

2023-2024
SULLIVAN WEST CENTRAL SCHOOL
DISTRICT-WIDE SAFETY PLAN
(SAVE PLAN)

Dr. Kathleen Bressler
Superintendent of Schools

Lorraine Poston
Asst. Superintendent for Administrative Services

Board of Education: Rose Joyce-Turner, President

Katrina Chellis, Member
Matthew Halloran, Member
Kathleen Meckle, Member
Jackie Rutledge, Member
Christina Kautz, District Clerk

Michael Ellmauer, Member
Brian Kitson, Member
Jennifer Nystrom, Member
Kristy Sigelakis, Member

Effective: October 2010
Revised June 2011
Revised October 2011
Revised February 2012
Revised October 2013
Revised November 2014
Revised November 2015
Revised July 2017
Revised July 2018
Revised July 2019
Revised July 2020
Revised July 2021
Revised July 2022
Revised July 2023

District-Wide School Safety Plan

Section I
General Considerations
And
Planning Guidelines

SECTION I – GENERAL CONSIDERATIONS & PLANNING GUIDELINES

A. Purpose

The District-Wide School Safety Team was developed pursuant to Commissioner's Regulation 155.17. The Sullivan West Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of a District-Wide School Safety Plan.

B. District-Wide School Safety Team

Sullivan West appointed a District-Wide School Safety Team consisting of representatives of the School Board, students, teachers, administrators, community members, and school safety personnel.

C. Concepts of Operation

1. The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan guided the development and implementation of individual Building-Level Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response to all emergencies at a particular school site will be outlined in each individual building-level safety plan. Protocols are in place to notify the District Superintendent and appropriate emergency agencies.
3. Efforts related to a specific emergency may be supplemented by County and State resources. This is also reflected in existing protocols.

SECTION I – GENERAL CONSIDERATIONS & PLANNING GUIDELINES

D. Plan Review and Public Comment

1. This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team with technical assistance from the **Sullivan BOCES Health and Safety Office**. The required annual review will be completed each year after its adoption by the Board of Education.
2. While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Section II

Safety Preparation

Content:

Our goal is to be as prepared as possible to deal with emergencies should they occur.

This section describes the policies and procedures we have in place to accomplish this task.

SECTION II-SAFETY PREPARATION

Implementation of School Security

A. Limit Building Entrances

Sullivan West Central School District has two instructional sites: (1) Elementary Campus at Jeffersonville and (2) Sullivan West Central School District Campus at Lake Huntington.

Each site has a security protocol which requires all outside doors to be locked. This allows for monitoring those entering and leaving the building.

All exterior doors remain locked during the day. A security monitor is in place at both buildings.

B. Video Monitoring

So we can better monitor the entrance to the elementary building, a closed circuit video camera has been installed. It is monitored by the receptionist in the main lobby ('94 building) and also in the elementary office. In the middle/high school, it is visible in the main office and 1st floor lobby (where 2 video monitors are present).

C. Visitor Passes

All visitors to any instructional building are:

1. Directed to sign-in at the receptionist desk
2. Issued a visitor pass that must be visually displayed
3. Directed to sign out and return their visitor pass when they leave the building

D. Staff Identification

All staff will be issued a photo ID that identifies them as a Sullivan West employee. The ID must be visually displayed by the employee at all times. This will be helpful to emergency personnel and allow authorized staff to gain access to restricted areas and, to move about the building during a crisis. Substitute staff will also be issued an ID similar to a visitor pass.

E. School Resource Officer

The District contracts with Sullivan County for School Resource Officers (SRO) from the Sheriff's Department. Schools have an armed SRO. The SRO may be shared by both schools or there may be one assigned to each school.

SECTION II-SAFETY PREPARATION

F. Crisis Intervention Personnel

At both sites, trained personnel are available to monitor bus arrival and departure each day.

Training, Drills and Exercises

- A. All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the **district's multi-hazards emergency plan** on an annual basis. The orientation will focus on the district policies and procedures for fire evacuations and emergency response codes procedures, emergency communications and the districts incident command system. (Substitute Teachers and Teacher Aides will receive a fact sheet on the districts policies and procedures upon initial assignment).
- B. Each emergency response code procedure will be practiced on a semi-annual basis as part of a regularly scheduled staff meeting to test the district's communication system.
- C. Building evacuation procedures will be practiced a minimum of 8 times per school year. These procedures will be tested and evaluated during the facilities' fire evacuation drills. Each building will also practice its procedure for distance evacuations (i.e. bomb threat).
- D. The emergency plan for sheltering in the event of severe weather threat, such as a tornado or thunderstorm, will be practiced on an annual basis to test alerting and warning procedures, staff procedures and the movement of students to designated areas within the school building.
- E. The district will conduct four lockdown drills that may coincide with local law enforcement agencies to practice and review its emergency procedures for a "violent incident."

Building Level Staff Assignments:

- A. Following a program orientation drill and/or exercise, participants will forward their observations to the **"Emergency Response Team" (ERT)** for further review and/or discussion. If immediate action is needed, the building's administrator will be notified in order to take corrective action. The ERT will review the actions that were taken and forward their recommendations and suggestions to the SAVE & Wellness Committee.

Code of Conduct – Students, Staff, Visitors

Sullivan West Central School District is committed to providing a safe and orderly school environment where students will receive and staff will deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other Sullivan West personnel, parents and visitors is essential to achieving this goal.

SECTION II - SAFETY PREPARATION

The elementary and high school programs have a set of expectations for conduct on school property, school functions, and under school supervision. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, which are reflective of industry standards and essential to develop a strong character.

This code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. The purpose of this procedure is to promote an orderly and safe environment which will provide students with opportunities to achieve their fullest potential, and to instill in those students responsibilities and abilities they will need to become a contributing member of society.

This Code of Conduct will be reviewed annually and presented to the staff, students and parents at the beginning of each school year.

Daily Hazard Identification:

All staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed, control any potential hazards associated within their work area. Any concern noted by a staff member will be forwarded to an administrator who will notify the facility Safety Committee.

The district will continue to work with outside emergency response agencies and Sullivan BOCES Risk Management Department to evaluate potential hazards associated with transporting and/or educating the children within our district.

Weather Emergency – Early Warning System

To assure we have early warning of any weather event, we contract with the “National Weather Station” (NWS) system. Information is received from NWS by e-mail, phone and/or fax in the offices of the Superintendent of Schools and the Asst. Superintendent for Administrative Services.

Emergency Rapid Response Crisis Kit:

Each school building will organize a Rapid Response (To Go) Crisis Kit

The school nurse should have a separate bag with medical supplies (note as to where it is stored if nurse is absent).

Section III

Risk Reduction and Prevention

SECTION III - RISK REDUCTION AND PREVENTION

Promoting the Characteristics of a Safe School:

Sullivan West strives to maintain a safe school environment by promoting effective prevention strategies. In addition to having a strong academic focus which supports the achievement of higher standards, we also foster positive relationships among school staff, students and parents. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional and academic development.

Program Initiatives for Risk Reduction/Violence Prevention

Our schools utilize a variety of programs and strategies which reduce the risk of violent behavior and promote a safe school environment.

SECTION III - RISK REDUCTION AND PREVENTION

Staff Development Strategies:

Part of our Professional Development Plan will be to make the staff aware of the early warning signs of violent behavior and suicide prevention strategies.

SECTION III - RISK REDUCTION AND PREVENTION

Suicide Prevention

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their death by police, which also could be considered a form of suicide. Effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in being killed by others.

Section IV

Response

Content:

Our goal is to be as prepared as possible to deal with emergencies should they occur.

This section describes the policies and procedures we have in place to accomplish this task.

SECTION IV- RESPONSE

Chain of Command:

Each Building Level Plan will include a chain of command roster that indicates the order Sullivan West Administrators should be contacted should an emergency occur.

SECTION IV - RESPONSE

Internal and External Communication

- A. In the event of an emergency, or impending emergency, the district will notify all administrators/designees of each of our facilities to take appropriate action as indicated in their building level plans.

Protective Action Options

When an emergency occurs or we have advance notice one may occur, we may implement one of the following actions in cooperation with local emergency responders:

- A. School Cancellation

The Superintendent of Schools or his/her designee will monitor any situation that may warrant a school cancellation. He/she will make a determination if school cancellation is necessary, and if it is, we will contact local radio stations. Staff will be notified by the communication ParentSquare, district website and phone recording.

- B. District Early Dismissal

The Superintendent of Schools or his/her designee will monitor any situation that may warrant an early dismissal. He/she will make a determination if early dismissal is necessary, and if it is, First Student is notified; staff is notified via email; local radio stations are contacted; parents/guardians are notified by ParentSquare; the district website and phone recording are updated.

- C. Evacuation Plan and Shelter Plan

Each building will have specific evacuation sites identified in their individual building plans. Each evacuation site will have the capacity and resources to shelter and accommodate the student body from that location.

SECTION IV - RESPONSE

Multi-Hazard Responses (Response instructions outlined in the ERP Manual for each building)

1. Armed Intruder
2. Violent Incident
3. Hostage Situation
4. Kidnapping
5. Bomb Threats
6. Civil Disturbance
7. Severe Weather/Tornado
8. Explosion/Fire Emergency
9. Gas Leak
10. Hazardous Materials On-Site
11. Hazardous Materials Off-Site
12. Suspicious Substance (Anthrax/Biological Threat)
13. Food Poisoning
14. Medical Emergency
15. School Vehicle Accident Off-Campus
16. Loss of Utilities
17. Utilities- Downed Power Lines
18. Suspicious Package
19. Flood
20. Pandemic (District Policy)
21. Suicide On-Site

Section V

Post Crisis/Recovery

Content:

Identifies and describes actions that will be taken after acts of threats, actual violent incidents or other emergencies that have had a major effect on the well-being of students, school staff and the community at large.

SECTION V - POST CRISIS/RECOVERY

Responding to the aftermath of a crisis – Recovery

Schools in this country have long been considered to be one of the safest places to be on a day-to-day basis. Recent tragedies in our nation's schools remind us that we must place more and more effort in ensuring the safety of students and staff. The preceding sections of this document have addressed prevention, interventions and procedures for dealing with a serious incident when it occurs. Schools that have had to deal with such incidents have learned that the work is not over with the termination of actual incident. Indeed, often the most difficult phase involves dealing with the aftermath and helping people recover from the effects of the incident.

Schools that have experienced tragedy have included the following provisions in their response plans:

- Help parents understand children's reactions to violence. In the aftermath of tragedies, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted – to name a few of the symptoms.
- Help teachers and other staff deal with their reaction to the crisis. Debriefing and grief counseling are just as important for adults as they are for students.
- Help students and faculty adjust after the crisis. Provide both short term and long term mental health counseling following a crisis.
- Help victims and family members of victims re-enter the school environment. Often school friends need guidance in how to act. The school community should work with students and their parents to design a plan that makes it easier for victims and their classmates to adjust.

How schools handle this recovery period, especially the first twenty-four to forty eight hours, may critically reduce the long-term effect on people involved. In the aftermath of a crisis, people need opportunities to express their feelings about what has happened and to receive support from others who are able to give such support. They also need to be knowledgeable about possible long-term effects and how to deal with them. Crisis teams must come up with a short-term and a long-term plan for recovery period.

Components of Sullivan West Emergency Response Team (ERT) Plan:

The ERTs have developed such a plan which includes:

- The Team's role in dealing with the recovery phase
- The roles and responsibilities of team members
- Resources that are available to assist in the recovery process and their involvement in the development of the plan.

- The training of staff in related policies and procedures.
- Mechanisms for accessing support
- How one division's team will assist another division in the event of a crisis.

The initial training for team members lasts two days and includes a combination of large and small group experiences. Staff are given numerous opportunities to practice the implementation of the plan. Some of the basic premises in the training are as follows (which is also followed by the building level ERT):

- All schools eventually will face a significant crisis situation.
- School teams benefit from frequent "hands on" practice.
- School emergency teams are most effective when members work cooperatively.
- Responses are best carried out by defining specific roles and assigning team members to those roles.
- Team members must be versatile, flexible and able to carry out more than one role.
- Feedback is fundamental so that team members can learn, grow and become more effective.
- Emergency response is hard work both emotionally and physically, therefore mutual support is critical.

The ERT includes representation from administrators, faculty and staff from both buildings and was designed to oversee an incident in any of our divisions and buildings. It is understood that staff from one division may be called upon to assist in the recovery process resulting from an incident in another division. The need for and coordination of such cooperative efforts would be determined by the ERT. Our plan also describes the roles of each team member and specifies how the ERT would access personnel and other resources from the County and State when necessary. Ultimately, the coordination of these activities is the responsibility of the District Superintendent/or designee per the chain of command roster.

Section VI

Remote Instruction Plan 2023-2024 School Year

Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction:

- Sullivan West CSD provides 1:1 Devices for all students grades 1-12.
- Grades 7-12 expected to bring devices to and from school on a daily basis.
- Grades 1-6 have classroom carts, and assigned a specific device for the school year.
- Additional laptops are available for sign-out for all kindergarten classes.
- Sullivan West CSD uses Schoology (grades 3-12) and Seesaw (grades k-2) for Learning Management Systems.

Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity:

- The District surveys every student household to determine their level of Internet access needed to engage in at-home learning. Based on the results of this engagement, the District has been able to provide families hot spots whose parents requested this resource.
- The District repeats this process every year in order to inform our decision-making to provide equity to all learners if we must provide remote instruction.

Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction:

- The District's focus remains on providing a high-quality program of teaching and learning for all students. Details regarding the District's planned approach to the instructional program for students are provided below.
- Elementary School Expectations and Information:
 1. Students will continue to follow their schedule and attend virtual classes or complete work that is provided by the teachers. Students and staff will follow our regular six-day cycle. (A Day, B Day, etc.)
 2. Teachers will be setting up their schedules and providing virtual class meeting times throughout the day to their students. Virtual class meetings will be through Microsoft Teams.
 3. More detailed information and link to access the real-time online sessions with teachers will be posted on the teachers' Schoology/Seesaw pages.
 - a. For grades PK-4, the homeroom teachers will be available throughout the day and have three virtual sessions; 1 which will take place in the morning, and 2 more throughout the day for added support.
 - b. For grades 5 and 6, students will attend their teachers' virtual sessions at the regularly scheduled times.

4. Teachers will work with students/families who may not have the best internet connectivity. Parents will reach out to the students' specific teachers with any issues regarding their family's schedule.
- Middle School – High School Expectations and Information:
 1. All students will attend virtual classes via Microsoft Teams.
 2. The Microsoft Teams link will be on the specific class home Schoology page.
 3. Students will log into Teams meetings during their regularly scheduled class times. For example, if a student is scheduled for English Pd. 1, their class will meet through Teams during Pd. 1 time. A "bell" schedule will be provided to families. Classes are slightly shorter to allow for screen breaks and log in time.
 4. Students and staff will follow our regular six-day cycle. (A Day, B Day, etc.)
 5. Students should log into the Teams meetings for all classes, including PE and electives.
 6. Students should not plan to attend Teams sessions for Study Halls or Lunch.
 7. Teachers will work with students/families who have poor internet connectivity. Alternate meeting/discussion time will be arranged per student and teacher availability. Parents can reach out to your students' specific teachers with any scheduling issues. Families in need of assistance should contact our Instructional Technology Facilitator.
 8. Attendance will be taken through eSchoolData during Teams calls. If the student cannot attend the scheduled class Teams meeting, they should check in with the teacher at another time during the day, and attendance will be recorded.
 9. Teachers will implement Individual Education Program (IEP) or Section 504 Plan documents for all students with disabilities. All students scheduled for Resource Room or Study Skills should log into the Teams meetings for those classes. Any questions can be directed to your students' classroom teacher or Case Manager.
 10. Assignments and grading will follow the current practice. Parents and students should refer to the course syllabus for details. Any class specific questions, parents should contact the teacher directly.
 - The District has developed plans to ensure that our English Language Learners continue to receive the instructional support required under Part 154 of the Commissioner's Regulations, regardless of the instructional model which is adopted.
 1. The District will ensure that the identification process for students who may be English Language Learners (ELLs) will be completed in accordance with Part 154 of the Commissioner's Regulations.
 2. The District will continue to provide the required instructional units of study to all ELLs based on their most recently measured English Language proficiency level during remote instruction.

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate:

- Students whom access is not available or appropriate may make arrangements with their school to receive learning materials and resources needed during that time.
- Students who do not have Internet access at home will receive regular "check-ins" with faculty and staff to ensure that their needs are being met and to answer or assist with any instructional questions. Teaching Assistants may provide assistance by phone when appropriate.

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education:

- The School District values equity in our decision-making regarding students, and we will ensure that our instructional program demonstrates equity for all students. Students with significant Special Needs, English Language Learners, and students who do not have Internet access at home will receive regular “check-ins” with faculty and staff to ensure that their needs are being met.
- Special Education and related services will be provided to all students in compliance with the Individualized Education Program and 504 documents.
- The Student Services Office and the Special Education staff will ensure that students who have IEPs are receiving education which is designed specifically to allow the students to make progress toward their IEP goals and demonstration of learning of instructional material. Considerations will include:
 - Specially-Designed Instruction
 - Related Services
 - Accommodations and Modifications
 - Instructional Materials individualized to the student’s needs
 - Individual and/or Small-Group Instruction
 - Modeling of Instruction for parents to practice with their children
- The District will ensure that it is documenting the programs and services offered and provided to students with disabilities, as well as communication with parents. Each student’s IEP and Progress Reports will remain the foundation for written communication regarding a student’s progress. In addition, parents will receive communications from teachers by email, phone call and learning management system related to their child’s academic and social/emotional progress. All depending on the length of remote learning.
- The School District provides a Pre-Kindergarten program for eligible students, and plans to continue to do so while adhering to the Department of Health and New York State Education Department guidelines. The School District contracts with outside agencies to provide the Committee on Preschool Special Education Services.
- The District will ensure that there is collaboration between the Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) and program providers in order to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources during remote instruction.

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

- The school district would claim the following hours:
Elementary School, grades PK-6 = 5.5 Hours
Middle School and High School, grades 7-12 = 5.5 Hours

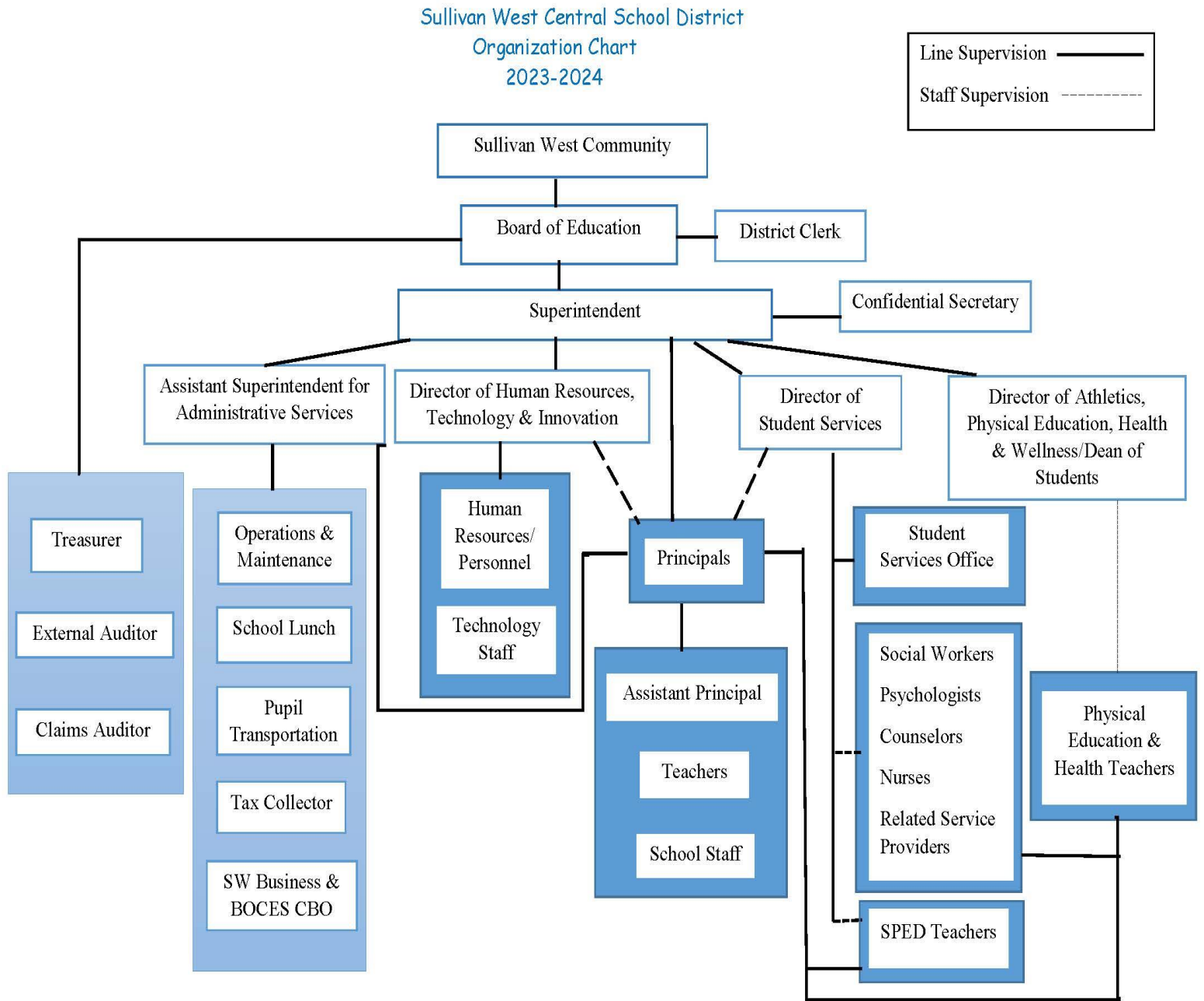
ADMINISTRATORS

Dr. Kathleen Bressler – Superintendent of Schools
Lorraine Poston – Assistant Superintendent for Administrative Services
Dan Parisi – Director of Human Resources, Technology & Innovation
Sheri Parucki – Director of Student Services
Kurt Buddenhagen – Dean/Director of PE, Health & Athletics
Mark Plescia – High School Principal
Scott Haberli – Middle School Principal
Rod McLaughlin – Elementary School Principal
Kevin Carbone – Elementary School Assistant Principal

SAVE COMMITTEE

Lorraine Poston – Asst. Supt. for Administrative Services
Scott Haberli – Middle School Principal
Rachel Van Tuyl – HS Social Worker
Danielle DuBois – HS School Nurse
Kurt Buddenhagen – Dean/Dir. of PE, Health & Athletics
Tim Kautz – SRO
Hilda Monfredo – HS Teacher Aide
Kevin Carbone – PK-6 Assistant Principal
Michele Brockner – Elementary Teacher
Judy Durkin – Elementary School Nurse
Dawn Hauschild – Elementary Teacher
Kathy Hector – Elementary Teacher Assistant
Christina Kautz – District Clerk
Kayla O'Dell – Social Worker
Sheri Parucki – Director of Student Services
Markus Pratti – SRO
Dara Smith – School Lunch Manager
Scott Scardino – Elementary Physical Education Teacher
Ed Kraack, Sr. – Community Member/First Responder
Regina Meyer – Community Member
Debbie Owen – Community Member
Anna Steppich – Community Member

Sullivan West Central School District Organization Chart



SCHOOL INFORMATION

Sullivan West Elementary School

33 Schoolhouse Road

Jeffersonville, NY 12748

Phone: 845-482-4610 Fax: 845-482-9883

Rod McLaughlin – Principal – ext. 2141

Kevin Carbone – Assistant Principal – ext. 2158

Marcus Pratti – SRO

Judy Durkin – Nurse – ext. 2139

– Social Worker – ext. 2111

Maureen Casey-Bryant – Counselor – ext. 2107

Kayla O'Dell – Social Worker – ext. 2102

Sullivan West High School

6604 SR 52

Lake Huntington, NY 12752

Phone: 845-932-8401 Fax: 845-932-8425

Mark Plescia – HS Principal – ext. 1100 or 1101

Scott Haberli – MS Principal – ext. 1100 or 1101

Tim Kautz – SRO

Danielle DuBois – Nurse – ext. 1120

Rachel Van Tuyl – Social Worker – ext. 1107

Sullivan West District Offices

33 Schoolhouse Road

Jeffersonville, NY 12748

Phone: 845-482-4610

Dr. Kathleen Bressler – Superintendent of Schools – ext. 3000

Lorraine Poston – Assistant Superintendent for Admin Services – ext. 3005

Dan Parisi – Director of Human Resources, Technology & Innovation – ext. 3169

Sheri Parucki – Director of Student Services – ext. 3009

Kurt Buddenhagen – Dean/Director of PE, Health & Athletics – ext. 1105

Lisa Moran – Transportation – ext. 3001

Dara Smith – School Lunch Manager – ext. 2125

ELEMENTARY SCHOOL ERT

Don Bertholf – Custodian
Kathleen Bressler – Supt. of Schools
Kevin Carbone – Assistant Principal
Maureen Casey-Bryant – Counselor
Judy Durkin – Nurse
Joe Ebeling – Teacher
Nicole Farrell – Teacher
Amy Favre – Teacher
Tracey Gorr – Teacher
Dawn Hauschild – Teacher
Kathy Hector – Teacher Assistant
Alexcia Hokirk – Secretary
Christina Kautz – District Clerk
Michael Lambrigger – Bldg & Grounds Supervisor
Rod McLaughlin – Principal
Tara Meyer – Teacher Aide
Lisa Moran – Transportation
Kayla O'Dell – Social Worker
Sheri Parucki – Director of Student Services
Markus Pratti – SRO
Casey Ross – Teacher Aide
Dara Smith – School Lunch Manager
Nalani Waddell – Secretary

MIDDLE/HIGH SCHOOL ERT

Kathleen Bressler – Supt. of Schools
Kurt Buddenhagen – Dean/Dir. of PE, Health & Athletics
Danielle DuBois – Nurse
Sevanna Fadis – Secretary
Scott Haberli – Middle School Principal
Will Hulse – Secretary
Tim Kautz – SRO
Amanda Mall – Counselor
Padraic McCarthy – Teacher
Ulysses Oestrich – Building Maintenance Supervisor
Mark Plescia – High School Principal
Kurt Scheibe – Teacher
Linnea Schumacher – Teacher
Rachel Van Tuyl – Social Worker