

# **Green Island Union Free School District**

## **District Wide Safety Plan**

**2021-2022**

**Project Save**

**(Safe Schools Against Violence in Education)**

**Commissioner's Regulation 155.17**

**BOE Approval: \_\_\_\_\_**

# Introduction

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters, including a pandemic plan and to facilitate the coordination of state, local and county resources in the event of such incidents or emergencies. The district wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed building-level safety plans required at the school building-level. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its school.

## **District Chief Emergency Officer**

The Green Island School District has identified a specific school personnel **as the district's chief emergency officer (CEO)**. The CEO is responsible for:

- Coordinating communication between staff and law enforcement and first responders
- Ensuring staff understanding of the district level safety plan
- Ensures that building level safety plans are annually updated.

# Section I: General Considerations and Planning Guidelines

## **A. Purpose**

The Green Island School's District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appoints the District Wide School Safety Team and charges it with making recommendations regarding the development, maintenance, and implementation of the district-wide school safety plan. The finalization of the plan ultimately rests with the Superintendent, with adoption by the Board of Education by July 1st of each school year. District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

## **B. Identification of School Teams**

The Green Island School District has created a district-wide school Emergency Response team and building level Emergency Response teams led by the Safe School Coordinators. Both consist of, but are not limited to, representatives of the school board, students, teachers, staff, administrators, parent organizations, school safety personnel, law enforcement and other first responders.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the **School Emergency Response Plan (ERP)** is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

### **C. Coordination of District and Building Emergency Response Plans and Teams**

The district-wide school Emergency Response plan is directly linked to the individual building-level Emergency Response plan. The protocols reflected in the district-wide school Emergency Response plan guide the development and implementation of the building-level Emergency Response plan. In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the Safe School Coordinators and the building's safety team. Upon the activation of this team, the Superintendent, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

### **D. Plan Review and Public Comment**

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was adopted by the school board on July 7, 2015. Full copies of the district-wide school safety plan and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of this adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the District Wide School Safety Team on an annual basis on or before July 1st of each year, and recommendations for updates provided to the Superintendent. Hereinafter, all updates made by the District Wide School Safety Team shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in the Emergency Response building-level plan. A copy of the district-wide Emergency Response plan is available at the The Green Island School District's Office located at 171 Hudson Ave, Green Island, New York and online at the district's website ([www.greenisland.org](http://www.greenisland.org)). While linked to the district wide school Emergency Response plan, building-level Emergency Response plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a. Building-level Emergency Response plan and all updates are given to the New York State Police, Green Island Police Department and Albany County Sheriff's Department within 30 days of adoption.

### **Record of Distribution**

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

#### **Distribution of the ERP shall be recorded in the following table:**

<b>Agency</b>	<b>Date</b>
Green Island Police Department	
Green Island Fire Department	
Green Island Village Office	
Albany County Emergency Management	

#### **Plan Review and Updates**

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by **July 1<sup>st</sup>** as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/Amendment	Name	Date
The revision of the document	The Green Island School District Emergency Response Plan-District Level	5/2/2021
The adoption of the document	The Green Island School District Emergency Response Plan-District Level	

## Section II: General Emergency Response Planning

The district wide school safety plan provides the framework for the building-level Emergency Response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel within the school.

The Safe School Coordinators and the District Wide School Emergency Response team have identified many factors that could cause an emergency in our school and facility within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level safety plans.

### A. Identification of Potential Emergency Situations (on and off school property):

Lists of areas on school property that have the potential to create an emergency situation have been identified. This list and floor/site plans have been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency, such as natural gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential building-level Emergency Response plan and are updated on an annual basis.

The Safe School Coordinators and the District Wide School Emergency Response Team in conjunction with the New York State Police, Albany County Sheriff's Department, Green Island Police Department, local fire departments and town officials have identified potential emergency situations off of school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as airports, bridges, dams, major intersections, primary routes of hazardous cartage and SARA Title III locations of hazardous materials. The detailed list is included in the confidential building-level safety plans and is updated on an annual basis.

## B. Multi-Hazard Response Guidelines

**1. Actions** - Included in the building-level safety plan are actions for handling multi-hazard emergencies that are in compliance with the **Incident Command System (ICS)**. These guidelines include but not limited to:

- Initial actions
- Command post location (primary and secondary)
- Before, during and after school evacuation including evacuation routes and relocations sites (internal and external)
- Shelter in place
- Hold in Place
- Lockdown/lockout
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends

**2. Emergencies-** These include, but are not limited to the following Multi-hazard Response Guidelines:

Air Pollution, Epidemic, Mass Casualty, Anthrax/Biological Explosion, Medical Emergency, Aviation Crash, Fire Alarm Activation, Natural Gas Leak, Bldg. Structural Failure, Flood, Radiological, Bomb Threat, HAZMAT on & off-site, School Bus Accident, Civil Disturbance, Heating System Failure, Severe Weather Emergency, Crimes Against People, Hostage Situation, Threats of Violence, Earthquake, Intruder Situation, Toxic Exposure, Elec. System Failure, Loss of Building, Water Emergency, and Energy Supply Loss.

**3. Resources-** The district has identified various resources that may be available for use during an emergency, including:

- The identification of personnel via Safe School Coordinators and the school building Emergency Response team
- Use of **Incident Command System (ICS)**
- A list of volunteer faculty/staff trained in first aid, CPR and AED use
- Building floor plans/maps with shut-offs and potential hazards noted
- American Red Cross sheltering agreements
- Designated shelter sites with backup shelter sites. The district has agreements with any shelters that are used within the community. The specific, detailed information is included in the confidential building-level Emergency Response plan.

**4. Incident Command System (ICS)-** The district has identified school personnel authorized to make decisions during an emergency.

- Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined.
- ICS and the Safe School Coordinators will identify the staff members and their backups assigned to provide assistance during emergencies.
- The school building has a Safe School Coordinators and a safety team that works under the Incident Command System.
- The team is documented in detail. This document is given only to the building-level safety team, district administration, the New York State Police, Green Island Police department and the Albany County Sheriff's Department.
  - The safety team details are located in the confidential building-level safety plan.
  - Each safety team has been given an overview of the ICS and ICS training and specific ICS roles and responsibilities.

## **Initial Response**

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

## **School Incident Command System**

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS). Safe School Coordinators and staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

**Policies and Procedures for Training** - The district has developed policies and procedures for National Incident Management System (NIMS) Compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based upon the Multi-Hazard Response Guides.

- Procedures have been established to provide this training on an annual basis to include but not limited to:
  - Early dismissal/go home drill, fire drills, lockdown drills and table top exercises.
    - The district will conduct drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
    - The district administrators and building-level teams will participate in tabletop exercises with local responders.
  - The school will use various faculty/staff surveys and forms, in order to obtain feedback on the drill practiced.
  - School administrators and Safe School Coordinators will then address any concerns or questions noted and share them either in written form or in faculty/staff meetings.
  - District administrators, Safe School Coordinators, and principal will meet to discuss any reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists the principal, administrator, and Safe School Coordinators in responding to future training, actual emergency responses and implied threat,

## Section III: Responding to Threats and Acts of Violence

**A. Policies and Procedures**- School will activate Safe School Coordinators and the building-level Emergency Response team and will refer to their building-level Emergency Response plan and the Multi-Hazard Response Guide. The multi-hazard response guides are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the confidential building-level safety plan:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- Informing the building principal of implied or direct threats.
- School Social Worker and/or School Nurse would be immediately notified to do a risk assessment.
- Determine the level of threat with principal and Superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

**NOTE: The Green Island School District's Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.**

**B. Response Protocols** - These are identified in the district-wide school Emergency Response plan, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping including:

- Identification of decision-makers.
- Notification of administrators/agencies- All district administrators, principals, their secretaries, Safe School Coordinators and the building custodians have a confidential emergency reference card. This card specifically outlines which agency and which administrator(s) need to be contacted under which emergency circumstances. This document is updated on an annual basis and designed to be kept near the phones at work and at home if needed during "off" hours.
- Plans to safeguard students and staff.
- System for student release (reunification)
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

**C. Communications Protocols** - The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In Green Island School District, the following communication methods will be taken:

- For small-scale incidents, schools may activate their Safe School Coordinators, the Building Emergency Response Team, and the Crisis Intervention Team and will refer to their crisis intervention plan. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the district website, School News Notifier (SNN) System. Meetings may be scheduled in a timely manner for further discussion if necessary.
- For any major incident, the building-level Emergency Response team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and the SNN system to relay pertinent school related information (i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

## **Types of Communications**

### **Communication between School and Emergency Responders**

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform [and/or other means] described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

### **External Communications**

School officials must communicate with the school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

## **Communication with Parents**

### **Before an incident occurs, the school will:**

- Inform parents on how to access alerts and incident information.
- Inform parents that the school has developed an ERP, its purpose and its objectives. Detailed response tactics should not be shared if they will impede the safe response to an incident.
- Information will be included on the school district's website, a letter sent home to all parents/guardians and through a presentation delivered at a PTO meeting.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

### **In the event of an incident, the school will:**

- Disseminate information (via text messages, e-mail, radio announcements, and SNN) 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 schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

## **Communication with the Media**

In the event of an incident, the **School Incident Commander** or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the **Public Information Officer (PIO)** and/or participate in a joint information effort to:

Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.

- Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
- **Low Impact events** can be handled at the School District Central Office or similar type facility as the number of media outlets and duration of media coverage can be expected to be low.
- **High Impact events** can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations
- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

## **Section IV: Communication with Other Agencies**

The district-wide school Emergency Responseplan provides the framework for the building-level safety plan with regard to communication with other agencies.

**A.** The Green Island School District is fortunate to have substantial ties to the Village of Green Island. In case of an emergency within our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the Superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building-level safety plans and the Capital Region BOCES Emergency Communications Network Flowchart. The following examples are the types of arrangement

- Principal (building-level IC or backup IC) or Superintendent (district wide IC or backup IC) in an emergency would contact the town dispatch center for fire, EMS, or police by calling 911. Principal (building-level IC or backup IC) or Superintendent (district wide IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

**B.** Arrangements for obtaining advice and assistance from local government officials including town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the Capital Region BOCES Communication Flowchart. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:

- Superintendent (district wide IC or backup IC) in an emergency will contact the Albany County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

- The District has identified resources for an emergency from the following agencies: Green Island Police Department, Albany County Department of Health, American Red Cross, New York State Police, Albany County Sheriff's Office, Albany County Department of Mental Health and Capital Region BOCES Health/Safety/Risk Management Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials (ex: highway dept., town supervisor, and/or public safety).

The details are considered confidential, due to the school specific information and administrator home phone numbers, and are located in the confidential building-level safety plan.

## **Section V: Prevention and Intervention Strategies**

- **Security Measures and Procedures** - The district procedures require the following: visitor sign-in and visitor badges (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee badges. The district also employs a Student Safety Monitor that is routinely present on campus. Video surveillance and security intrusion systems are also used to improve security.

**Security Policies** - To further enhance school security and student, faculty and staff safety, the district has the following policies in place:

- Suspected Child Abuse in a Domestic Setting, annual training of all staff
- Code of Conduct
  - Covers Anti-Harassment in the School District, Dignity for All Students, Unlawful Possession of a Weapon on School Grounds, Weapons in School and the Gun-Free Schools Act
- School District Officer & Employee Code of Ethics
- Drug-Free Workplace
- Drug-Free Workplace Act
- Emergency Closings
- Recruiting and Hiring (covers fingerprinting of prospective school employees )
- School Building Safety
- School Safety Plans and Teams
- Child Abuse in an Educational Setting
- Violent or Disruptive Incident reporting
- Anti-Harassment in the School District
- Homeless Coordinator
- DASA, annual training of all staff

**Identification of Warning Signs-** The Green Island District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The district employs school social workers, counselors and psychologists/behavioral specialists who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

### **Appropriate Prevention and Intervention Strategies**

- Collaborative efforts with state and local law enforcement officials.
- Training of hall monitors and other security personnel.
- Compliance with DASA regulations.
- Non-violent conflict resolution training/professional development
- Referral to community programs

**Prevention and Intervention Programs** - Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all inclusive):

### **High School (Grades 9-12):**

- High School Expectations
- Assemblies
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional. Counselors may discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- **School Based Support Team (SBST)** – Possible Members (Social Worker, School Counselor, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Literacy Specialist, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Discipline Process– Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Assistant Principal or Principal to discuss the behavior and its consequences.
- Sports/Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Mentoring Program – To improve school performance and/or social interactions.
- Student Council– Organized to promote pride and service to school and community.

### **Middle School (Grades 7-8):**

- Middle School Expectations
- Assemblies
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional. Counselors may discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- **School Based Support Team (SBST)** – Possible Members (Social Worker, School Counselor, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Literacy Specialist, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress..
- Sports/Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Council– Organized to promote pride and service to school and community.
- Mentoring Program – To improve school performance and/or social interactions.
- Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the assistant principal or principal to discuss the behavior and its consequences.

## **Elementary Schools (K-6):**

- Elementary Expectations
- Second Step
- Farewell Friday Character/Bullying Assemblies.
- Apple-a-Day Education Program
- Problem Solving Strategies.
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Three goals will be addressed: academic, career, and social and emotional. Counselors may discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- **School Based Support Team (SBST)** – Possible Members (Social Worker, School Counselor, Speech and Language Therapist, Occupational Therapist, Physical Therapist, Special Education, Literacy Specialist, Academic Interventionists, and Classroom Teacher/Teaching Assistant) meet to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.

**Prevention and Intervention Training**– The district has developed descriptions of job duties, the hiring process and the screening process. As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department.

## **Section VI: Recovery**

### **A. District Support for Buildings**

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a building-level safety team or crisis team is faced with threats of violence or actual violent incidents, the district-wide safety team will assist as follows:

- Acting as a sounding board for the principal of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Activating the district-wide team member to support the building-level safety team.
- Monitoring the situation and adjusting the District's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- Assisting with offering a "backup" crisis team (another school team and/or an outside group) if the affected team needs assistance.

## **B. Disaster Mental Health Services**

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when the building-level safety team is faced with threats of violence or actual violent incidents, the **district-wide safety team** will assist as follows:

- The team may involve the school counselor, school social worker, school nurse, school psychologist or District office administrative staff as needed.
- If necessary, additional Albany County or Town resources can be called upon.
- Continued feedback from those directly impacted is sought.
- Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention.
- If needed, assisting in contacting additional outside mental health resources. Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office.