution or counseling
- ❖ Follow discipline procedures as per Policy 3410
- ❖ **Conduct mental health assessment\***
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of student's scholastic record

## ***Arrangements for Obtaining Emergency Assistance from Local Government***

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- As stated in our District Emergency Management Plan, 911 will be called as appropriate for immediate assistance from fire, EMS or law enforcement. Contact with the Oswego County Emergency Management Office or other appropriate county agencies for additional services will be made by the Chief Emergency Officer or his/her designee.
- Agreements are in place with the Red Cross, local fire stations, and churches for emergency sheltering.
- District resources available in an emergency are listed in the Building Emergency Management Plans.
- Procedures to coordinate the use of district resources and manpower during emergencies are described in the Building Emergency Management Plans.

## ***Protective Action Options***

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Procedures for school cancellation, early dismissal, evacuation, and sheltering are listed in the Building Emergency Management Plans.

## ***Influenza and Pandemic Planning - See “Public Employer Emergency Health Plan”***

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## **Section IV – Recovery**

Once the immediate crisis has been responded to through the Building Emergency Management Plans, a Post-Incident Response Team will be called upon to deal with the aftermath of the incident as needed. The use of the Emergency Response Team and its call to action procedures is stated in the Building Emergency Management Plans. The Post-Incident Response Team will complete an After Action Report and send it to the School Business Manager.

## ***Post Incident Guidelines***

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### ***Post Incident Consideration***

- School Principals will evaluate the need for student and staff counseling and report to the Chief Emergency Officer or the Assistant Superintendent for Instruction & Personnel. Student attendance will be recorded as present for the school day with no penalty, if picked up by parents or returned home.

### ***Debriefing Sessions, Following the Implementation of Procedures***

- Within 48 hours of the implementation of emergency plans, a debriefing session will be conducted at the direction of the Chief Emergency Officer.
- The individuals to be involved in this debriefing session will vary by each situation; may include school principal, representatives of: teaching staff, school nurse, parents, school bus drivers, clerical staff, custodial staff, other appropriate administrators or officials, and students.

- A written report of the debriefing session is to be prepared to include, but not limited to, a list of specific recommendations on how to improve upon procedures. A copy of this report is to be presented to the District Safety Committee and made available to staff, parents and any other interested district resident, upon request.

### *Provision for Routine Review and Revision of the Plan and Procedures*

- This Plan is to be reviewed with appropriate revision, if any, following each debriefing session.
- The Plan is subject to review annually.
- Revisions of this plan will be subject to Board of Education approval.

### *Staff Development, Student Training and Parent Information*

- School Principals will review the School Emergency Response Plan procedures with all staff at least twice per year and after any incident.
- The Director of Facilities, in consultation with the New York State Police, will provide guidelines and training to custodial staff for searching each school.
- The Chief Emergency Officer will provide annual training to the district administrative staff on current procedures and practices in handling emergencies.
- Parent handbooks will include information and procedures to be followed when removing a child from school, including during emergency situations.
- Faculty, staff and student handbooks will include information on responding to emergency procedures.
- Routine evacuation and lockdown drills will be conducted during the school year.

### *Post-Intervention Objectives*

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#### *Student Support*

- Counseling students individually, or in small groups, determined by the needs of the students.
- Providing mental health or suicide assessments when needed.
- Contacting parents when indicated.
- Referring students who need ongoing support to the crisis manager in the school or other designated person.
- Providing outreach to students who are isolated in the hallways or other areas that do not come to a designated counseling area.
- Evaluating students who are referred by concerned staff, administration, family members or peers.

#### *Staff Support*

- Counseling staff individually or in small groups, determined by the needs of the staff.
- Providing a counselor to be present in classrooms when requested by school staff.
- Aiding in the establishment of a support group when asked.



### *Administrative Support*

- Consultation with school administrators and student support team members on issues as variable as general post-intervention procedures as well as issues more specific to the occurring situation, such as memorializing.
- Help formulate the statement read to faculty and students identifying the crisis.
- Other administrative support, as needed or requested.

# Central Square Central School District

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## ***After Action Report***

### ***Emergency Action Plan Evaluation Form***

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Facility: \_\_\_\_\_

#### **Type of Emergency**

Fire/Explosion

Structural/System Failure

Evacuation

Severe Weather/Earthquake

Nuclear Emergency

Public Health/Medical

Spill

Intruder/Hostage/Missing Child

Other \_\_\_\_\_

Duration of  
Emergency: \_\_\_\_\_

List any problems encountered during the  
emergency: \_\_\_\_\_

\_\_\_\_\_

List any recommendations for improvement to the  
Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_