



**COMMUNITY CHANGE, INC.**

*Making Our Community  
a Better Place to Live!*

COMMUNITY  
CHANGE,  
INC.'s

STUDENT  
AND FAMILY  
MANUAL

21<sup>ST</sup>  
CENTURY  
COMMUNITY  
LEARNING  
CENTERS



New York  
**21st Century Community Learning Centers**  
SOARING BEYOND EXPECTATIONS

**COMMUNITY  
CHANGE,  
INC.'S**

**21<sup>ST</sup>**

**CENTURY  
COMMUNITY  
LEARNING  
CENTERS**

**STUDENT  
AND FAMILY  
MANUAL**

# CONTENTS

## STUDENT MANUAL

Career Visions .....	1
Student Citizenship .....	1
Parents' Rights of Access to Student Records .....	1
General Information .....	1
Students Assistance .....	2
Student Behavior Expectations .....	2
Harassment .....	2
Behavior / Expressions .....	3
Reporting .....	3
Assaults and Fighting .....	3
Food and Drink .....	3
Freedom of Expression .....	3
Insubordination .....	4
Insults or Abuse .....	4
Internet, Acceptable Use Policy .....	4
Loitering .....	4
Cell Phones and Electronics .....	4
Table: Level 1 .....	5
Table: Level 2 .....	6

## CODE OF ETHICS

Rights, Responsibilities and Disciplinary Guidelines .....	7
Disciplinary Code .....	8
Program Policies & Procedures .....	8

## FAMILY GUIDE

Community Change, Inc. ....	9
CVI'S Vision – What We Will Create .....	9
CVI'S Mission Statement – Our Purpose .....	9
CVI'S Goals .....	10
CVI'S Philosophy – What We Believe .....	10
Vision Ingredients .....	10
Sample CVI Schedule .....	11
Special Events .....	12
Student Absences/Latenesses .....	12
Suspensions From Day-School .....	12
Volunteering .....	13
Communications Between You & CVI .....	13
CVI Code Of Behavior And Discipline .....	13

## AFTER-SCHOOL SAFETY PLAN

GRP Summary Sheets for Teachers and Students .....	14
Lockdown (Soft/Hard) .....	14
Evacuate .....	15
Shelter-In .....	15

# STUDENT MANUAL

**CareerVisions**, is a boutique consulting firm specializing in career- and community-focused programming. We provide a range of capacity building services to community-based organizations, local educational agencies, and institutions of higher learning. CareerVisions offers workshops for students and teachers on a range of academic and youth development topics, as well as workshops for families on a wide array of parenting, educational, societal, economic development, and health issues.

## **Student Citizenship**

It is each student's responsibility to display qualities of good citizenship. Your best conduct is expected in the halls, in the classrooms, in the commons, at CareerVisions and school-sponsored events, and in your interactions with members of the community. Treating your peers and the staff with the same respect you expect from others is just one step towards good citizenship.

## **Annual Notification Regarding Parents' Rights of Access to Student Records**

Parents of students or adult students who wish to review any or all of the school records pertaining to the student should contact the main office staff for an appointment with an administrator. The records will be reviewed with school personnel, and parents may have copies of the records.

If parents or adult students believe something in the record is inaccurate or misleading, they may request that it be corrected or they may have comments added to the record. If the administrator and the parent or adult student cannot agree, the latter may contact the school district superintendent for a hearing. Record information will not be released to most persons or agencies without the written consent of parents.

## **GENERAL INFORMATION**

### **Student Identification**

All Students are expected to carry some form of identification. The ID could be a school ID, driver's license or another form of identification.

### **Visitors**

Visitors, who are not registered program participants, are not permitted during program hours.

### **Academics – Grading & Progress Reports**

CareerVisions feels it is important to keep open lines of communication with parents regarding student grades and progress reports. In addition to the regular semester Progress Reports are issued at six-week intervals (the first progress reports will be available at parent conferences).

## **STUDENT ASSISTANCE**

### **Alcohol and Drug Concerns**

The certified drug/alcohol referrals are available to parents and students. Please contact the Site Coordinator for assistance.

### **Counseling and Mental Health Services**

NYC311

## **STUDENT BEHAVIOR EXPECTATIONS**

It is impossible for programming to take place unless order is maintained. Students must adhere to a code of good behavior, not only for their own benefit, but for the benefit of others as well. Students are responsible for their own actions and are held accountable for all rules and responsibilities as set forth by the \_policies concerning student conduct. In addition, the CareerVisions Staff has created other rules specific to student behavior. Students not adhering to program's policies or school rules will be subject to disciplinary action by any employee of CareerVisions.

Consequences for inappropriate student behavior are left to the discretion of the Program's Director and Agency administration. The consequences for inappropriate behavior include but are not limited to short-term suspension or release from the program.

A progressive discipline approach is followed at Career/visions. Continual violations result in more severe consequences and do not cancel penalties already accrued. The length of the suspension can vary from a period of 1-5 days, 5-10 days, or a longer period of time depending on the severity of the student's disruptions to the educational process or threat to the safety of students and staff.

### **Harassment, Sexual Harassment, Hazing and Bullying. (Includes Cyber Harassment and Bullying)**

CareerVisions is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

**Behaviors/Expressions**

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

**Reporting**

Any student who believes that he/she has been subjected to intimidation, bullying, or harassment, either as a victim of or as a witness to, is strongly encouraged to bring this to the immediate attention of a school district employee. CareerVisions staff is required to promptly report incidents to the Site Coordinator or School's Administrator. All such complaints will be investigated promptly and fairly and, where appropriate, immediate corrective action will be taken.

**Assaults and Fighting**

An assault is considered fighting which is severe, requires medical assistance, or a verbal and/or physical threat or actual completion of violence including fighting. Aggressive or disruptive behavior, including horseplay that has the potential to pose a risk of serious harm or injury will not be tolerated. Fighting will be defined as an altercation causing a disruption of the educational process. A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way, as could reasonably cause physical injury to any person. Any student involved in fighting or promoting fighting shall be subject to disciplinary action.

**Food and Drink**

Food is to be consumed in the commons area only. Classroom teachers determine rules regarding beverages other than water in the classroom. Food and drink are **NOT** allowed in computer labs or Library. Students are responsible for cleaning up after themselves.

**Freedom of Expression**

The free expression of student opinions is an important part of education in a democratic society. Students' verbal and written expression of their own private opinion on school premises is encouraged so long as it does not substantially disrupt the educational environment. Such speech activity by students is solely their own expression of views and the District does not intend to promote, endorse, or sponsor any expressive activity that may occur.

However, distribution of written material, oral expression, or any other expressive activity (including the wearing of symbols, clothing, hairstyle, or other personal effects) may be restricted where a substantial disruption of the educational process is likely to result, or does result from such activity.

**Insubordination**

Students are required to obey the reasonable requests of all staff members. Willful disobedience will result in discipline that may include suspension or expulsion. Students are required to identify themselves to all members of the school and CareerVisions Staff. Failure to do so shall be construed as insubordination and a threat to school security.

**Insults or Abuse**

Students are required to show respect for school employees and other students at all times. Any verbal abuse of staff or students will result in immediate discipline, including but not limited to suspension and expulsion for repeated behavior.

**Internet, Acceptable Use Policy**

All students are opted-in to the District's Acceptable Use Policy of electronic resources (Board Policy P4780). Students or parents not wanting to have access to the internet at school must opt-out which can be done through the counseling office. The use of District Computers is for educational purposes only. Students are not permitted to use District Computers for any personal or inappropriate use. Consequences for violating the Acceptable Use Policy include, but are not limited to, temporary or permanent loss of computer privileges, detention, suspension, or referral to law enforcement for investigation.

**Loitering**

Loitering is not allowed in any hallway or on campus during the day or before or after school hours. After school, a student is expected to go promptly home after their last class, unless attending a school activity. Violation of this policy will be subject to disciplinary action or suspension. If a student does not have a 1st period class, they are expected to arrive in time for 2nd period. If a student has an early release, they are expected to leave campus immediately after their last class. If the student with early release has a school activity, they may return to campus when school is dismissed. Students not following this policy will be subject to disciplinary action.

**Cell Phones and Electronics.**

Cell phones and personal electronics are an important part of the 21st century. It is important that every student understands the acceptable use of these electronic devices at their school, during school academic time and during school-sponsored events. Students who demonstrate inappropriate uses of electronic devices are subject to disciplinary action, as well as confiscation of any device that is deemed disruptive to the learning environment. Furthermore, students may not employ the photographic, video, or audio recording or reproduction capacity of any electronic device for the purpose of photographing, video capture, recording or reproduction of any student or staff person without the prior consent of the student or staff person, or under the supervision of a teacher or administrator. This applies at all times while on school property or at school sponsored events.

LEVEL 1	
<p><b>Level I disciplinary infractions are those infractions that are to be addressed by the teacher or staff member responsible for supervision of the student(s) when the infraction(s) occur. Disciplinary action, intervention, or prevention shall be optional.</b></p>	
Abusive/Intimidating Language/Gestures	The use of intimidating language, foul language, or gestures that are meant to threaten, harass, harm, embarrass or bully another student
Campus Misconduct	Inappropriate conduct on school property or at a school event, that includes but is not limited to: hallway misconduct, cafeteria misconduct, inappropriate public displays of affection or inappropriate use of personal electronic devices
Classroom Misconduct	Inappropriate conduct during an academic class that includes, but is not limited to: off task behavior, behavior that disrupts the learning environment, general horseplay
Dishonesty	Giving false information to a staff member or teacher; includes academic dishonesty or scholastic dishonesty which includes but is not limited to submitting another's work as one's own, using crib notes on a test, making a false allegation regarding the conduct of another student or committing plagiarism, regardless of means
Inappropriate Use of a Personal Electronic Device	Inappropriate use of a personal electronic device, to include but not limited to: cell phones, MP3 players or video games, that, regardless of means, is disruptive to the classroom or learning environment
Insubordination – Level I	Refusing a reasonable request from a staff member



<b>LEVEL 2</b>	
<b>Level II disciplinary infractions are those infractions that are to be addressed by the Principal (or his/her designee). School Based alternatives, suspension by the Principal (or his/her designee), intervention or prevention shall be required. Further disciplinary action shall be optional</b>	
Abusive Language with Staff	The use of foul language toward a staff member
Altering School Records	Altering official school records, to include but not limited to: attendance, academic work, academic grades, attendance phone calls
Bullying	Threatening or intimidating behavior, regardless of delivery, aimed at another student or group of students intended to hurt or damage another student or group of students.
Dishonesty	Giving false information to a staff member or teacher; includes academic dishonesty or scholastic dishonesty which includes but is not limited to submitting another's work as one's own, using crib notes on a test, making a false allegation regarding the conduct of another student or committing plagiarism, regardless of means
Defacing School Property	Damage to school property; damage to the appearance of something, especially intentionally
Fighting	Physical contact between two or more students that does not result in serious injury or hospitalization
Inadvertent Possession of a Standard Weapon	The inadvertent carrying or possessing of a standard weapon on school grounds, school district property, or at school events
Inappropriate Use of Personal Electronic Device	Inappropriate use of a personal electronic device, to include but not limited to: cell phones, MP3 players, or video games, that, regardless of means, is harmful to other students, staff and/or is detrimental or disruptive to the learning environment

# CODE OF ETHICS

## **PARTICIPANT RIGHTS, RESPONSIBILITIES, AND DISCIPLINARY CODE & PARTICIPATION GUIDELINES**

### **PARTICIPATION**

- All participants must report to the program at the start of each scheduled day.
- Students must report straight to the program immediately after the regular school day ends. Students who leave the school at the end of the school day will not be allowed back in the building. Late arrivals will be welcomed into the program only with advance notice and permission.
- For high school students participating in classes that are eligible for credit, please check with your program teacher to confirm requirements beyond the 54 hour per semester seat time expectation.

### **PARTICIPANT RIGHTS:**

- All participants have the right to a clean, safe, and secured environment free from fear, discrimination, and harassment
- All participants will be under the supervision of a trained and qualified youth development worker
- All participants have the right to a comprehensive youth development program
- All participants are entitled to a snack on each program day
- All participants have a right to heard and have any voice concerns be taken into consideration

### **PARTICIPANTS RESPONSIBILITIES:**

- All participants are expected to maintain regular and consistent attendance
- All participants are expected to attend program ready to actively participate
- All participants are expected to treat each other and all staff with respect
- All participants are expected to protect and show respect for public property, and program equipment and resources
- All participants are expected to obey all the rules and policies of the program
- All participants are expected to take advantage of the opportunities offered by the program
- All participants are expected to refrain from libel, slanderous remarks and obscenity in written and verbal communication
- All participants are expected to dress in a manner that meets fair standard of dignity, safety, health, and good taste
- All participants are expected to be aware of the program rules and policies, adhere to them at all times, and assume that the rules are always in effect until otherwise waived, altered, or repealed

**DISCIPLINARY CODE:**

The CareerVisions Institute believes that in order for our program to be effective and successful in achieving its goal that all participants must be aware of and comply with the Participant Rights and Responsibilities. As we must maintain the integrity of our program, all policies and procedures will be applied in a fair and consistent manner. Failure to abide by this may result in documented actions that may include program expulsion.

**PROGRAM POLICIES AND PROCEDURES:**

- No fighting, cursing, teasing, or bullying is allowed
- No one is permitted to have weapons, alcohol, or illegal substances on program premises, and wear or advertise the promotion or use of any such items
- No gang related signs or paraphernalia is allowed on program premises
- No one is allowed to use cell phones during program activities without the expressed consent of a staff member
- No one is allowed to abuse or misuse public property, program equipment and resources
- No one is allowed to engage in, display, wear, or advertise behavior of an illicit or sexual nature
- All students must maintain consistent and regular attendance, and actively participate in program activities
- All students must sign in and out daily on the required attendance sheets.

# FAMILY GUIDE

## **Community Change, Inc.**

If something isn't done about the lack of leadership and ambition among young people, they will be ill-equipped for survival in their community, and unprepared to successfully compete professionally as adults. The CareerVisions Institute is the afterschool program model of Community Change, Inc. to provide 9th-12th grade students with activities that center on career explorations and community engagement.

The CareerVisions Institute uses a variety of clubs (such as dance, performing arts, photography and martial arts) to springboard students' participation in career explorations and community organizing. This gets students involved in activities they enjoy, while getting them to define and pursue their career ambitions and to also get them involved in making their community a better place to live. Group projects, team games, field trips, conflict management, public performances and presentations are among the many activities students will enjoy by being a part of the CareerVisions Institute.

By integrating career explorations and community engagement into all CareerVisions Institute activities, students pursue their ambitions while asserting their leadership and gaining exposure to professional opportunities in their field of interest. Through the combination of its career- and community-focused activities, CareerVisions Institute students will:

- Explore, define and pursue their career interests
- Analyze and address social issues that are related to their career interests
- Apply their career interests to addressing their community concerns.

The CareerVisions Institute is designed to use students' personal strengths and interests as the platform from which to engage them in career explorations and community change. Altogether, the CareerVisions Institute prepares students to survive and succeed in a highly-competitive global economy. Ultimately, the CareerVisions Institute seeks to develop youth into career-minded, community leaders.

## **CVI'S VISION - WHAT WE WILL CREATE**

CVI's vision is to create a community of youth and adults who share a full-sense of collective responsibility and possess the commitment and capacity necessary to help their neighborhoods overcome the many challenges that they have historically faced.

## **CVI'S MISSION STATEMENT - OUR PURPOSE**

CVI seeks to advance the intellectual, creative, social, and physical growth and development of program participants by engaging them in relevant and empowering experiences and activities.

## CVI'S GOALS

- To support program participants in the achievement of academic excellence.
- To develop program participants into effective leaders of their communities.
- To cultivate program participants artistically.
- To prepare program participants for the successful pursuit of their career ambitions.

## CVI'S PHILOSOPHY – WHAT WE BELIEVE

CVI recognizes that students, parents, staff, teachers and community members are all partners who have important roles in achieving our vision. We believe that education is a most valuable tool for gaining the power necessary to create our desired futures. We believe that education must prepare people to control and overcome the challenges of their environment. CVI believes that observation and application are essential elements of a good education. Through creative repetition, our efforts focus on developing students' knowledge, skills, values, and experiences in the areas of academics, arts, community, and careers.

We believe that people learn best when topics are presented to them in an appropriate and relevant manner. We also believe that teaching is most effective when an approach seeking to achieve students' mastery over the content is used. CVI emphasizes an environment of appreciation for responsibility, excellence, achievement, and leadership that is upheld by its students, parents, staff, teachers and community members. We believe that a foundation of love and a dedication to learning are necessary in order to achieve our vision.

## VISION INGREDIENTS

CVI believes that there are many things that are necessary to make our vision a reality. The following values determine how we approach everything that we do in order to make our community a better place to live:

1. **Responsibility:** things to be done that are in need of reliability/ accountability.
2. **Excellence:** superiority; the state of being of the highest quality.
3. **Achievement:** something accomplished successfully.
4. **Leadership:** the ability to provide guidance and direction towards reaching certain goals.
5. **Love:** possessing deep devotion and care for another.
6. **Power:** the capacity to create a desired outcome; strength.
7. **Integrity:** the state of being real, sincere, and true.
8. **Learning:** acquired knowledge, skills, values, and experience.
9. **Dignity:** pride, respect, confidence or admiration for one's self.
10. **Discipline:** consistency/continuity, order, control.
11. **Dedication:** commitment, loyalty, or devotion to an act, idea, person, or group.
12. **Determination:** will-power; perseverance; desire.
13. **Ambition:** planning. Wanting to achieve.

14. **Focus:** concentration; the centering of one's attention.
15. **Enthusiasm:** great excitement for or interest in a subject or cause.
16. **Respect:** consideration/cooperation, valuing.
17. **Appreciation/Recognition:** expression of gratitude.
18. **Independence:** self-reliant; free from the control or influence of others.
19. **Community:** a group of people having common interests; togetherness; unity.
20. **Confidence:** trust or faith in a person or thing.
21. **Support:** to help or reinforce the cause or interest of.
22. **Bravery:** having courage to face challenges.
23. **Critical thinking:** the process of questioning common assumptions, beliefs, standards, or ideas.
24. **Motivation/Inspiration:** encouragement; providing positive energy towards achieving goals.
25. **Creativity:** possessing resourcefulness, inventiveness, or imagination.
26. **Peace:** the state of goodwill, friendship, and good relations.

**YOUR ENROLLMENT OF YOUR CHILD(REN) INTO CVI CONSTITUTES YOUR ACCEPTANCE OF ALL OF THE CVI POLICIES THAT FOLLOW**

### **SAMPLE CAREERVISIONS INSTITUTE SCHEDULE**

<b>TIME</b>	<b>TUESDAYS</b>	<b>WEDNESDAY S</b>	<b>THURSDAYS</b>	<b>FRIDAYS</b>
<b>3:00 – 3:15</b>	<b>SNACK</b>	<b>SNACK</b>	<b>SNACK</b>	<b>SNACK</b>
<b>3:15 – 4:00</b>	<b>Club Activity</b>	<b>Club Activity</b>	<b>Club Activity</b>	<b>Club Activity</b>
<b>4:00 – 5:45</b>	<b>CareerVisions</b>	<b>Community Change</b>	<b>Legacy</b>	<b>Peace</b>

## **SPECIAL EVENTS**

Parents, guardians, and friends are encouraged to attend CVI special events. These events showcase what the students have been doing in CVI. The students feel supported and proud knowing that their parents, family members, and friends are there to see them. You may bring cameras to keep the memory of your child(ren)'s performances. Please remember that your supportive and respectful behavior reinforces the students' social and emotional development.

**The Legacy Expo (February):** Students creatively express their life goals and the impact they want to leave upon the world. Through dance, drama, poetry, and speech, CVI students put on thought-provoking, fun-filled performances.

**CareerVisions Bazaar (March):** People from a variety of professions come to talk to CVI students to help them prepare for what they want to be when they grow up...**starting now!**

**The Community Change Convention (May):** Each group of students present and reflect on the findings of their Community Change experience to conclude the project.

## **STUDENT ABSENCES/LATENESSES**

- If your child is present in school, they must report to CVI
- Please notify our office if your child will be absent from school, or, if child will be present in school, but will not attend CVI You may do so either with a note or by calling the school.
- If your child is absent five consecutive days without notification of CVI's offices, he or she may be removed from the program.
- If your child(ren) is repeatedly absent from CVI, your child(ren) will lose their place in the program.
- You do not need to bring a doctor's note when your child(ren) is/are absent from CVI However, you must notify our office when your child(ren) will be absent and when they will return.
- Students must report to their designated CVI area (either the gym, auditorium, or, the cafeteria) immediately upon being dismissed from day school. Students who do not do so will be marked absent.

## **SUSPENSIONS FROM DAY-SCHOOL**

- Students who are suspended from day school cannot participate in CVI until their suspension period is over. Students enrolled in CVI are strongly urged to obey day-school rules and regulations. If your child is suspended from day school, you must notify CVI's offices that they will be absent from the program and of the date they are expected to return to schools.



## **VOLUNTEERING**

- There are numerous activities that you may help with as a volunteer in CVI Your valuable time will be a treasured contribution to the creative, intellectual, social, and physical development of the students in the program. Volunteer activities include our advisory council, which meets every two months, helping children out with homework, spending time with the students during mealtime, or going on a field trip with a group. There are also a number of things that you may do if you are unable to give time at the school. For instance, you can help make phone calls, type a document, or help plan a CVI project...without coming to the school! If you are interested in volunteering with CVI, please leave your name, telephone number, and the time you can be reached with a member of our staff.

## **COMMUNICATIONS BETWEEN YOU AND CVI**

- Communication between you and CVI is very important for ensuring that we are on the same page with each other regarding your child(ren). We frequently send letters and other notices to you by placing them in your child(ren)'s bags. Please remember to check your child(ren)'s bag daily for messages from CVI
- It is important for you to make sure that we have your up-to-date address and telephone numbers. This also holds true for your emergency contacts. This is important to ensure that we can reach you in the event of an emergency involving your child(ren). The following is the contact information for CVI:

## **CVI CODE OF BEHAVIOR AND DISCIPLINE**

The success of CVI is dependent upon the parent, family, and child's commitment to contributing to our respectful, disciplined, and safe environment. Such an environment is necessary to help develop the kind of people we want our children to become (see the CVI Principles), as well as the kind of community we are trying to create (see the CVI Vision Statement).

Four things may lead to a child's suspension or becoming ineligible to participate in CVI:

1. **Fighting:** The safety of everybody is of prime importance in CVI Fighting can lead to one or more persons being harmed and is therefore not acceptable in CVI
2. **Excessive lateness and/or absenteeism**
3. **Disrespecting CVI Staff:** Having a high morale amongst staff is the best way of guaranteeing a high-quality program that produces children who are caring and confident. There is no place in the CVI program for parents or children who threaten, are disrespectful, or otherwise abuse its staff. Such acts are grounds for the removal of the child(ren) from the program.



# AFTER-SCHOOL SAFETY PLAN

All after-school clubs are mandated to adhere to emergency protocols provisioned by the Department of Education NYC. All Fire Drills, Soft/Hard Lockdowns, Shelter Ins, Rapid Dismissals, Early Dismissals and School Closings/evacuations follow the routines, procedures and protocols provided to every DOE certified faculty member and pedagogue.

During the after-school hours, staff will egress through exits in case of a fire drill and evacuation. All lock downs will adhere to General Response Team Protocols (attached/below). During a fire drill, all faculty will stay with students until the building deemed clear for reentry by the FDNY.

The administrator in charge of safety and security supervision will be each school's assistant principal or the 21<sup>st</sup> CCLC's site coordinator. All team members involved in any after-school activity are fully licensed and fingerprinted DOE employees with appropriate and mandated training in emergency protocols.

## **GRP Summary Sheets for Teachers and Students.**

The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of *common language* to identify the initial measures all school communities will take *until first responders arrive*. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.

## **Lockdown (Soft/Hard)**

*Soft lockdown* implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. *Hard lockdown* implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders

**“Attention: We are now in soft/hard lockdown. Take proper action”  
(Repeated twice over the PA system)**

**Students** are trained to:

1. Move out of sight and maintain silence

**Teachers** are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors,

- and turn the lights off
- 2. Move away from sight and maintain silence
- 3. Wait for First Responders to open door or the “All Clear” message  
“**The Lockdown has been lifted**” followed by specific directions.
- 4. Take attendance and account for missing students by contacting main office

### Evacuate

The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” and be followed with specific directions. (Repeated twice over the PA system).

**Students** are trained to:

- 1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. *Students in physical education attire WILL NOT return to the locker room.* Students without proper outdoor attire will be secured in a warm location as immediately as possible.

**Teachers** are trained to:

- 1. Grab evacuation folder (with attendance sheet and Assembly cards).
- 2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
- 3. Take attendance and account for students.
- 4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

### Shelter-In

“Attention. This is a shelter-in. Secure the exit doors.” (Repeated twice over the PA system).

**Students** are trained to:

- 1. Remain inside of the building
- 2. Conduct business as usual
- 3. Respond to specific staff directions

**Teachers** are trained to:

- 1. Increase situational awareness
- 2. Conduct business as usual
- 3. The Shelter- In directive will remain in effect until hearing the “All Clear” message “**The Shelter- In has been lifted**” followed by specific directions.

**BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments**