Instructional Support Services

Supporting the Whole Child!

August 2017

Presented by:
Dr. Cindy Corcoran, Stephanie Lowe Ellis, Deirdre Moyer,
Pam Watkins and Holly Williamson

An Integrated & Comprehensive System of Support for our Students!

ISS: Nuts & Bolts

Discipline Regulation Reference Guide

Revisions

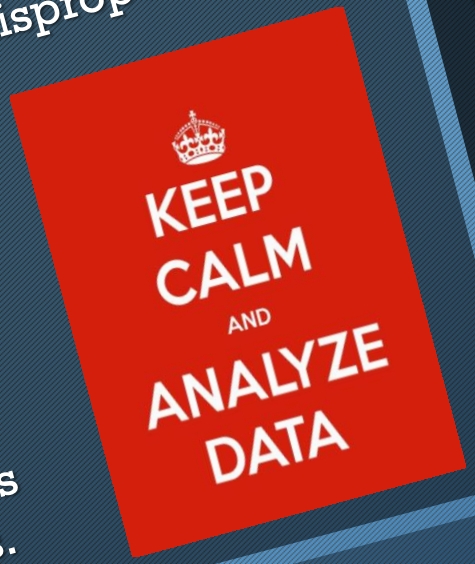
- Revisions were made based on the survey that administrators responded to in the spring. The DTF worked to incorporate those suggestions into the new document.

Reminders

- Inside of the Discipline Regulation Reference Guide is a small insert that is not necessarily included in the document but are incorporated to assist administrators as reminders.

OCR Compliance

- The Office Of Civil Rights and the NCDPI report discipline data that reflects disproportionality.



Discipline Regulation Reference Guide

- Distributed to all administrators, SRO's, and to specific district office staff.
- Found on the RCS website at https://www.rock.k12.nc.us/discipline
- Also referenced and link provided to parents in the student handbook.
- Data Mart – The data mart built last year allows for each school's administrative staff to monitor discipline referrals and where those are taking place.
- Excellent way to examine data with your PBIS team to consider school wide discipline concerns or with your MTSS teams to implement tiered interventions.

Mental Health Services

Update

- By September, we hope to be discussing with K-8 administrators the process we will be implementing to provide school-based mental health services as well as continuing to encourage the use of community-based providers when appropriate.

School Based Events

- In the next few months we will be focusing on providing a variety of mental health professional development opportunities for different stakeholders.

Anti-Bullying ReBoot

- We will be revisiting the Anti-Bullying Program in our schools and developing PD to further support all students and to improve classroom management skills.

Mental Health PD Services

- Suicide prevention training for all support staff thru DPI
- Youth Mental Health First Aid training for all support staff. Stephanie Moore attending Train the Trainer Model to return as a trainer for ongoing PD
- Darkness to Light (Sept 11)- awareness and advocacy for students experiencing abuse and trauma (presented to administrators)
- Safe Talk (October 6th)- suicide prevention training for counselors, psychologists, and behavior specialists
- Human Trafficking- New session to be offered 8-23-17 with Abolition NC. Presented to high school teachers in order to prepare for presentations to students.
- The EC Department will be offering Behavioral Foundations and that will include information around the program "CHAMPS". This is to assist teachers in developing an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

Anti-Bullying ReBoot

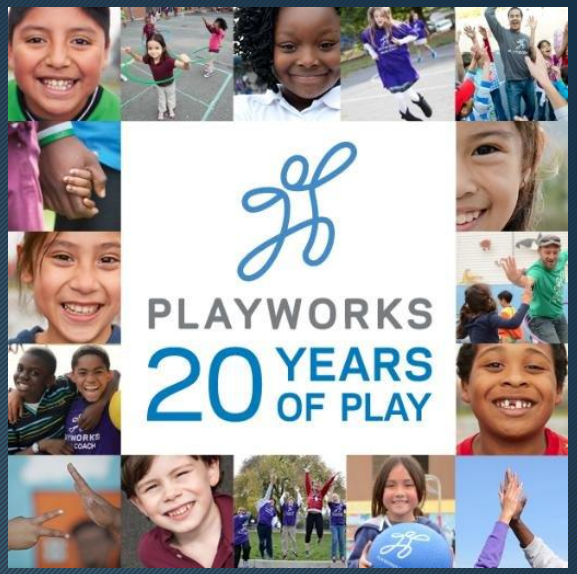
- Bullying Report Form

- Refocusing attention to the anti-bullying program in Rockingham County Schools. Monthly focus in school counseling meetings and in PBIS Coaches meetings.
- Rachel's Challenge for all four traditional high schools and the Early College.
- On-line anonymous reporting – Each school should have the icon on the school website. Responding within a reasonable period of time and documenting appropriately.
- Encourage you to document your responses to parent concerns regarding bullying. Example: USA Today- National News about Cyberbullying

SHAC and Wellness Summit

- The SHAC mission of the Rockingham County School District SHAC is to advocate for a healthy and safe school environment. Our vision is all students will practice healthy behaviors and achieve their maximum academic potential.
- The annual wellness summit sponsored by SHAC for wellness leaders and community members to come together to re-energize and collaborate to improve school wellness for the community, faculty, students, and staff.

Playworks!



- Recess program to provide us with 2 to 4 recess coaches at our elementary schools as well as training two additional schools to implement a recess program that will improve school culture, decrease bullying, improve overall school climate, reduce in disciplinary incidents, more participation in academics, and increase students abilities to focus on class activities.

Title V: Puberty Education

- Through a Title V Federal Grant of $50,000, RCS has purchased The Wonder Years" curriculum that introduces puberty education to 4th, 5th and 6th graders.

Educating The Whole Child

Instructional Support Services Responsibility Changes

ISS Leadership Team Contact List 2017-2018

Holly Williamson

- Assuming the role and responsibility of 504 Compliance and training with counselors & other support staff.
- Working directly with DOPs & College Advisors to initiate the Peer Mentoring Program at each high school & the Early College.

Stephanie Ellis

- Coordinating district-wide crisis response, risk assessments and reviewing ERP's for all schools.
- Point of contact along with Karen Hyler for everyday crisis and emergencies.
- Directly supervising School Psychologists.

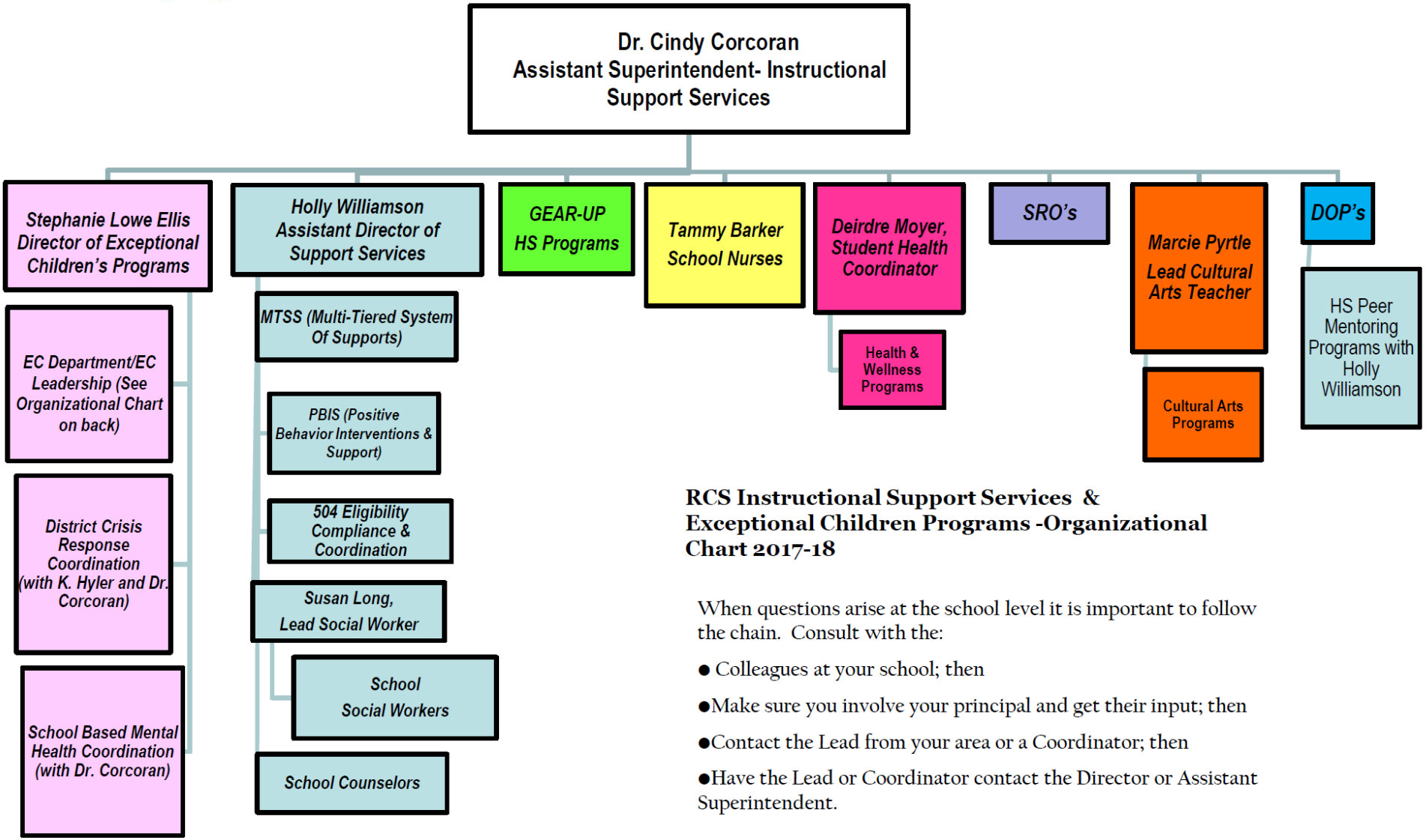
Deirdre Moyer

- Assisting with the Anti-Bullying ReBoot and coordination of district level events.

Cindy Corcoran

- Overseeing the Gear Up Program and working with schools to implement their work plans.

ROCKINGHAM COUNTY SCHOOLS



RCS Instructional Support Services & Exceptional Children Programs -Organizational Chart 2017-18

When questions arise at the school level it is important to follow the chain. Consult with the:

- Colleagues at your school; then
- Make sure you involve your principal and get their input; then
- Contact the Lead from your area or a Coordinator; then
- Have the Lead or Coordinator contact the Director or Assistant Superintendent.

***ISS Office Staff – Anita Carter

2017-2018

ROCKINGHAM COUNTY SCHOOLS

Exceptional Children's Department Organizational Chart

Stephanie Lowe Ellis, Ed.S, NCSP
Director of Exceptional Children's Program

- **Pam Watkins** – Exceptional Children's Program Coordinator
  - Self Contained Classrooms
  - EC Transportation
  - Autism
  - Child Care (Wendy Gunn)
  - EC Homebound
  - Related Services: Occupational Therapy, Physical Therapy, Adapted PE, Visual and Hearing Impaired
- **Rhonda Brown** – Program Specialist Reidsville/ Rockingham and Compliance Coordinator
  - Compliance
  - Homeschool Referral and Coordination
  - Lead for K-8 Rockingham/ Reidsville
  - NCSIP and Co-Teaching
- **Amy Wilson** – Program Specialist Eden/Western Zones and NCSIP Coordinator
  - Private Schools
  - Lead for K-8 Eden/Western
  - NCSIP COORDINATOR and Co-Teaching
- **William O'Neil** – Transition/HS Specialist
  - High School Lead
  - Transition
  - HS Compliance
- **Amy Rose** – Preschool
  - Preschool
  - Early Childhood Centers
  - Development Day Centers
  - Speech Therapists, Speech Lead Debbie LAssiter
- **Janet Winn** – Behavior Specialist for Eden/Western and Outreach Coordinator
  - SED Classroom (WRMS,RCMS Wentworth)
  - Outreach Assistants Coordination
  - Day Treatment Liaison
  - PRC 29 Coordination
- **Stephanie Moore** – EC Student Support Services Lead/Behavior Liaison for Reidsville Rockingham
  - SED Classrooms (Bridges, Wentworth)
  - Outreach
  - Day Treatment Liaison
  - Risk Assessments Contact and Coordination
- **Holli Farr** – Lead School Psychologist
  - Co-supervisor with S.Ellis of School Psychologists
  - Results and Interpretation and Psychological Evaluations
  - Eligibility Compliance
  - SLD Eligibility for MTSS for EC
- **District Crisis Response with K. Hyler and Dr. Corcoran and School Based Mental Health with Dr. Corcoran**
  - EC Office
  - Becky Garrison- Office and Data Manager
  - Connie Cromer- EC Bookkeeper
  - Tracy Curtis- EC Admin. Assistant

BE EXCEPTIONAL!

Exceptional Children
Exceptional Staff
Exceptional Schools

For Each and Every Child

"In the RCS EC Department, each and every student receives an exceptional education in an inspiring environment with caring educators."

***EC Office Staff – Becky Garrison- Office Manager/Data Manager
Tracy Curtis- Administrative Assistant
Connie Cromer- EC Bookkeeper

When questions arise at the school level it is important to follow the chain. Consult with the:

- Colleagues at your school; then
- Make sure you involve your principal and get their input; then
- Contact the Lead from your area or a Coordinator; then
- Have the Lead or Coordinator contact the Director.

2017-2018

Professional Development

August 2017

- ISS August PD & Mtgs. Schedule 2017
- RCS District Meetings 2017-2018

Board Policy Webinars

- Board Policy Webinar #1
- Board Policy Webinar #2
- Board Policy Webinar #3
- Board Policy RCS Website

Equity

- Moving forward the Equity Leadership Team and in consultation and discussion with Dr. Shotwell, there has been a decision to move forward with Equity Training with some adjustments. Brief activity today centered on Equity.

Student Health Care

Return to Learn

- The Health & Safety Committee along with the Return to Learn Committee worked to create procedures and documents to support students with concussions or suspected concussions.

Homebound

- We have revised documents that principals received in the spring. New principals will receive those handbooks today.
- **Homebound Forms located here.**
- Questions: See Dr. Corcoran

Health Care Plans & Student Health Assessments

- Students who have never been enrolled in an NC school (includes all K students and all students moving in from other states) must have return to the school within 60 days.

Return to Learn

Training Opportunities

- Athletic Directors and Coaches have been trained by Tammy Barker, Lead Nurse as to the process of responding when a student receives a head injury during a practice or during a regular game.

- It is **State Board Policy** mandatory for all staff members to receive annual training. On August 21st during your faculty meeting your school nurse would like to have 15 min. on the agenda. Points of contacts for this will school counselors, nurses and often coaches.

- This document is available in to the public and is posted to the RCS Website under Parents & Students and then under **Parent Forms**.

- All schools should require students to return the **student information forms** received on day one. This is a yearly requirement. There is an English and Spanish Version.

Student/Visitor Accident Report

To be completed by supervising teacher, coach, or school employee who witnesses the incident.

Check one: ☐ Student ☐ Visitor

Name of injured person: _____ Age _____ Grade _____

Address: _____

School: _____ Date of injury: _____

Time: _____ Location where injury occurred _____

Witness_____ Witness_____

Apparent Nature of Injury (Check all that apply):

☐ Abrasion ☐ Amputation ☐ Bruise ☐ Burn ☐ Laceration ☐ Fracture ☐ Puncture ☐ Sprain ☐ Concussion

☐ Other (specify) _____

Body Part(s) Injured (Check all that apply**):**

☐ Ankle ☐ Arm ☐ Back ☐ Elbow ☐ Eye ☐ Face ☐ Finger ☐ Foot ☐ Hand ☐ Head ☐ Knee ☐ Leg ☐ Nose ☐ Scalp

☐ Tooth ☐ Wrist ☐ Other (specify) _____

Description of accident and treatment given (How? Doing What? Where? Equipment involved? Unsafe acts or existing conditions?)

_____

_____

_____

_____

_____

Treatments given (check all that apply): ☐ First Aid ☐ Sent to School Nurse ☐ Sent home ☐ Sent to Physician ☐ Hospital

Immediate action was taken by (name): _____

Name of hospital: _____ How transported: _____

Was parent or other individual notified? ☐ Yes ☐ No When? _____ How? _____

Name of individual notified _____ By whom? _____

Signature of person completing report_____Date_____

Information for parent/guardian regarding follow up medical care:

If your child experiences ANY concerning physical or behavioral signs and symptoms, PLEASE FOLLOW UP WITH YOUR PRIMARY CARE MEDICAL PROVIDER in order to rule out serious injury or concussion.

Signs and Symptoms of Concussion			
Thinking/Remembering	**Physical**	**Emotional/Mood**	**Sleep**
Difficulty thinking clearly Feeling slowed down Difficulty concentrating Difficulty remembering new information	Headaches Dizziness Fuzzy or Blurred vision Sensitivity to light Sensitivity to noise Balance problems Nausea/Vomiting	Irritability Sadness More emotional than usual Feeling nervous Feeling anxious	Difficulty falling asleep Sleeping more than usual Sleeping less than usual

If your child is diagnosed with a concussion, please inform the school counselor at your child's school as soon as possible. The school counselor serves as the school's designated concussion contact. The school will need specific information from your child's medical provider regarding academic accommodations and restrictions that may be needed during the recovery phase of concussion.

Principal (White) Safety Office (Canary) School Nurse (Pink) Injured Party (Goldenrod)

5/2017

MTSS/PBIS and 504 Compliance Information

Instructional Support Staff Assignments

- RCS will have 4 social workers this year
- changes to counselor assignments
- school nurse assignments will remain the same
- ISS Staff Directory 2017-18

PBIS

Positive Behavior Intervention and Support

PBIS Updates

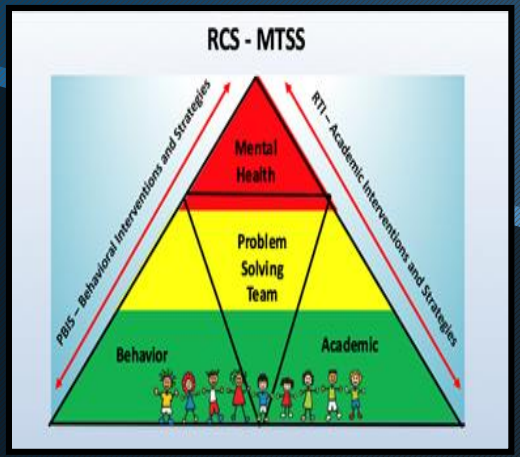
- PBIS module trainings
- PBIS coaches meetings
- 2016-17 PBIS Recognition
- **PBIS Event Calendar**

Student Mentoring Program

- Student Mentoring Training Session Part 2
  - August 14 or August 15
  - 12:00-3:30
  - RCC- Advanced Tech. Bldg.
- All high-schools will participate in the student mentoring program this year.

504 Updates

- Holly Williamson- new 504 coordinator
- Updates for managing 504 data
  - counselors will be provided with information for updating 504 data-base on Aug 22
- 504 folders will be submitted for audit following initial meeting and three-year re-evaluation



MTSS Updates

- Updates to Discipline App
- 2017-18 MTSS Cohorts
- Universal Screener Training for Math
- MTSS Calendar
- MTSS/NCStar Integration training Sept 21st

Anti-bullying Program

- Wanda Goins has updated the Bullying Report recipients to new administrators and counselors in each school
- Be sure to set notification that will alert you to new responses
- Anti-bullying discussions as set agenda item on each counselor and PBIS coaches meeting agenda

Exceptional Children's Department

Be Exceptional!

August 2017

Stephanie Lowe Ellis, Ed.S.,NCSP-Director of Exceptional Children
Pam Watkins, Exceptional Children's Program Coordinator

Be Exceptional!

"In order to work with students who are **exceptional**, we must be **exceptional**!"

-Chris Hendricks

"You can design and create, and build the most wonderful place in the world. But it takes ***people*** to make the dream a reality."

-Walt Disney

#ourteamrocks

Teamwork makes the DREAM WORK!

EC Department Leadership Team Contact Information 2017-2018

RCS EC Department : THIS IS WHAT DEDICATION LOOKS LIKE!

"Education is for improving the lives of others and for leaving your community and world better than you found it."

-Marian Wright Edelman

Our Vision

BE EXCEPTIONAL!

Exceptional Children

Exceptional Staff

Exceptional Schools

For Each and Every Child!

"In the RCS EC Department, **each and every student** receives an **exceptional education** in an **inspiring environment** with **caring educators**."

Mission

RCS Exceptional Children's Program empowers students to reach their maximum academic and social-emotional potential through promotion of self-advocacy and collaboration with parents, staff, and community in order to build positive relationships and life success.

Core Beliefs and Affirmations

- **We believe each and every student matters and makes meaningful contributions to their learning community.**
- **We believe each and every student deserves a safe and respectful environment in which they are appreciated, valued, and empowered to learn.**
- **We believe each and every students is unique, exceptional, and defined by who they are- not their disability.**
- **We believe each and every student deserves collaboration and open, effective communication between home and school.**
- **We believe each and every student deserves appropriate EC services that are strengthened by engaging in a systematic problem-solving process to improve student outcomes.**

BE EXCEPTIONAL!

"In the RCS EC Department, ***each and every student*** receives an **exceptional education** in an **inspiring environment** with **caring educators**."

Our Focus

Operational Excellence

High Quality Operational Support and System of Monitoring and Accountability

Instructional Excellence

High Quality Instruction and Services for Each and Every Student!

New Area!

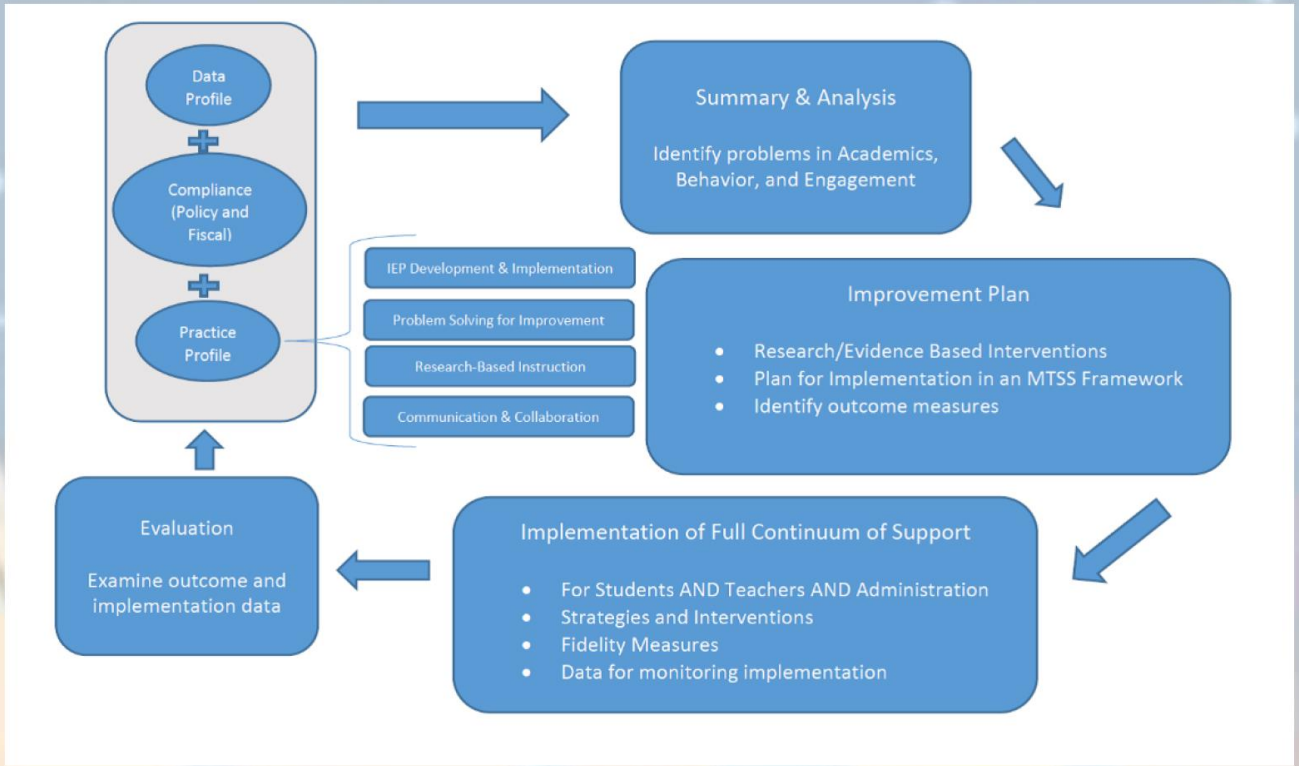
Social Emotional Well Being: Behavioral Health Access

Access to a Continuum of Mental Health Supports

Graduation and Post-Secondary Focus

Improve Outcomes for Each and Every Student

Results Driven Accountability



Exceptional Children Teacher Evaluations

Guidance For Administrators

Presentation Objectives:

To provide administrators with examples of job responsibilities for EC teachers in order to effectively evaluate their overall performance in the first five standards of the Teacher Evaluation Instrument

To communicate best practices as it relates to EC programs within each school and how administrators can effectively work to support the program

Teacher Quality

"Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement."

Quote from: Teacher Quality: Understanding the Effectiveness of Teacher Attributes (*Jennifer King Rice*)

Exceptional Children Teacher Roles are complex.

Margaret L. McLaughlin, Former President of CEC

"We know that special educators have a unique and complex role within schools that is not often well understood…"

Press Release from October 24, 2012

Potential Challenges to Consider:

- Accurately Measuring Growth of Students with Disabilities
- Use of Value-Added Models
- Using Accurate Measures of Instructional
- Training on Observations Protocols
- Incorporating Co-Teaching
- Movement of Students

CEC's position calls for evaluation systems to:

- Include Fundamental System-Wide Component
- Identify the Complex Role of the Special Education Teacher
- Measure the Use of Evidence-Based Practices
- Recognize the Professionalism of Special Education Teachers
- Continually Incorporate Findings from Research

Activity: Sorting It All Out

10 minutes

- Participants will work with a partner
- Each group will receive a set of information with teacher actions & a chart of the five standards
- Place the actions on the chart under the standard that the action best fits
- Rank each action as they best fit the four levels of performance
- Discuss with your partner the rationale for the rankings and placement of cards under each standard
- For one standard, use the actions to determine what evidence would be needed for the teacher to prove themselves at an accomplished or distinguished level

Sorting It All Out

Standard I: Teachers demonstrate leadership.	Standard II: Teachers establish a respectful environment for a diverse population of students.	Standard III: Teachers know the content they teach.	Standard IV: Teachers facilitate learning for their students.	Standard V: Teachers reflect on their practice.

Standard IV: Teachers facilitate learning for their students.

Developing

EC teacher is learning about various forms of data to incorporate into IEP development.

Proficient

EC teacher uses various formative and summative data to guide development and provision of specially designed instruction, differentiate instruction, and development of IEP's.

Accomplished

EC teacher is well versed in data driven decision making for his/her entire caseload of students. They regularly attend data discussions with other staff members and are considered an influential member of the data team and have specific knowledge to help make decisions about specially designed instruction for their caseload.

Distinguished

EC Teacher is able to lead data discussions with other staff members (school or district level) to help them understand how to instruct students with disabilities and incorporate specially designed instruction within the classroom.

Activity: Sorting It All Out

10 minutes

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Specially Designed Instruction

What Is "Special" About Special Education?

Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

The table below provides an in-depth explanation of the similarities and differences – as well as the inter-relatedness – of *Specially Designed Instruction, Core Instruction*, and *Interventions*.

	Specially Designed Instruction	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		–Applicable Across All Tiers–		
Defining Characteristics	Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that: • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process	Instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards and core instructional goals/expectations.	More focused, targeted instruction/intervention and supplemental support aligned with Common Core State Standards and core instructional goals/expectations.	The most *intense** intervention based upon individual student need and aligned with core curriculum, instruction and supplemental supports. * *Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.*
Common Focus	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
Relationship to Core Instruction	Integrated and in alignment with Common Core State Standards and core instructional goals and expectations across the full continuum of learners.			

Professional Development Plans Exceptional Children's Department

Each EC staff member creates goals around the three instructional improvement plan goals!

Operational Excellence

- Compliance
- Use of Best Practice

Instructional Excellence

- Progress Monitoring (definitely)
- Professional Development
- Specially Designed Instruction

Social Emotional Learning Excellence (Behavioral Health Access)

- IEP goals (implementation and growth monitoring)
- Understanding Mental Health, Autism, Behavior Problem Solving

Graduation and Post-Secondary Outcomes

- IEP goals (implementation and growth monitoring)
- Transition- throughout school

Exceptional Children Updates

Be Exceptional Website

Exceptional Children's Bus Monitor Training

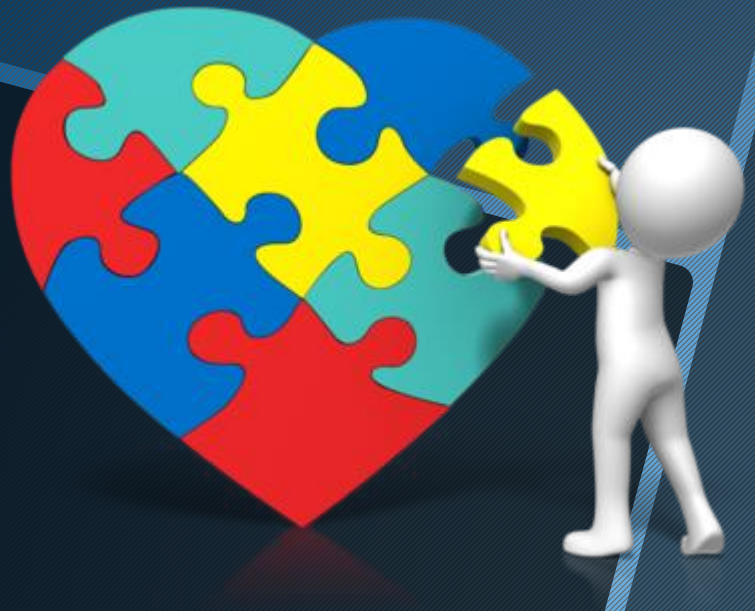
- All staff monitoring on the EC bus during the 2017-2018 school year must attend training on August 17. This includes staff that may substitute for the regular monitor.
  - Rockingham County High School Auditorium
  - 8:00-11:30 Eden/Western Zones
  - 12:30-4:00 Reidsville Rockingham Zones

Exceptional Children's Bus Monitor Training

- Monthly training dates will be at Rockingham Middle School from 8:30-10:30

  September 18
  October 23
  November 13
  December 11
  January 22
  February 19
  March 19
  April 16
  May14

- A reminder email will be sent to principals prior to each month's training to submit names of staff attending.



District Autism Team

- **Pam Watkins-** EC Program Coordinator
- **Amy Rose-** Preschool Coordinator and Speech Language Therapist
- **Kathryn Davis-** Physical Therapist
- **Rebecca Moore-** Occupational Therapist
- **Stephanie Moore-** Behavior Support Specialist
- **Janet Winn-** Behavior Support Specialist

School Based Autism Team Purpose

Problem Solvers…..You are the experts in your school.

Develop strategies

Attend IEP meetings of students with autism when additional strategies/ recommendations are needed.

Assist with problem solving through SSMT.

School Based Autism Team Purpose

More specifically, you will be a resource for your school by ….

- Making suggestions about arrangement of the physical environment in the classroom
- Offering scheduling ideas (individual and classroom)
- Using visuals
- Modifying work
- Addressing sensory needs
- Using social stories
- Provide support for behavior concerns
- Suggestions for communication issues

School Based Autism Trainings

- All elementary schools have received School Based Autism Team training.
- Middle School training on October 5 at Lawsonville Avenue from 8:00-4:00.
- High School training on November 2 at Lawsonville Avenue from 8:00-4:00
- Team members from each school needing to attend: Administrator, EC teacher, general education teacher, counselor.

EC Professional Development and Meetings- Click here

EC Professional Development Days

08/22/17

- RCMS Cafeteria
- All EC Staff

10/26/17

- Dillard Multi-Purpose Room
- All EC Staff

01/17/18

- RCMS Cafeteria
- TA's do not attend

02/15/18

- RCMS Cafeteria
- TA's do not attend

Behavior Supports & Problem Solving

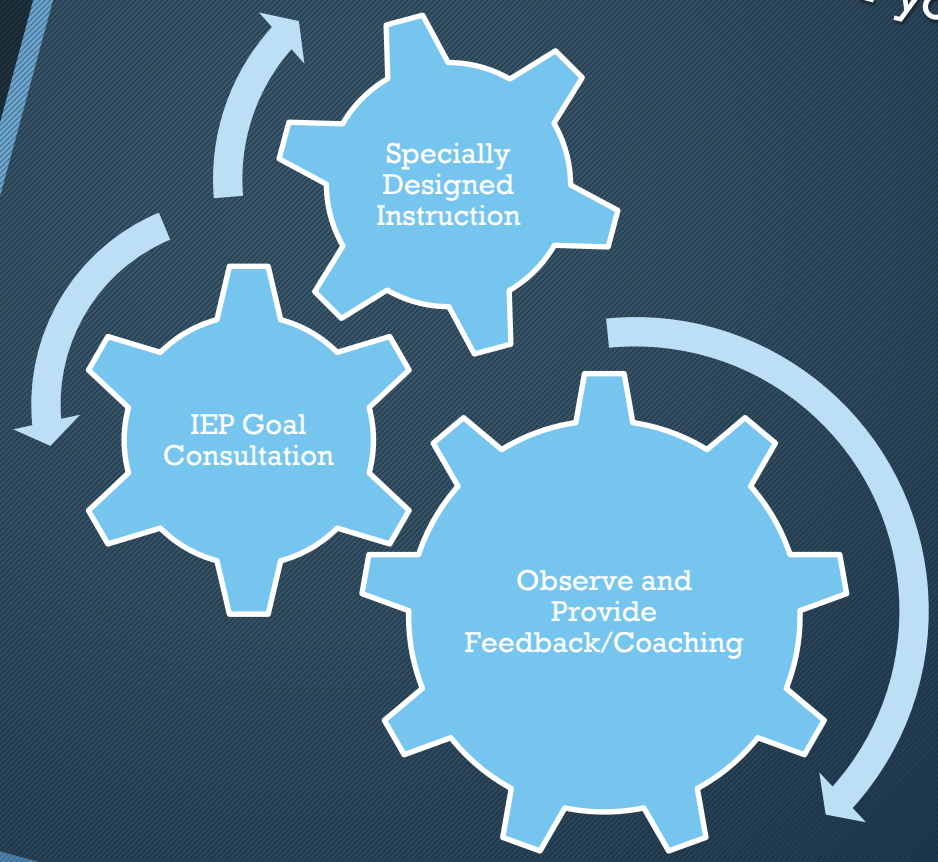
- Behavior Foundations
- CHAMPS- Classroom Management
- CPI Training
  - Training Dates- **see ISS/EC Professional Development Calendar**
  - CPI Materials- New Material
  - **CPI Intervention Incident Documentation Form 2017-2018**
- Day Treatment Referral
- Day Treatment Referral Process Flow Chart
- Day Treatment Exit Process Flow Chart
- **EC Website→ Behavior Support**

Specially Designed Instruction

- Wilson Reading Training
- Dyslexia
- Reading Foundations
- Training Dates- **see ISS/EC Professional Development Calendar**

EC Observation and Consultation of Specially Designed Instruction

- Begin September 13th
- Conclude by April 1
- Sign up Sheet for Dates will be coming soon- please sign up for the date is best for your school



RCS EC Educator of Excellence
Please send nominations through google form submission by August 25th!

Google Form EC Educator of Excellence Nomination Form 2017-2018

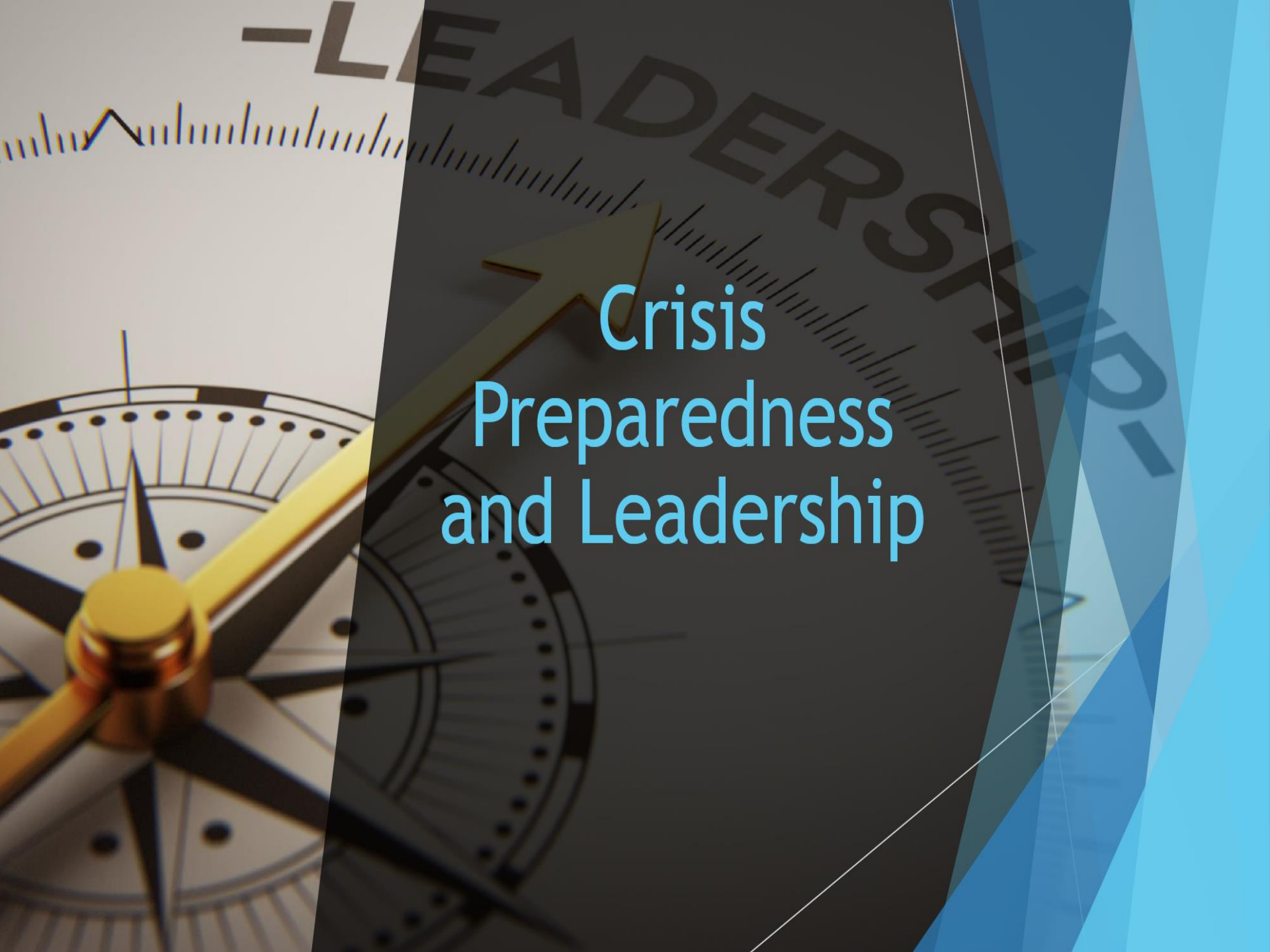
Contact Information

Stephanie Lowe Ellis
Director of Exceptional Children

Phone: 336-932-7496 (cell)
336-627-2661 (office)
Email: slellis@rock.k12.nc.us

Pam Watkins
EC Program Coordinator

Phone: 276-732-1709 (cell)
336-627-2669 (office)
Email: pwatkins@rock.k12.nc.us



Crisis Preparedness and Leadership

Crisis Training

- Thursday, August 10th
- Wentworth Elementary School Media Center
- Choice of:
  - 8:00-10:00 a.m.
  - 10:30-12:30 p.m.
  - 1:00-3:00 p.m.
- **PLEASE MAKE SURE YOU have signed your school up for training- see **Crisis Attendance Google Doc**

Crisis Contact Information

District Crisis Response

- Stephanie Lowe Ellis
  - Cell number: 336-932-7496
  - Text: CRISIS
- Karen Hyler
  - Cell Number: 336-327- 8056
  - Text: CRISIS
- If you cannot get Stephanie Ellis or Karen Hyler:
  - Dr. Cindy Corcoran
    - Cell Number: 336-613-7209
    - Text: CRISIS
  - Stephanie Moore
    - Cell Number: 336-694-3225
    - Text: CRISIS- RISK ASSESSMENT

Risk Assessments

Stephanie Moore

- Risk Assessments (notify for high level)
  - Cell Number: 336-694-3225
  - Text: CRISIS- RISK ASSESSMENT

Crisis Planning and Response- Important Information

RCS Crisis Safety Checklist

RCS Safety Checklist Access Request

RCS Crisis Response and Planning Google Site

Each RCS School and Facility completes the following action steps to ensure crisis preparedness:

Complete	Each school will complete their Emergency Response Plan (ERP) by September 30th, 2017.
Submit	Submit ERP to Central Office contact on or before September 30th. Please submit electronically if possible. If not send to Central Office interoffice courier.
Review	Crisis Leadership Team will review ERP plans and provide feedback and all corrections are due back to Crisis leadership by October 15, 2017. (Send to board November 2017).
Vote on	Vote on ERP in closed session School Improvement Team Meeting (due to confidential information) of ERP.
Ensure	Ensure each ERP has the Mass Care Shelter and Evacuation MOU attached along with maps.
Train	Schools need to train staff on the ERP at the beginning of the year. Any changes or updates should be provided to them through out the school year.
Update	Update Crisis Emergency Kits in the building monthly.
Ensure	Ensure that all medical, Crisis Kits/bags, emergency information leaves with the school each time there is fire drill, evacuation, etc.

School Nurse Updates

- Epi-pen training for undiagnosed allergies.
- Self Directed Learning Module for first responders and other CPR/AED certified staff.
- Staff will be required to demonstrate proficiency with their school nurse at a pre-arranged time.

CPR Training

- CPR/AED Certified Staff Training
- 1-2 Classes in October depending on need . This is for new administrators and new staff members who did not get an opportunity to obtain their CPR certification.
- Adequate coverage for crisis within schools.(not for coaching staff).

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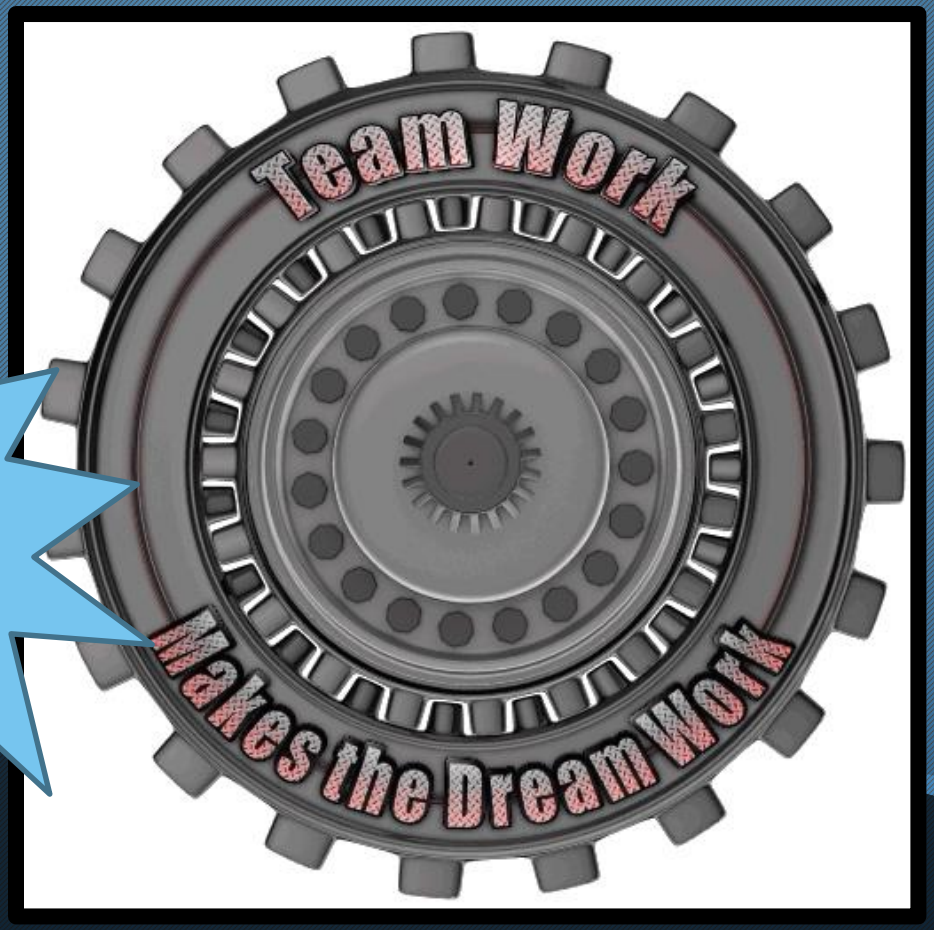
Instructional Support Services
and
Exceptional Children's Department
Interdependent
Team Work!



Supporting the Whole Child!