

Improvement Opportunity	Improvement Type	Status	Summary
1	Violence Prevention [1]	5 - Completed	Each of the schools engage in a range of violence and other prevention programs that are disseminated to parents and age appropriate students.
2	Attendance at the 2018 LHRIC Regional School Safety Summit	5 - Completed	Three Scarsdale administrators attended a regional security summit to learn about building safety and cyber security issues.
3	DASA Training - The Dignity for All Students Act - BOCES Workshops	5 - Completed	Training in Harassment, Bullying, Cyber bullying and Discrimination in Schools: Prevention and Intervention (DASA Training). This workshop will address the social patterns of harassment, bullying, and discrimination including, but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. It will also cover the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in education settings.
4	Emotional Disability program at SHS	5 - Completed	Full time Psychologist and Special Education teacher to focus on helping students with particular emotional challenges feel included and valued within their home communities.
5	Linda Lantinieri & Inner Resilience Program	5 - Completed	<ul style="list-style-type: none"> - Developing skills for mindful school leadership - Adult Social and Emotional Competency - Calming strategies for the classroom in enhancing attention, quieting the mind and relaxing the body
6	Non-Violent Crisis Intervention Training- Certified Instruction	5 - Completed	The goal of this training is for staff to: improve communication among staff by establishing a common language, boost staff confidence to intervene both verbally and physically, alleviate the stress and anxiety associated with confusion or uncertainty in crisis moments and create and maintain a safe, caring and respectful environment for staff and students.
7	Scarsdale Middle School Core/Advisory	5 - Completed	Teacher representatives developed roadmaps, resources, and materials, using Create a Culture of Kindness in Middle School and developed a working "calendar" to help guide the work this year. This effort is designed to create meaningful experiences and lessons centered on four themes essential to social-emotional learning: understanding self, strengthening academics, building connections, and fostering courage and kindness.
8	SEL Elementary Curriculum	5 - Completed	Elementary students are provided with a social emotional instruction around issues such as bullying, cyberbullying, gender fluidity, and otherness, to name a few
9	Youth Services Project	5 - Completed	SEFC, the Village, and District work collaboratively to provide the following services: A primary, full-time, Youth Outreach Worker to work with senior high school age youth; a secondary full-time Youth Outreach Worker to work with senior high school age youth; a primary full-time Youth Outreach Worker to work with middle school age youth; a secondary full-time Youth Outreach Worker to work with middle school age youth; and a full-time (40 hours per week) Community Worker to design and implement outreach and support for youth and parents in the transition grades 5, 6, and 8. **

10	Bus Drills/Evacuation	Practices and Procedures	5 - Completed	The drills on school buses required by section 3623 of the Education Law shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first-aid equipment and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill shall include specific instructions for pupils to advance at least 10 feet in front of the bus before crossing the highway after disembarking. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain, and other inclement weather, including but not necessarily limited to poor driver visibility, reduced vehicular control and reduced hearing. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis given to student discipline rules and regulations promulgated by each board of education.
11	Emergency Protocol Flip Charts [2]	Practices and Procedures	5 - Completed	Emergency Protocol Flip Charts have been placed in all occupied spaces
12	Locking - Spaces Unoccupied [3]	Practices and Procedures	5 - Completed	District instruction has been disseminated to all staff to keep unoccupied spaces locked.
13	Parent Reunification Kits [4]	Practices and Procedures	5 - Completed	Two Parent Reunification kits has been established and are stored at the District Office
14	School Identification [5]	Practices and Procedures	5 - Completed	The District has instructed all staff to wear thier District issued identification card while on school property
15	Tabletop simulations with District and community stakeholders around emergency preparedness.	Practices and Procedures	5 - Completed	Regular tabletop simulations with DERT and BERT allow school participants to examine the roles, responsibilities, tasks, and overall logistics associated with managing a similar real-life emergency situation and make subsequent adjustments in their school emergency/crisis plans.
16	All Hazards Emergency Response Procedures	Practices and Procedures	5 - Completed	All schools are utilizing the all-hazards emergency management approach using the core emergency response protocols. All employees as well as district and school teams are receiving the type and frequency of training described above. Altaris will continue to provide role-specific training at each building.
17	Building "Go Kits" [6]	Practices and Procedures	5 - Completed	New Go Kits were assembled and delivered by Altaris to each school administrator. Each kit is uniform and contains essential emergency management supplies.
18	Building-Level Emergency Plans [7]	Practices and Procedures	5 - Completed	Altaris has refined all building-level plans as part of our service intervention. All plans were uploaded to the New York State Education Department by October 15, 2018. All building-level plans have been reviewed and updated for the 2019-2020 school year. All plans will be uploaded to the New York State Education Department by October 15, 2019.
19	Building-Level Emergency Response Teams [8]	Practices and Procedures	5 - Completed	All schools have the required Building-level Emergency Response Team. Makeup and size were reviewed with each principal for any necessary revisions. Teams should consider meeting monthly to debrief on drills, discuss safety issues and conduct building-specific tabletop exercises. Altaris will be providing bi-annual training of each emergency response team as part of our annual consulting agreement.
20	Building-Level Safety Teams [9]	Practices and Procedures	5 - Completed	Safety Teams differ from Emergency Response Teams by including external stakeholders including a parent organization representative, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education deems appropriate. All schools r have put this team together. Altaris has assisted each school to ensure the appropriate safety team makeup. The schools are encouraged to have Safety Team meetings at least once a quarter or when needed.

21	District Wide Safety Plan	Practices and Procedures	5 - Completed	The current district-wide emergency plan has been revised by Altaris to match the all-hazards protocol approach. Specific response protocols do not appear in the district-wide plan, which is open for public inspection. Altaris has updated this plan for the 2019-2020 school year.
22	District Wide Safety Teams	Practices and Procedures	5 - Completed	The district has appointed both a District-wide Safety and Emergency Response Team (DERT) as stated above. Both teams meet regularly throughout the year to conduct business including but not limited to: 1) Training sessions as necessary. 2) Meet with, oversee, and help guide the Building Emergency Response Teams at each school as necessary. 3) Meet with the District's Emergency Management Consultant to review protocols and procedures as well as receive training 4) Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and assistance for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.and instruction. 5) Conduct any and all other business as deemed necessary.
23	Drills and Evaluations [10]	Practices and Procedures	5 - Completed	All schools are conducting drills as required by New York State. Release from lockdown is via a physical "key out" procedure as required by building-level emergency plans. The schools are completing formal evaluations of each drill.
24	Regular meetings with Scarsdale Police Department, District Student Services and Emergency management Dirs and Scarsdale Edgemont Family Counseling.	Practices and Procedures	5 - Completed	These meetings focus on community mental health and crime trends in order to understand community needs and responses,.
25	Room Preparation [11]	Practices and Procedures	5 - Completed	All buildings have completed this process. Each school utilized the Altaris Room Preparation Worksheet to ensure all rooms are adequately prepared. Several of the classrooms have large glass windows in the classroom doors. Others have large glass window sidelights. The District has installed drop down shades on classroom and office doors to obscure excessive glass. It was noted that some room evacuation instructions are posted in words only. The District corrected this practice by the creating and posting of maps for evacuation in each room.
26	Traffic Control Equipment [12]	Practices and Procedures	5 - Completed	Each school has a supply of traffic cones and the Grounds Department has an additional supply of traffic cones and barricades to deploy when needed.
27	Traffic Safety Vests [13]	Practices and Procedures	5 - Completed	Traffic safety vests are utilized by emergency team members and for traffic control purposes throughout the district.
28	Electrical Panels [14]	Physical Security	5 - Completed	Electrical panel boxes in the buildings should be locked and accessible by trained personnel only. The National Electrical Code (NEC) 2005, Article 110.26, partly states, "Enclosures housing electrical apparatus that are controlled by a lock(s) shall be considered accessible to qualified persons." All electrical panels have been secured by locks.
29	Landscaping - Hazard Mitigation [15]	Physical Security	5 - Completed	Exterior landscaping hazards or vulnerabilities were identified and corrected.The Head custodians at each of the schools are aware of the above best practice for mitigation and continued maintenance.
30	Public Address (PA) System [16]	Physical Security	5 - Completed	Inconsistent functionality of the PA systems was reported by building staff and was corrected by maintenance staff. All buildings conduct full PA audits to identify dead spots that may require mitigation. The District is commended for telephone integration with the PA system.
31	Access Control [17]	Physical Security	5 - Completed	The District has upgraded proximity card readers at all buildings to allow access for law enforcement via combination keypads in lieu of the issuance of card keys.

32	Classroom Locksets [18]	Physical Security	5 - Completed	All schools were found with Classroom Security Function locksets. Consideration should be given to installing Custodial Function locksets in all mechanical and custodial rooms. A custodial function is in the locked position at all times. There is no option to keep the lockset in the unlocked position.
33	First Responder Access [19]	Physical Security	5 - Completed	The Scarsdale Police Department has been provided access to each building and access to keys for interior doors.
34	Motion Detectors	Physical Security	5 - Completed	Motion detectors are used in conjunction with alarm system at each school.
35	Panic Buttons	Physical Security	5 - Completed	Panic buttons have been installed at identified locations throughout the school buildings
36	Point of Entry - Single (Elementary/Middle) [20]	Physical Security	5 - Completed	<p>With the exception of the high school, each school is utilizing a single point of entry for visitors. Due to the size of the building and absence of a safe walking route from the Post Road side of the building, the High School utilizes three supervised points of entry. The school should consider steps to reduce the number of entrances, particularly in the case of an elevated threat.</p> <p>Additional points of entry with installed card access are being utilized by employees who can enter and exit at various locations during the school day. Multiple entry points make it challenging to account for building occupants during an emergency without utilization of an electronic system at each location</p>
37	Evacuation Staging Areas [21]	Practices and Procedures	In Progress	All schools have on site evacuation staging areas. Memorandum of understandings will be renewed for off site locations. Locations used in the past are St. Pius School, Hitchcock School and Westchester Reform Temple.
38	Exterior Lighting [22]	Physical Security	In Progress	Assessment revealed a need for additional and improved lighting at GAES. Adequate exterior lighting was observed at the remainder of the buildings.
39	Full School Evacuation and Relocation Sites Plan	Practices and Procedures	In Progress	A Memorandum of Understanding is necessary for any non-district owned locations used as an evacuation site. Locations used in the past are St. Pius School, Hitchcock School and Westchester Reform Temple.
40	Incident Command System [23]	Practices and Procedures	In Progress	Each of the schools has engaged in ICS type training. The District will continue with ongoing training in this discipline. Once trained, emergency response team members can assume critical roles during an incident. Altaris will be providing additional training as part of our service intervention. ICS signage and vest kits have been obtained.
41	Lockdown Panic System [24]	Physical Security	In Progress	
42	Lockdown Panic System - Panic Button Integration [25]	Physical Security	In Progress	
43	Code of Conduct/Safety Manual [26]	Practices and Procedures	In Progress	All schools reported that the issued Code of Conduct is signed for by parents and a hard copy signature sheet is kept at each of the buildings. The District should consider the use of electronic signatures (website). Resource: https://www.informedk12.com/
44	Locking - Spaces Occupied [27]	Practices and Procedures	In Progress	Assessment revealed there is no district-wide policy to keep doors in the locked position. Our assessment revealed compliance varied building to building. The District should consider establishment of a policy requiring all rooms within the school be secured.
45	Interior Door Windows - Security Film [28]	Physical Security	In Progress	Glass mitigation is scheduled at Heathcote Elementary School.
46	Interior Door Numbering [29]	Physical Security	In Progress	Quaker Ridge School has been completed. The remainder of the schools are in the planning process.

47	Anonymous Reporting [30]	Social Emotional Support	Researching	Each of the schools engage in a range of violence and other prevention programs that are disseminated to parents and age appropriate students. The District should consider the availability of an anonymous reporting system, which has been shown to be valuable resource in violence prevention.
48	Emergency Food and Water Supplies	Practices and Procedures	Researching	As emergencies can happen at any time of day, schools should have basic water and foodstuffs to be able to feed students and staff, even at a minimal level.
49	Temporary outerwear or other inclement weather gear.	Social Emotional Support	Researching	As emergencies can happen in any weather condition, schools should have basic gear to protect against wet and cold conditions, in the event students and staff are not prepared.
50	Cellular Antenna System [31]	Physical Security	Researching	Overall, the cellular coverage was reported to be adequate in most areas of the school buildings. The District should consult with each building administrator to determine any gaps in both cellular and landline phone coverage that would necessitate the installation of an Passive Distributed Antenna System. Building administrators should ensure that all BERT members have cell phone access to the Instructional Network, to ensure Wi-Fi calling access during a building emergency.
51	Culture and Climate Assessment	Social Emotional Support	Researching	A specific assessment to ascertain the students' and staff's perceptions of their safety as well as problem behaviors that need to be addressed to improve school climate.
52	Emergency Management Software	Physical Security	Researching	All-in-one application with comprehensive school safety plans, floor plans, response procedures, drill summary and more.
53	Exterior Door Numbering [32]	Physical Security	Researching	Exterior doors are not numbered in any of the school buildings. The District is researching the manner in which to best number building entrances
54	Exterior Door Windows [33]	Physical Security	Researching	The District should consider application of film to enhance building security. Prior to application of this product, the District should also consider replacement of doors which may contain large single pane glass, do not close properly or provide limited security due to age.
55	Incident Management App	Physical Security	Researching	An integrated application-based services that schools and local first responders/emergency managers can use. Some apps act as panic buttons which any teacher can press to send an alert to the phone of police officers within a certain radius of the school. Other apps focus on locking down a school by virtually securing doors. Some others integrate many protective measures such as locking doors, deploying smoke cannons, activating strobe lights, and monitoring CCTV.
56	Monitoring of Social Media	Social Emotional Support	Researching	Social media monitoring technology employs tools "to proactively prevent, intervene and [watch] situations that may impact students and staff." School officials use specified alerts from software that monitors Facebook, Twitter, Snapchat, and other social media to determine whether action is required to, for example, prevent a suicide, stop bullying, or protect students from other possible violence. This essentially extends school security into cyberspace, where students spend a significant amount of their time. Resource: https://www.districtadministration.com/article/schools-step-social-media-monitoring
57	Uniform Signage [34]	Physical Security	Researching	Assessment revealed there is both inadequate and non-uniform signage district-wide. It is not clear where the actual main entrances are at most of the buildings. For any designated spots marked "Principal" or other titled positions, the District should consider changing signage to "Reserved". A uniform signage plan should be developed and subsequently installed at each school building. Our uniform signage resource guide provides detailed information and samples for plan development.

58	Vehicle Bollards	Physical Security	Researching	Bollards can be installed in sidewalks and other pedestrian-accessible areas and, like vehicle barricades, can be retractable. Large concrete planters can serve as more aesthetic bollards. In-ground vehicle barriers may not be practical or cost-effective devices for many schools. Schools may find bollards and large concrete planters more cost-effective and aesthetically pleasing alternatives for protection from vehicle collisions, whether deliberate or accidental.
59	Door Ajar Sensors [35]	Physical Security	Researching	Sensors will alert building staff when a door has been propped open.
60	Emergency Call Box	Physical Security	Researching	Emergency call boxes are devices that connect a person in distress with first responders. They should be considered for areas away from the building such as athletic fields and parking lots.
61	Glass Mitigation [36]	Physical Security	Researching	Glass mitigation issues exist at each building.
62	Key Management [37]	Physical Security	Researching	The District should consider key tracking software for any physical keys. The installation of push button or electronic locks should also be considered for future lock upgrades (see improvement opportunity).
63	Physical Security Information Management (PSIM)	Physical Security	Researching	A unified system that incorporates and layers data from a variety of other security technology applications (such as an access control system, video cameras, and door sensors) in a single view to provide comprehensive situational awareness.
64	Vestibule Creation - High/Middle School [38]	Physical Security	Researching	Construction of vestibules is scheduled for the summer of 2019 at all five elementary schools.
65	Fencing/Evacuation Egress [39]	Practices and Procedures	Researching	Assessment revealed not all schools utilize perimeter fencing, which should be considered district-wide. Once rally points have been established (see improvement opportunity), the addition of gates should be considered to allow for effective evacuations from the campus.
66	School Resource Officer Program [40]	Social Emotional Support	Not Started	
67	Staff Sign-in and Sign-out [41]	Practices and Procedures	Not Started	Building or District administration have no means of tracking who is in or out of the building should an emergency occur. Employees do not currently sign in/out when entering or leaving the buildings. The schools should consider the use of an electronic system of tracking at entry/exit points that may be accessed from a remote location. At a minimum, a procedure should be put in place for staff attendance in an evacuation.
68	Classroom Kits [42]	Social Emotional Support	Not Started	Evacuation, lockdown, and shelter-in-place are emergency protocols to safeguard the school population. Each has the potential to last several hours creating all types of challenges for school staff. A preparedness resource to help ease some of these challenges is a classroom kit. Classroom kits are typically backpacks that contain essential emergency supplies that can be utilized within the room when it is not safe to leave or quickly taken by staff upon exiting the building. Classroom kits should be built around three objectives: Caring for the well-being of students and staff, Accounting for all students and staff, Incident management
69	Event Management	Physical Security	Not Started	Use of a cloud-based tool such as Eventbrite to require visitors to register for attendance at the event a secure an e-ticket which can be scanned via a ipad or smart phone at the school upon arrival.
70	Door Handles	Physical Security	Not Started	The hardware on both exterior and interior double doors should be removed or replaced so the doors cannot be chained or tied together. Remove the left-side handles so the doors cannot be tied or chained together.
71	Student Identification	Practices and Procedures	Not Started	

72	Classroom Locksets - Electronic [43]	Physical Security	Not Started	The District should consider a plan to replace classroom locks with networked wireless style locksets on all building interior doors. All schools were found with Classroom Security Function locksets. The District should also consider replacement of doors which may contain large single pane glass, do not close properly, or provide limited security due to age when considering these hardware upgrades.
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