



GRAND ISLAND  
CENTRAL SCHOOL DISTRICT

# ***DISTRICT SAVE PLAN***

2016 - 2017



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## INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21<sup>st</sup> Century*, contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the school building levels. At the district level, the new *District-Wide School Safety Plan* replaces the current school emergency management plan that is required for all districts. At the school building level, a newly required *School Building Emergency Response Plan* must be prepared for each school building in the state. Together, these plans are intended to provide the means for each school district and all the buildings in the district to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

A

## **A. PURPOSE**

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Grand Island Central School District Board of Education, the Superintendent of Grand Island School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

**B**



## **B. DISTRICT-WIDE SAFETY TEAM MEMBERS**

The Grand Island School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

### **DISTRICT SAFETY TEAM**

|                      |   |
|----------------------|---|
| Michael Lauria       | Grand Island High School Principal      |
| John Fitzpatrick     | Veronica Conner Middle School Principal |
| Keri Nowak           | Huth Elementary School Principal        |
| Mary Haggerty        | Kaegebein Elementary School Principal   |
| Denise Dunbar        | Sidway Elementary School Principal      |
| Robert McDow         | GICSD Director of Business & Finance    |
| Theresa Alizadeh     | GICSD Transportation                    |
| Chris Pyc            | GICSD Resource Officer                  |
| James Rozler         | GICSD Director of Facilities            |
| Cynthia Sharpe       | GICSD Health Services – Nurse           |
| Janet Schuster       | GICSD Secretary to the Superintendent   |
| Jennifer Appenheimer | GICSD Asst. to Director of Finance      |
| Andy Tokasz          | First Niagara Risk Management           |
| Nathan McMurray      | Town Supervisor                         |
| William Pudlewski    | PMA Insurance Group                     |
| Karen J. Rozuk       | Erie1 BOCES Sr. Safety Analyst          |
| Dr. Brian Graham     | GICSD Superintendent                    |

C

## C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
  - 1) Asking for their input in the planning process. If possible, include them as a member of the district-wide and building teams.
  - 2) Include them in the training of staff and students.
  - 3) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
  - 4) Discussing all resources available if Article 2-B is invoked.

**D**

## **D. PLAN REVIEW AND PUBLIC COMMENT**

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- 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.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## **SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING**

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A



## SCHOOL SAFETY AUDIT CHECK LIST

Date: \_\_\_\_\_

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Imple-<br>ment | Safety and Security of Buildings and Grounds  |
|-----|---------|----|----------------|---|
|     |         |    |                | <b><u>School Exterior and Play Areas</u></b>  |
|     |         |    |                | School grounds are fenced. If yes, approximate height _____.                          |
|     |         |    |                | Gates are secured by good padlock and chains after hours.                             |
|     |         |    |                | <b><u>Signage:</u></b>  |
|     |         |    |                | Drug-free zone signs are posted.  |
|     |         |    |                | Bus loading and drop-off zones are clearly defined.                                   |
|     |         |    |                | Parent drop-off and pick-up area is clearly defined.                                  |
|     |         |    |                | There is only one clearly marked and designated entrance for visitors.                |
|     |         |    |                | Signs are posted for visitors to report to main office through a designated entrance. |
|     |         |    |                | "Restricted" areas are properly identified.   |
|     |         |    |                | <b><u>Landscaping</u></b>   |
|     |         |    |                | Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)          |
|     |         |    |                | All poisonous shrubs, trees and foliage have been removed.                            |
|     |         |    |                | Boundary edges are free from trees and telephone poles.                               |
|     |         |    |                | <b><u>School Bus Zone:</u></b>  |
|     |         |    |                | Access to bus loading area is restricted to other vehicles during loading/unloading.  |
|     |         |    |                | Staff are assigned to bus loading drop off areas.                                     |
|     |         |    |                | <b><u>Lighting</u></b>  |
|     |         |    |                | There is adequate lighting around the building  |
|     |         |    |                | Lighting is provided at entrances and other points of possible intrusion.             |
|     |         |    |                | Accessible lenses are protected by some unbreakable material.                         |
|     |         |    |                | Directional lights are aimed at the building  |
|     |         |    |                | Exterior light fixtures are securely mounted.   |
|     |         |    |                |   |

## SCHOOL SAFETY AUDIT CHECK LIST

Date: \_\_\_\_\_

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Imple-<br>ment | Safety and Security of Buildings and Grounds  |
|-----|---------|----|----------------|---|
|     |         |    |                | <b><u>School Exterior and Play Areas</u></b>  |
|     |         |    |                | <b><u>Windows and Doors</u></b>   |
|     |         |    |                | Entrances to school property can be observed from the school and are adequately secured after hours                                 |
|     |         |    |                | If campus style, doors are locked when classrooms are vacant  |
|     |         |    |                | Ground floor windows: no broken panes and locking hardware in working order   |
|     |         |    |                | Basement windows are protected with grill or well cover.  |
|     |         |    |                | Outside hardware has been removed from all doors except at point of entry.  |
|     |         |    |                | <b><u>Play Areas</u></b>  |
|     |         |    |                | Play areas are fenced   |
|     |         |    |                | Good visual surveillance of play equipment is possible  |
|     |         |    |                | Vehicular access to play areas is restricted  |
|     |         |    |                | <b><u>Vehicular and bicycle parking</u></b>   |
|     |         |    |                | Visual surveillance of bicycle racks is possible  |
|     |         |    |                | Visual surveillance of parking lots from main office is possible  |
|     |         |    |                | Driver education vehicles are secure  |
|     |         |    |                | Students are issued parking stickers for assigned parking areas   |
|     |         |    |                | Student access to parking area is restricted to arrival and dismissal times   |
|     |         |    |                | Parking area has been designated for students who must leave school during regular hours to begin work                              |
|     |         |    |                | <b><u>Security</u></b>  |
|     |         |    |                | All areas of school buildings & grounds are accessible to patrolling security vehicles  |
|     |         |    |                | There is a central alarm system in the school. If yes, describe:  |
|     |         |    |                | High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system |
|     |         |    |                | Unused areas of the school can be closed off during after school activities   |

## SCHOOL SAFETY AUDIT CHECK LIST

Date: \_\_\_\_\_

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Imple-<br>ment | Safety and Security of Buildings and Grounds   |
|-----|---------|----|----------------|--|
|     |         |    |                | <b><u>School Exterior and Play Areas</u></b>   |
|     |         |    |                | <b><u>Security</u></b>   |
|     |         |    |                | All areas of school buildings & grounds are accessible to patrolling security vehicles   |
|     |         |    |                | There is a central alarm system in the school. If yes, describe:   |
|     |         |    |                | High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system                                |
|     |         |    |                | Unused areas of the school can be closed off during after school activities  |
|     |         |    |                | There is two-way communication between:<br>_____ Classroom and main office<br>_____ Duty stations and main office<br>_____ Re-locatable classrooms and main office |
|     |         |    |                | Students are restricted from loitering in corridors, hallways, stairwells & restrooms  |
|     |         |    |                | Students are issued identification badges  |
|     |         |    |                | There are written regulations restricting student access to school grounds & buildings   |
|     |         |    |                | There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms  |
|     |         |    |                | The school ground is free from graffiti, trash and/or debris   |

## SCHOOL SAFETY AUDIT CHECK LIST

Date: \_\_\_\_\_

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Implement | Safety and Security of Buildings and Grounds   |
|-----|---------|----|-----------|--|
|     |         |    |           | <b><u>School Interior</u></b>  |
|     |         |    |           | The entrance lobby is visible from the main office   |
|     |         |    |           | Visitors are required to sign in   |
|     |         |    |           | Proper identification is required of vendors, repairmen, etc.  |
|     |         |    |           | Visitors are issued ID cards or badges   |
|     |         |    |           | Full and part-time staff, including bus drivers, are issued ID cards or other identification                             |
|     |         |    |           | Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school     |
|     |         |    |           | Students are required to have written permission to leave school during school hours                                     |
|     |         |    |           | <b><u>Lighting</u></b>   |
|     |         |    |           | The hallways are properly lighted  |
|     |         |    |           | Bathrooms are properly lighted   |
|     |         |    |           | Bathrooms are supervised by staff  |
|     |         |    |           | Stairwells are properly lighted  |
|     |         |    |           | Switches and controls are properly located and protected   |
|     |         |    |           | Access to electrical panels is restricted  |
|     |         |    |           | The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored |
|     |         |    |           | <b><u>Doors</u></b>  |
|     |         |    |           | Faculty members are required to lock classrooms upon leaving   |
|     |         |    |           | Multiple entries to the building are controlled and supervised   |
|     |         |    |           | Doors accessing internal courtyards are securely locked  |
|     |         |    |           | Mechanical rooms and other hazardous storage areas are kept locked   |
|     |         |    |           | The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school                 |
|     |         |    |           | <b><u>Signage</u></b>  |
|     |         |    |           | Exit signs are clearly visible and pointing in the correct direction   |

## SCHOOL SAFETY AUDIT CHECK LIST

Date: \_\_\_\_\_

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Imple-<br>ment | Safety and Security of Buildings and Grounds   |
|-----|---------|----|----------------|--|
|     |         |    |                | <p><b><u>Miscellaneous</u></b></p> <p>Does vandalism take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms    <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways        <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms      <input type="checkbox"/> Other _____</p> |
|     |         |    |                | <p>Vandalism takes place during: (check all that apply):</p> <p><input type="checkbox"/> Before School    <input type="checkbox"/> During School hours</p> <p><input type="checkbox"/> After School     <input type="checkbox"/> Weekends</p> <p><input type="checkbox"/> Other _____</p>  |
|     |         |    |                | <p>Do assault and battery incidents take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms    <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways        <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms      <input type="checkbox"/> Other _____</p>                  |
|     |         |    |                | <p>During what periods of the day do assault and batter incidents happen?</p> <p><input type="checkbox"/> Before School    <input type="checkbox"/> Change of class</p> <p><input type="checkbox"/> After School     <input type="checkbox"/> Lunch period</p> <p><input type="checkbox"/> Other _____</p>   |

## A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

### GUIDELINES

When developing a specific list of potential sites for emergencies, *at the building level*, there are many variables that could serve as a catalyst or provide the environment for an emergency to take place at that site. Sites that have these variables or environment have been considered in the following list:

#### ON-SITE

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas
- paint spray booths
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

#### OFF-SITE

- major highways (chemical transport)
- airport (flight path)
- railroad
- certain industrial sites (refineries, etc)
- creeks

This list can be used as a guideline to help assist in the development of the building level site of potential emergencies. It may not be all-inclusive.

## A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

### LOCATIONS

#### **OFF-SITE**

| <b>BUILDING</b>   | <b>SITE</b>                    | <b>MATERIAL</b>  |
|---|--------------------------------|--|
| High School/Middle & Elementary Schools, District Offices, Eco Island | Grand Island Bridges           | Hazardous Material Spills<br>Vehicle Accidents<br>Weather related closures |
| High School, Middle, Elementary Schools, District Office, Eco Island  | Interstate 190 North and South | Hazardous Material Spills<br>Vehicle Accidents<br>Weather related closures |
| High School, Middle, Elementary Schools, District Office, Eco Island  | Buffalo International Airport  | Plane crash  |

#### **ON-SITE**

| <b>BUILDING</b>  | <b>SITE</b>  | <b>MATERIAL</b>  |
|--|--|--|
| MS/HS  | Science Laboratories, and Store rooms  | Laboratory Chemicals, minor spill, burns, lacerations              |
| MS/HS, Elementary Schools, District Office, Eco Island, Transportation | Boiler room, Electrical Panels, Kitchens, Technology and Home and Careers Classrooms | Fire, explosion, natural gas, oil leak, spills, burns, lacerations |
| MS/HS Elementary Schools   | Pool<br>Playgrounds and Fields   | Pool Chemical Spill<br>Injuries                                    |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|



**B**

**B. PLANS FOR TAKING THE FOLLOWING ACTIONS IN  
RESPONSE TO AN EMERGENCY WHERE APPROPRIATE**

## **EMERGENCY CLOSINGS**

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations designated by the Board of Education.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

## **EARLY DISMISSAL RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EARLY DISMISSAL** procedures, they are as follows:

The EARLY DISMISSAL procedure will be implemented when a situation such as heavy snow warning, etc. is imminent. This would occur at any time of the day after the children are on their way to school, or while school is in session. The district order would be given by the superintendent of the school district.

1. Contact each district's transportation department to provide for go home procedure.
  - a. Teachers and students return to homeroom.
  - b. Attendance of all students should be taken by teachers.
  - c. Names of students not accounted for should be referred to office.
  - d. Teachers and students should remain in place until directions for dismissal are given.
  - e. Good conduct and discipline standards are to be enforced.
  - f. Special considerations should be given to:
    1. Handicapped persons – contact transporting agency
    2. Student drivers dismissed to go home if situation permits
    3. Day care children – notify parents to pick up children
2. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
3. Information:
  - a. Explanation of situation
  - b. What is being done
  - c. Anticipation of length of time
4. Communication with parents or media as necessary.

## **EVACUATION RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **EVACUATION** procedures, they are as follows:

1. The central office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.
2. Contact with local fire or police will be made by the building administrator.
3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Handicapped individuals
- c. Transportation – District
- d. Time of travel and length of stay – temporary
- e. Notification of parents/guardians
- f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures should be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class registers.
5. Transportation needs.
6. Students should prepare for evacuation **AS TIME PERMITS**
  - a. Coats, lunches, books
  - b. Consideration to walkers and students with cars

## **SHELTER IN PLACE RECOMMENDATIONS**

In the event of an imminent emergency that requires specific **SHELTER IN PLACE** or off building site, the procedures are as follows:

The SHELTER procedure will be implemented when the building administrator has become aware of a situation in which students and staff should be kept within the school building. This incident may be of natural or man-made origin. For example: high wind, rain, blizzard or thunderstorm, airborne gasses, etc. This procedure may be implemented at any time of the day even though dismissal would appear to be the most obvious. It may affect the whole school or a portion of it.

NOTE: In the event of weather related incidents, avoid assembling in central locations e.g. gym, auditorium, etc. Students participating in outdoor activities should be notified to move to a safe area.

1. The SHELTER procedure may be implemented in two ways:
  - a. SHELTER in place:
    - Teachers and students remain in assigned rooms.
    - All students should be accounted for roll-call by teachers.
    - Names of students not accounted for should be referred to attendance officer.
    - Teachers and students should remain in place until either given further directions or released by building administrator.
    - Good conduct and discipline standards are to be enforced.
  - b. SHELTER in location(s):
    - Teachers and students will be given directions as to where to assemble.
    - Movement of students to locations should be done in a quiet, orderly fashion.
    - Students should be accounted for by roll-call by teachers.
    - Names of students not accounted for should be referred to attendance officer.
- NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
2. Superintendent notification.
3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.
4. Information:
  - a. Spoken in a calm, controlled manner.
  - b. Explain the situation.
  - c. What is being done.
  - d. Anticipation of the length of time.
5. Communications with parents or media may be necessary.
6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

## **SHELTER IN PLACE AND SECURE (LOCKDOWN)**

In the event of an imminent emergency that requires specific **SHELTER IN PLACE AND SECURE (LOCKDOWN)** procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Hold in place and secure may be activated at any time of the day and will affect the entire building.

The following steps will be taken during hold in place and secure (lockdown) procedures:

- 1) Notify law enforcement (911)
- 2) When the order for hold in place and secure is given, all instructional and office staff should **IMMEDIATELY** lock all classroom and office doors.
- 3) **ALL** students should be accounted for.
- 4) Individual building procedures should be followed precisely.
- 5) Full cooperation should be afforded to law enforcement agencies and other emergency responders
- 6) Communicate information with students/staff **AS MUCH AS POSSIBLE**. This information could include:
  - a. Why
  - b. What is being done
  - c. Length of time anticipatedThis information should be spoken in a calm manner.
- 7) Prepare separate staging areas for parents and the media. Rely on the expertise of the law enforcement agency, public information officer (PIO), to communicate with the media. Staff the parents staging area with a school representative, in authority, and with accurate information.
- 8) After the incident is brought to close, activate post-incident response, as needed.
- 9) Evaluate the procedures.

**IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED: (Confidential as per Building Level Safety Plan. Information not listed.)**

**OFF-CAMPUS**

| EVACUATING SITE | # STUDENTS/<br>STAFF | RECEIVING SITE | # THAT CAN<br>BE<br>SHELTERED |
|-----------------|----------------------|----------------|-------------------------------|
|                 |                      |                |                               |
|                 |                      |                |                               |
|                 |                      |                |                               |
|                 |                      |                |                               |
|                 |                      |                |                               |
|                 |                      |                |                               |
|                 |                      |                |                               |

**IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:(( Confidential as per Building Level Safety Plans. )**

| EVACUATING SITE | RECEIVING SITE |
|-----------------|----------------|
|                 |                |
|                 |                |





## FACILITIES AGREEMENTS

### STATEMENT

Grand Island C.S.D. has adopted agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short term basis to house staff and students have been arranged.

Arrangements for school building facilities to be used as disaster shelters are coordinated through the Greater Buffalo Chapter, American Red Cross, Department of Emergency Services. These shelter agreements authorize their use of the building facilities for any natural or man-made disaster. The use of the building facilities is not restricted to only school district staff and students, but for any group as the need and location arises.

Notification of facility use will be made by:

1. School requesting the Red Cross to provide sheltering facilities as dictated by the emergency.
2. Local, county or state agency requested the Red Cross to provide sheltering facilities as dictated by the emergency.

The Red Cross will staff the shelter and will supply materials and food as needed. If school district supplies are drawn upon during the time of the disaster, or if the building becomes damaged as a result of use or misuse, then the Red Cross will reimburse the school district.

**Grand Island Central School District**  
**Confidential as per Building Level Safety Plan**  
**AGREEMENT**

As a response to a natural or man-made disaster,

\_\_\_\_\_ Facility Name

Hereby agrees that its facilities located at:

\_\_\_\_\_  
\_\_\_\_\_

may be used as a temporary shelter of students attending one or more schools belonging to the Grand Island Central School District.

In consideration for the granting of such permission, the Grand Island School District agrees that the following conditions shall prevail:

- a. Notification will be given prior to student arrival.
- b. Students will be supervised by district personnel.
- c. Transportation will be notified to pick up students as soon as possible at your location.

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Title

\_\_\_\_\_ Grand Island Superintendent of Schools

\_\_\_\_\_ Date

C

**C. DISTRICT RESOURCES****SCHOOL DISTRICT ENROLLMENT/STAFF**

(Confidential as per Building Level Safety Plan – Information not listed.)

| <b>SCHOOL</b>       | <b>GRADES</b> | <b># STUDENTS</b> | <b># ADMIN.</b> | <b># TCHR/ STAFF</b> |
|---------------------|---------------|-------------------|-----------------|----------------------|
| High School         |               |                   |                 |                      |
| Middle School       |               |                   |                 |                      |
| Huth Elementary     |               |                   |                 |                      |
| Kaegebein Elem.     |               |                   |                 |                      |
| Sidway Elementary   |               |                   |                 |                      |
| Ransom Road Complex |               |                   |                 |                      |
| Bus Garage          |               |                   |                 |                      |
| Nike                |               |                   |                 |                      |
| District Office     |               |                   |                 |                      |

**DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION**

Confidential as per Building Level Safety Plan

| SCHOOL | # STUDENTS | # TEACHER/STAFF |
|--------|------------|-----------------|
|        |            |                 |
|        |            |                 |
|        |            |                 |
|        |            |                 |
|        |            |                 |

**Contact Person and Phone Number:**

## OTHER SCHOOL DISTRICT PERSONNEL

| TITLE                                     | NAME                                    | WORK     |
|---|---|----------|
| <i>Superintendent</i>                     | Dr. Brian Graham                        | 773-8801 |
| <i>President, Board of Education:</i>     | Lisa Pyc                                | 774-8131 |
| <i>Director of Finance</i>                | Robert McDow                            | 773-8805 |
| <i>Vice President, Board of Education</i> | Susan Marston                           | 773-6636 |
| <i>Director of Facilities</i>             | James Rozler                            | 773-8823 |
| <i>AHERA Designee:</i>                    | James Rozler                            | 773-8823 |
| <i>Principal(s)/Bldg.:</i>                | Mr. Michael Lauria / High School        | 773-8820 |
| <i>Asst. Principal(s) /Bldg.:</i>         | Mr. Michael Carter<br>TBD / High School | 773-8820 |
| <i>Principal(s)/Bldg.:</i>                | Mr. John Fitzpatrick / Middle School    | 773-8830 |
| <i>Asst. Principal(s) /Bldg.:</i>         | Ms. Danielle Hawkins / Middle School    | 773-8831 |
| <i>Principal(s)/Bldg.:</i>                | Mrs. Keri Nowak / Huth Road             | 773-8850 |
| <i>Principal(s)/Bldg.:</i>                | Mrs. Mary Haggerty / Kaegebein          | 773-8841 |
| <i>Principal(s)/Bldg.:</i>                | Mrs. Denise Dunbar / Sidway             | 773-8872 |
| <i>Head Custodian:</i>                    | Mr. Ron Rose / High & Middle School     | 773-8814 |
| <i>Head Custodian:</i>                    | Mr. Donald Astridge / Huth              | 773-8852 |
| <i>Head Custodian:</i>                    | Mr. Michael DeMartin / Kaegebein        | 773-8842 |
| <i>Head Custodian:</i>                    | Mr. Kevin Astridge / Sidway             | 773-8871 |
| <i>Transportation Supervisor:</i>         | Mrs. Theresa Alizadeh                   | 773-8890 |
| <i>School Nurse/Bldg.:</i>                | Ms. Cynthia Sharpe / High School        | 773-8827 |
| <i>School Nurse/Bldg.:</i>                | Ms. Heather Parmelee / Middle School    | 773-8838 |
| <i>School Nurse/Bldg.:</i>                | Ms. Marian Ferrell / Huth Road          | 773-8851 |
| <i>School Nurse/Bldg.:</i>                | Ms. AnnMarie Stewart / Kaegebein        | 773-8842 |

|                     |                           |          |
|---------------------|---------------------------|----------|
| School Nurse/Bldg.: | Ms. Megan O'Neil / Sidway | 773-8871 |
|---------------------|---------------------------|----------|

*Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.*



## COMMUNICATION RECOMMENDATIONS

### Within Buildings

1. Use of the public address system by an administrator or his/her delegate to provide information and/or direction to staff and students.
2. If unable to use electricity or public address system failure:
  - a. If there is NO time problem, an administrator or designee may walk through the building and inform faculty, staff and students of information and directions.
  - b. Use of a personnel delegate to communicate messages from chief administrator in charge to each floor and wing of the building. There should be as few persons as possible responsible to carry messages by word-of-mouth, as the more people used, the greater the chance of students and staff receiving misinformation.
  - c. The use of strategically located portable 2-way radios/cellular phones may be used throughout the building to help speed communications and relay information using fewer persons.
  - d. Communications may be made easier if students were collected in a centralized location (auditorium, gymnasium, etc.) rather than individual classrooms.

**NOTE: In case of electrical system failure, public telephones may still be operational.**

### Between Buildings

1. Public Telephone – use a designated extension or private line may be kept clear for emergency information between building administrators or their delegates.
2. Portable 2-way radios may be used for communication if buildings are within range of each other. Cellular phones are another option.
3. Better 2-way radio communication may be made by use of a school bus or other school district vehicle operating on the same frequency.

### *RECOMMENDATIONS:*

1. Each school should have at least two dependable portable radios/cellular phones which have a battery back-up system with extra batteries that may be used in an emergency.
2. Each school should have at least one dependable scanner which can be programmed to emergency information frequencies (weather, police, fire). This scanner should have a battery back-up system with extra batteries.
3. Each school district should have access to a minimum of two (2) cellular phones.

Confidential as per Building Level Safety Plan  
**COMMUNICATION SPECIFICS**

**BUILDING:** \_\_\_\_\_

**MAIN SWITCHBOARD**

Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes:*

1) Is it functional to all rooms? Yes \_\_\_\_\_ No \_\_\_\_\_

2) Comments  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**P.A. SYSTEM**

Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes:*

1) Is it functional to all rooms? Yes \_\_\_\_\_ No \_\_\_\_\_

2) Is it functional outside? Yes \_\_\_\_\_ No \_\_\_\_\_

**TELEPHONE SYSTEM**

Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes:*

1) Number of Lines: \_\_\_\_\_

2) Published                      Non-Published  
\_\_\_\_\_  
\_\_\_\_\_

3) Does each classroom have a telephone: Yes \_\_\_\_\_ No \_\_\_\_\_

4) Each classroom telephone can be used to make the following calls:  
Internal \_\_\_\_\_ Outside \_\_\_\_\_ N/A \_\_\_\_\_

5) Are telephones operational in the event of a loss of electrical power? Yes \_\_\_\_\_ No \_\_\_\_\_

6) If no, list which telephones ARE operational:  
\_\_\_\_\_  
\_\_\_\_\_

**CELLULAR PHONES**

1) How many district owned cellular phones are available in this building? \_\_\_\_\_

2) List the individuals in possession of these phones with numbers:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TWO-WAY RADIOS**

1) Are two-way radios available in this building? Yes \_\_\_\_\_ No \_\_\_\_\_

2) If yes, how many? \_\_\_\_\_  
Location(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) What individuals are trained to use them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BULL HORNS**

1) How many are available in this building? \_\_\_\_\_

2) Where are they located?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MESSENGER SYSTEM**

- 1) In the event of loss of power and time Is not essential, is there a messenger system in place to communicate with all occupants? Yes \_\_\_\_\_ No \_\_\_\_\_
- 2) If yes, list responsibilities  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMPUTERS**

- 1) Does each classroom have a desktop or laptop to receive email? Yes \_\_\_\_\_ No \_\_\_\_\_
- 2) Can email be sent to all district staff at one time? Yes \_\_\_\_\_ No \_\_\_\_\_

**PAGERS**

- 1) Are pagers available? Yes \_\_\_\_\_ No \_\_\_\_\_
- 2) How many? \_\_\_\_\_
- 3) List the individuals in possession of pagers and numbers:

| <b><u>Individual</u></b> | <b><u>Pager #</u></b> |
|--------------------------|-----------------------|
| _____                    | _____                 |
| _____                    | _____                 |
| _____                    | _____                 |
| _____                    | _____                 |

- 4) Are they digital only? Yes \_\_\_\_\_ No \_\_\_\_\_
- 5) Can they receive a message? Yes \_\_\_\_\_ No \_\_\_\_\_



**D**

## D. CHAIN OF COMMAND

## VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves to a school district:

1. Emergency situation within the school district is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

In this situation, the Superintendent or Emergency Coordinator is in control, and makes their own decisions to remediate the situation.

2. Emergency incident within the school district which requires the assistance of an outside agency.

When the Fire Department is called by the school district, then the fire chief or ranking officer is in charge. The school district planning committee should then act as a resource and coordinating agency within the school district.

When a law enforcement agency is called by the school district, the building administrator remains in charge. However, the law enforcement agency's recommendations should be fully complied with.

3. Emergency incident at local, county, state or national level where notification of the school district of the emergency is done from outside sources.

In the event of a large scale emergency, the outside coordinating agency (most likely the county) will be in charge and again the school district emergency coordinator and planning committee will act as a resource and coordinating agency within the school district.



# **SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER**

Confidential as per Building Level Safety Plan

*Primary Location:*

*Alternate Location:*

## DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

|   |   |
|---|---|
| <b>Incident Commander (IC)</b><br><i>(Superintendent)</i>   | Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.  |
| <b>Deputy Incident Commander</b><br><i>(Superintendent Designee)</i>  | Supports the Incident Commander in any capacity needed. For long term or large scale incidents, may act as Incident Commander during break periods/ rest periods.   |
| <b>Public Information Officer (PIO)</b><br><i>(Superintendent/Designee)</i>   | Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <b>ALL</b> media contact will be through this individual. |
| <b>Liaison Officer</b><br><i>(Supt. of Buildings &amp; Grounds/<br/>         Director of Facilities, Building<br/>         Principal)</i>   | Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.   |
| <b>Operations Officer</b><br><i>(Building Principal, Supt. of<br/>         Buildings &amp; Grounds/Director of<br/>         Facilities)</i> | Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).   |
| <b>Logistics Officer</b><br><i>(Supt. of Buildings &amp; Grounds/<br/>         Director of Facilities, Building<br/>         Principal)</i> | Provides resources and all other services needed to support the incident.   |
| <b>Planning Officer</b>   | Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.   |
| <b>Finance/Administration</b><br><i>(Business Official)</i>   | Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.   |

## BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

|   |  |
|---|--|
| <b>Primary Operations Administrator</b>       | Building Principal/Designee  |
| <b>Communications Liaison</b>                 | Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.  |
| <b>Emergency Services Liaison</b>             | Meet and coordinate first aid and other medical services.  |
| <b>Evacuation Site Coordinator</b>            | Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.  |
| <b>Parent/Guardian Liaison</b>                | Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.   |
| <b>Site Management Attendance Coordinator</b> | Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.   |
| <b>Transportation Coordinator(s)</b>          | Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.  |
| <b>Mechanical Services Liaison</b>            | Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.   |
| <b>Off-Site Emergency Coordinator(s)</b>      | Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties. |
| <b>Other Personnel</b>                        | Will assist in the accounting process and maintenance of order.  |

## **PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN**

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

### **Media Site Selection**

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

- |                           |  |
|---------------------------|--|
| Physical Space:           | Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.               |
| Containment:              | Ensure the site does not permit access by the media to the Command Post or student population.   |
| Necessary Accommodations: | Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment. |

### **Dissemination of Information**

The Superintendent of Schools, or designee, will act as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis the Public Information Officer, P.I.O./Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

### **Recommended Policy**

The School District Superintendent will assign the P.I.O. or Media Coordinator for the district.

If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

The P.I.O. for police, emergency services, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.

Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.

The school district, police, and emergency services have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parents/spouses are not unnecessarily alarmed.

Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency should coordinate this announcement through the school district spokesman and school superintendent so necessary steps can be taken by the school to prepare the faculty, students, and parents.

### **Tips for the P.I.O.**

Ensure all media inquiries are routed to one person or office.

Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.

Do not reveal names of students or employees involved in the incident, without prior approval from the responding police, emergency services, and the school's legal department.

When responding to the media, use the prepared official statement as your guide.

Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

### **P.I.O. Guidelines**

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the schools reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as "off the record."

As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."

Do not reply "no comment." This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

**E**

## **E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS**

The Grand Island Central School District will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the school district's PDP (Professional Development Plan) will include allocated training blocks for anti-violence and multi-hazard training. Students and staff members will receive written information at the beginning of the regular school year summarizing the schools basic hazard plans and the availability of additional information and participation for those who desire. The Grand Island Central School District will work cooperatively with emergency management and law enforcement officials to ensure training is effective and appropriate, as well as consistent with local municipal disaster plans.

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Shelter in Place Procedures
- Shelter in Place and Secure Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation



**F**

## **F. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.**

The Grand Island School District, in coordination with local and county emergency responders, will conduct and review drills, such as table-tops, that are components of the Comprehensive District Wide Multi-Hazard Plan. The Grand Island School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Grand Island School District and local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned.

After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three important aspects of the event/training. The three aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation / Fire Drills
- Hold in Place Drills
- Hold in Place and Secure Drills
- Medical / AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks / Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals / Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus).

## TABLETOP EXERCISES

### What are they?

An activity in which key staff are presented with simulated emergency situations without time constraints. Key staff should include school personnel, local and county emergency officials.

The exercise should be:

1. informal
2. carried out in a conference room environment
3. designed to elicit constructive discussion by participants as they attempt to examine and then resolve problems based on existing plans
4. beneficial for participants to evaluate plans and procedures and to resolve questions of coordination and assignment of responsibilities in a non-threatening format with minimum stress.

### The Process

The tabletop, in its simplest form, begins with a simulated event that is usually described in a narrative.

### The Purpose

To create for the players an “emergency” scene to which they will respond. Response is made to a set of problems related to the emergency scene.

### Discussion

Takes place among the participants to solve the problems presented using the resources available to them.

### Deliberate Attempt

To examine basic emergency planning and resource allocation problems without concerns for:

1. time pressures
2. stress
3. actual simulation of specific events
4. the ability to discuss decisions in depth with an emphasis on slow-paced problem solving rather than rapid, spontaneous decision making.

## SECTION 3000:      **RESPONDING TO THREATS AND ACTS OF VIOLENCE**

A. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school

- Code of Conduct ..... Policy Number 3410
- School Conduct..... Policy Number 7310
- Student Suspension ..... Policy Number 7313
- Weapons in Schools ..... Policy Number 3411
- Gun Free Schools ..... Policy Number 7360
- Alcohol, Drugs and Other Substances (Students) ..... Policy Number 7320
- Alcohol, Drugs and Other Substances (Personnel) ..... Policy Number 6150
- Corporal Punishment/Physical Restraint..... Policy Number 7350
- Searches and Interrogations ..... Policy Number 7330
- Anti-Harassment ..... Policy Number 3240

B. Identification of appropriate responses to emergencies, including protocols for responding to:

### **Building Related**

- Emergency Utility Shut-Offs .....3101
- Loss of Power .....3102
- Natural Gas Leak .....3103
- Heating System Failure .....3104
- Loss of Building .....3105
- Sewage System Failure .....3106
- Water System Failure.....3107

### **Natural Disasters**

- Storm-Snow/Ice.....3120
- Storm-Thunder/Lightning.....3121
- Tornado.....3122
- Take Cover Plan .....3122
- Earthquake.....3123
- Flood .....3124

## SECTION 3000:     **RESPONDING TO THREATS AND ACTS OF VIOLENCE - Continued**

### **Environmental**

- Airborne Gases .....3130
- Asbestos Fiber Release Episode .....3131
- Asbestos Response Team .....3131
- Explosion.....3132
- Oil/Gasoline/Hazardous Material.....3133
- Fire.....3134

### **Civil Disturbances**

- Bomb Threat .....3140
- Biological Release Threat (Telephone) .....3141
- Telephone Threat Form.....3142
- Biological Release Threat (Letter/Package) .....3143
- Hostage/Kidnapping.....3144
- Intruder.....3146
- Threats of Violence .....3147
- Acts of Violence .....3148
- Erie County School Protective Actions .....3149

### **Medical Emergencies**

- General Guidelines for Medical Emergencies .....3150
- School Bus Accident and/or Fire .....3151

### C. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parent(s)/Spouse(s) Notification and .....3200  
  Reception Center Plan
- Threats of Violence: Notification Memo.....3205  
  To Parent(s)/Guardian(s)
- Emergency Closing .....3210
- Delayed Plan.....3210
- Early Dismissal Plan .....3210
- New York State School Bomb Threat and Serious Incident Reporting Form ..3211

A

**B**

## **B. BUILDING RELATED**



## EMERGENCY UTILITY SHUT-OFFS

Confidential as per Building Level Safety Plan

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

| <b>SCHOOL NAME:</b>       |                                    |
|---------------------------|------------------------------------|
|                           | <b><u>LOCATION OF SHUT OFF</u></b> |
| <b>NATURAL GAS:</b>       |                                    |
| <b>ELECTRIC:</b>          |                                    |
| <b>WATER:</b>             |                                    |
| <b>AIR HANDLING UNIT:</b> |                                    |
|                           |                                    |
|                           |                                    |

Response Action:Person(s) Responsible

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Upon discovery or detection of an electrical system failure:               <ol style="list-style-type: none"> <li>a. Sound fire alarm if there is any question as to the safety of the building occupants</li> <li>b. Notify head of Building Maintenance</li> <li>c. Notify Supt. of Buildings &amp; Grounds or Director of Facilities</li> </ol> </li> <li>2. Notify Building Administrator</li> <li>3. Evaluate problem insofar as possible</li> <li>4. Notify Superintendent</li> <li>5. Curtail or cease building operations, as appropriate:               <ol style="list-style-type: none"> <li>a. Hold at School</li> <li>b. Early Dismissal</li> <li>c. Evacuate</li> <li>d. Resume Normal Activity</li> <li>e. Make proper notifications</li> </ol> </li> <li>6. Evaluate problem and commence appropriate <u>remedial</u> action</li> <li>7. Termination of Contingency:<br/>Notify staff, parents and students</li> </ol> | <ol style="list-style-type: none"> <li>1. First person on the scene.</li> <li>2. Head of Building Maintenance</li> <li>3. Supt. of Buildings &amp; Grounds, or Director of Facilities</li> <li>4. Building Administrator</li> <li>5. Building Administrator</li> <li>6. Supt. of Buildings &amp; Grounds or Director of Facilities</li> <li>7. Superintendent</li> </ol> |
|--|--|

Comments:

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| <u>Response Action:</u>  | <u>Person(s) Responsible</u>                              |
|--|---|
| 1. Upon discovery or detection of a gas leak notify Head of Building Maintenance   | 1. First person on the scene                              |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise  | 2. Head of Building Maintenance                           |
| 3. Notify Superintendent of Buildings and Grounds or Director of Facilities  | 3. Head of Building Maintenance                           |
| 4. Notify Building Administrator   | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent   | 5. Building Administrator                                 |
| 6. Curtail or cease building operations as appropriate:<br>a. Hold at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications | 6. Building Administrator                                 |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action  | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency:<br>Notify staff, parents and students   | 8. Superintendent   |

Comments:

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Response ActionPerson(s) Responsible:

- |   |   |
|---|---|
| 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance  | 1. First on scene   |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities  | 2. Head of Building Maintenance                           |
| 3. Notify Building Administrator  | 3. Supt. of Buildings & Grounds or Director of Facilities |
| 4. Evaluate problem insofar as possible   | 4. Supt. of Buildings & Grounds or Building Administrator |
| 5. Notify Superintendent  | 5. Building Administrator                                 |
| 6. Curtail or cease building operations as appropriate: <ul style="list-style-type: none"> <li>a. Hold at School</li> <li>b. Early Dismissal</li> <li>c. Evacuate</li> <li>d. Resume Normal Activity</li> <li>e. Make proper notifications</li> </ul> | 6. Building Administrator                                 |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action   | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency: Notify staff, parents and students   | 8. Superintendent   |

Comments:

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Response Action:

1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school
2. Establish remedial response, as appropriate for the day incident occurred
  - a. Hold at School
  - b. Early Dismissal
  - c. Evacuate
  - d. Resume normal activity
3. Revise pupil transportation system as necessary
4. Notify school districts of any changes
5. Notify staff, parents, and students
6. Recovery
  - a. Assess damage, cause, effect, remediation
  - b. Cleanup; following insurance company concurrence
  - c. Ascertain insurance settlement, if any
  - d. Develop architectural/engineering solutions as needed
  - e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency
  - f. Progress with work in accordance with procedures for any public capital project.

Person(s) Responsible:

1. Building Administrator, Superintendent
2. Building Administrator Superintendent
3. Superintendent, Building Administrator, Transportation Supervisor
4. Superintendent
5. Superintendent
6. Board of Education Superintendent; Director of Facilities or Supt. of Buildings & Grounds; Business Official

Comments:

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Response Action:Person(s) Responsible:

- |  |  |
|--|--|
| 1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance  | 1. First at scene  |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities   | 2. Head of Building Maintenance  |
| 3. Evaluate problem insofar as possible  | 3. Head of Building Maintenance, Supt. of Buildings & Grounds or Director of Facilities                        |
| 4. Notify Building Administrator   | 4. Supt. of Buildings & Grounds or Director of Facilities  |
| 5. Notify Superintendent   | 5. Building Administrator  |
| 6. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none"> <li>a. Hold at School</li> <li>b. Early Dismissal</li> <li>c. Evacuate</li> <li>d. Resume normal activity</li> <li>e. Make proper notifications</li> </ul> | 6. Building Administrator  |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action  | 7. Director of Facilities, Supt. of Buildings & Grounds, Superintendent, Board of Education, Business Official |
| 8. Termination of Emergency <ul style="list-style-type: none"> <li>a. Notify staff, parents and students</li> <li>b. Resume building operation</li> </ul>  | 8. Superintendent  |

Comments:

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Response Action:

Person(s) Responsible:

- |   |  |
|---|--|
| 1. Upon discovery or detection of water failure notify Head of Building Maintenance   | 1. First on scene  |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities  | 2. Head of Building Maintenance  |
| 3. Evaluate problem insofar as possible. Commence established remedial response   | 3. Supt. of Buildings & Grounds, or Director of Facilities; Head of Building Maintenance |
| 4. Notify Building Administrator  | 4. Supt. of Buildings & Grounds or Director of Facilities                                |
| 5. Notify Superintendent  | 5. Building Administrator  |
| 6. Curtail or cease building operations, as appropriate:<br>a. Hold at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity | 6. Superintendent  |
| 7. Termination of Contingency<br>a. Notify staff, parents and students<br>b. Resume building operation  | 7. Superintendent  |

Comments:

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# **B. NATURAL DISASTERS**



Response Action:

Person(s) Responsible:

- |   |                   |
|---|-------------------|
| 1. Monitor weather and road conditions      | 1. Superintendent |
| 2. Close schools if conditions deteriorate. | 2. Superintendent |
| 3. Institute AGo-Home≅ plan                 | 3. Superintendent |
| 4. Notify parents via radio & television    | 4. Superintendent |

Comments:

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Response Action:

Person(s) Responsible:

- |   |                                     |
|---|-------------------------------------|
| 1. Monitor the closeness and intensity of the storm     | 1. Building Administrator           |
| 2. Curtail all outdoor activities if conditions warrant | 2. Building Administrator           |
| 3. Summon all persons into building(s)                  | 3. Building Administrator; teachers |
| 4. Termination of contingency                           | 4. Building Administrator           |

Comments:

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Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| 1. Monitor any weather bureau tornado watch/warning  | 1. Building Administrator, Superintendent |
| 2. If tornado is imminent, curtail all outdoor activities  | 2. Building Administrators                |
| 3. Summon all persons into building(s)   | 3. Building Administrators                |
| 4. If tornado is sighted in vicinity of school, institute "Take Cover" plan.   | 4. Building Administrators; teachers      |
| 5. Termination of contingency  | 5. Building Administrator                 |
| 6. Recovery: if building is damaged, refer to contingency plans for ASystem Failures≡  | 6. Superintendent                         |
| 7. Curtail or cease building operations as appropriate:<br>a. Hold at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume normal activity | 7. Superintendent                         |

Comments:

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1. In the event of imminent danger due to a natural or man made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornado=s path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students **should know** their designated shelter areas.
5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.
6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.
7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

Response Action:

Person(s) Responsible:

- |  |  |
|--|--|
| 1. Follow directions of county emergency announcements made on local radio.                                | 1. Superintendent  |
| 2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake. | 2. Superintendent; Building Administrator                  |
| 3. Notify other school districts of pending problems and actions to be taken                               | 3. Supt. of Buildings & Grounds, or Director of Facilities |
| 4. Notify parents via radio & television   | 4. Superintendent  |

Comments:

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Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions,  
contact local disaster coordinator

1. Superintendent

2. Curtail or cease building operations,  
as appropriate:  
a. Early Dismissal  
b. Hold at School  
c. Evacuate  
d. Resume normal activity

2. Superintendent

3. Notify parents via radio & television

3. Superintendent

Comments:

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## **B. ENVIRONMENTAL**

Response Action:

Person(s) Responsible:

1. Notify Building Administrator
2. Notify 911 (Local Fire Department)
3. Implement Evacuation Plan.  
Direction of evacuation depending  
on wind direction.
4. Notify Superintendent

1. First person on the scene
2. Building Administrator
3. Building Administrator, Fire  
Department
4. Building Administrator

Comments:

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ASBESTOS FIBER RELEASE EPISODE

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Response Action:

Person(s) Responsible:

- |   |                           |
|---|---------------------------|
| 1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.  | 1. First person on scene  |
| 2. Notify Building Administrator<br>Notify Head of Building Maintenance and Supt. of Buildings & Grounds  | 2. First person on scene  |
| 3. Notify school district AHERA designee  | 3. Building Administrator |
| 4. Shut down or modify air handling unit to restrict air movement.  | 4. Building Maintenance   |
| 5. Contact Asbestos Response Team (see next page)   | 5. AHERA Designee         |
| 6. Lock and secure room in closed condition.  | 6. AHERA Designee         |
| 7. If possible, duct tape perimeter of door   | 7. AHERA Designee         |
| 8. Post signs to prevent entry by unauthorized persons, if needed   | 8. AHERA Designee         |
| 9. Curtail or cease building operations, as appropriate<br>a. Evacuate<br>b. Early Dismissal  | 9. Building Administrator |
| 10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM)   | 10. AHERA Designee        |
| 11. After receiving sampling results, determine if there was a fiber migration throughout the building. If air sampling shows a migration, plan strategy. If no fiber migration took place, resume normal activity for next day.<br><b>Maintain security of the release area.</b> | 11. Superintendent        |
| 12. Make proper notifications.  | 12. Superintendent        |

Comments:

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AHERA Designee

Name: James Rozler

Phone Number 773-8824

Accredited Supervisor/Contractors

David Khreis 773-8867

Thomas McMahon 773-8867

Erie 1 BOCES Safety Risk Management 821-7440

Equipment Location

Grand Island Central School District Maintenance Facility

Response Action:Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:<br>a. Activate fire alarm<br>b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene  |
| 2. Curtail or cease building operations:<br>a. Evacuate<br>b. Sheltering   | 2. Building Administrator |
| 3. Summon fire department  | 3. Building Administrator |
| 4. Notify Superintendent   | 4. Building Administrator |
| 5. Upon their arrival, advise fire department of the situation and follow their instructions   | 5. Building Administrator |
| 6. Termination of Emergency  | 6. Fire department        |
| 7. Resume, curtail or cease building operation, as appropriate   | 7. Superintendent         |
| 8. Make proper notifications   | 8. Superintendent         |

Comments:

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Response Action:Person(s) Responsible:

- |  |   |
|--|---|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:<br>a. Notify Director of Facilities or Superintendent of Buildings & Grounds<br>b. Notify Building Administrator | 1. First person on scene                                  |
| 2. Evaluate the problem insofar as possible<br>a. Stop source of spill if possible<br>b. Commence established remedial response  | 2. Director of Facilities or Supt. of Buildings & Grounds |
| 3. Notify the local fire department and follow their instructions  | 3. Director of Facilities or Supt. of Buildings & Grounds |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted<br>DEC Hotline: 1-800-457-7362  | 4. Director of Facilities or Supt. of Buildings & Grounds |
| 5. Notify Superintendent   | 5. Building Administrator                                 |
| 6. Contact Erie 1 BOCES, Safety Risk, if necessary   | 6. Superintendent   |
| 7. Curtail or cease building operation, as appropriate:<br>a. Early Dismissal<br>b. Evacuate<br>c. Resume normal activity  | 7. Superintendent   |
| 8. Make proper notifications   | 8. Superintendent   |

Comments:

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Response Action:Person(s) Responsible:

- |  |   |
|--|---|
| 1. Upon discovery or detection of smoke or fire or evidence thereof sound fire alarm immediately | 1. First person(s) on scene               |
| 2. Evacuate the building   | 2. Building Administrator                 |
| 3. Summon Fire Department  | 3. Building Administrator/Designee        |
| 4. Upon arrival, advise Fire Department of the situation and follow their instructions           | 4. Building Administrator                 |
| 5. Notify Superintendent   | 5. Building Administrator                 |
| 6. Termination of emergency  | 6. Fire Department                        |
| 7. Resume, curtail or cease building operation, as appropriate                                   | 7. Superintendent                         |
| a. Evacuate  |   |
| b. Early Dismissal   |   |
| c. Resume normal activity  |   |
| 8. Make proper notifications   | 8. Superintendent, Building Administrator |

Comments:

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## **B. CIVIL DISTURBANCES**

# New York State Education Department Bomb Threat Response Guideline

3140  
1 of 11

**Revised February 1999**

## **Introduction**

Recent bomb threats and other acts of violence in schools have increased awareness concerning the importance of response actions and coordination among school officials, law enforcement officials, and local emergency management officials. This guideline provides clarification regarding the roles of educators, staff, and law enforcement officials related to bomb threats in schools. This document should be used as a guide in the development of the section of the school emergency management plan which addresses bomb threats.

Proper planning and prudent actions are necessary to protect the safety of students and staff. Therefore, it is critically important that school officials have a consistent, unified plan of action to deal with the threat of bombs and explosive materials in schools. Section 155.13 of the Commissioner's Regulations requires schools to maintain a school emergency management plan to insure the safety and health of children and staff and to insure the integration and coordination with similar emergency planning at the municipal, county, and state levels. This plan must be updated no later than October 1 of each school year. Planning for a bomb threat is clearly an emergency, which must be included within the school emergency management plan.

## **School Bomb Threats**

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat – location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured as described in these guidelines.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time you have to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

## **Police Notification and Investigation**

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate state, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Police agencies, provided they have the proper resources available, may conduct building searches with the permission of the school official responsible for the building. It is not unusual during a bomb threat for police officers, when present, to request volunteer assistance from school employees. People who can be the most helpful looking for suspicious objects are the school employees themselves. This is due to the fact that employees may be able to quickly recognize objects which do and do not belong in the building. A stranger to the building does not have the advantage of the employee in conducting this type of building search.

It should be noted that the search for something unusual does not involve touching or handling the suspect object. Only specified and highly trained law enforcement officials are authorized to handle the suspect object when located. School officials and/or employees are not trained or authorized to touch, handle, or move any suspected explosive device. Law enforcement officers, upon finding suspicious objects, will call for appropriate bomb technicians.

School officials should be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs and/or trained bomb technicians until a suspect device is located. It should also be noted that bomb-sniffing dogs have a limited time of efficiency so that their use is carefully considered.

## **Receiving Threatening Information**

Anyone receiving information about a bomb threat – by way of telephone, written note, or through observing a suspicious object, must immediately notify the school building administrator or his/her designee, as described in the school emergency management plan. School personnel should not try to determine if a telephoned bomb threat or suspicious package or letter is a hoax. School personnel must proceed as if the threat is real. Bombs can be constructed to look like almost anything. Most bombs are homemade and the probability of finding a bomb that looks like a stereotypical bomb is almost nonexistent. Therefore, the administrator or designee is to notify local law enforcement officials and initiate the planned actions to move all occupants out of harms way. Bomb threat information is not to be treated as a hoax and an official search must be conducted.

## **Written bomb Threats**

If a written bomb threat is received, the handling of the note and its envelope should be kept to an absolute minimum since it will be used as evidence in the criminal investigation. Fingerprints will be taken from the note to help determine its source. If the note is contaminated with the fingerprints of the recipients, the value of this evidence will be significantly compromised.

### *Mail Bombs/Suspicious Packages*

Mail bombs have been contained in letters, books, and parcels of varying sizes, shapes, and colors. The New York State Police and the federal Bureau of Alcohol, Tobacco, and Firearms have provided the following characteristics and instructions regarding mail bombs.

- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as “Fragile – Handle with Care”, “Rush – Do Not Delay”, “To be Opened in the Privacy of \_\_\_\_\_”, “Prize Enclosed”, or “Your Lucky Day is Here.”
- There may be cut and paste lettering on the address label.
- The package may have no postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.



- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

If you suspect a letter or package of being a bomb:

- Do not open or squeeze the envelope or package.
- Do not pull or release any wire, string, or hook.
- Do not turn or shake the letter or package.
- Do not put the letter or package in water or near heat.
- Do not touch the letter or package, thereby compromising fingerprint evidence.
  
- Do move people away from the suspected envelope or package.
  
- Do notify state and/or local police, depending on which law enforcement agency covers your geographic area.
- Do activate your emergency plan for dealing with bombs.

### **Telephone Bomb Threats**

Handling a telephone bomb threat requires training and preparation for the person answering the call. The bomb threat caller is the best source of information about the bomb. Therefore, it is important to remain calm and try to get as much information as possible about the bomb from the person on the telephone. If possible, the person answering the call should signal coworkers of the threatening call while the call is still in progress. It is also desirable that more than one person listen in on the call.

Persons receiving threatening calls in a school should have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted. Individuals who are likely to be the first to respond to a threatening telephone call should receive training offered by the New York State Police or local law enforcement agencies. You may contact your local BOCES Health and Safety Office for assistance in coordinating this training.

The New York State Police recommend that, if possible, the telephone threat be taped. Caller identification or other types of tracing devices should also be considered. The New York State Police bomb Threat Instruction Card should be placed next to telephones that are most likely to receive such calls. Information to be asked of the caller includes:

- Where is the bomb located?
- When will the bomb go off?
- What does the bomb look like?
- What kind of explosive is involved?
- Why was the bomb placed?
- What is your name? (Sometimes the caller may be caught off guard and will give you his or her name.)

Other information which should be noted includes: the time of the call; language used by the caller; gender and approximate age of the caller (child or adult); speech characteristics (slow, fast, loud, soft, disguised, intoxicated, accented, etc.); and any noticeable background noises such as music motors running or street traffic.

## **Bomb Threat Response Actions**

The following three actions may be used by school administrators when coping with a bomb threat in a school building. These actions require planning, preparation, and training.

- A. Evacuation of the building after searching exit routes and evacuation areas;
- B. Sheltering students in an area which has been “sanitized and cleared”; and
- C. Pre-clearance of the building and maintenance of security to ensure no suspicious objects have been brought into the building by students, visitors, or staff.

### **A. Building Evacuation**

When school officials receive information that a bomb threat has been received and the building has not been pre-cleared and kept secure, the school bomb threat procedures are to be immediately activated. This may or may not warrant immediate building evacuation. If the bomb threat indicates that an explosive has been placed outside the building, sheltering may be the most appropriate course of action. (See “Sheltering in the School – Potential Explosive Device Outside the Building.”) If the threat indicates that the device is in the building or is nondescript in nature, building evacuation procedures are to be immediately activated.

The school emergency management plan for bomb threats should establish a process for determining who will be responsible for performing an initial search of the stairwells, lobby, entrances, exits, and evacuation areas for suspicious objects. The immediate checking of these areas prior to evacuation is necessary so that a safe and expeditious evacuation may proceed. Simultaneously, all school employees should take a quick look around their work areas for any suspicious items. School emergency plans should make it clear that any suspicious items found must be left alone and must be immediately reported to the school administrator. Under no circumstances are school personnel to touch or move any suspect items.

Based upon information known or not known about a bomb threat, and after it has been determined that reasonably safe passage of students and other occupants can be made to exit the building, an immediate evacuation signal must be given. The school emergency plan should identify the type of signal(s) used to denote a building evacuation in case of a bomb threat. Staff, teachers, and students are to be familiar with such signals so they can respond without hesitation or confusion. Local law enforcement officials should be consulted as to options for signals during a bomb threat.

- Persons evacuating the building should remain calm and orderly in order to prevent panic and confusion, which may result in an increased evacuation time, endangering lives, and increasing the chances of injuries occurring.
- The school emergency plan shall identify volunteer floor wardens and alternate volunteer floor wardens to ensure an orderly process for clearing each floor, including restrooms. When floor wardens have cleared their areas of responsibility, they should report to the command area in the evacuation assembly area.
- Elevators are not to be used for evacuation purposes.

- Occupants are to proceed to the designated safe evacuation assembly area. After accounting for all students and staff, the principal will determine next steps, as the situation requires. Designated evacuation areas should not be located near areas of incoming emergency responders. Open play fields, removed from the activity, are suitable evacuation assembly areas.
- The superintendent/principal should designate an easily accessible location and known position as a command post for coordination with emergency responders and receiving information and communications related to the incident.

### **Evacuation of Disabled Students, Staff and Teachers**

School emergency plans must provide evacuation procedures for all disabled persons. Assigned responsibilities and procedures to assist the disabled should be identified in the school emergency plan. Local emergency responders must be familiar with the school's plan for disabled persons and the school's emergency management plan as a whole.

### **Evacuation Areas**

Evacuation areas must be identified in the school emergency plan. The school emergency plan should address procedures for informing parents and/or guardians of actions to protect and provide safety for their children. Teachers and staff should know the location of evacuation areas where students will be taken, if necessary, during emergencies until dismissal time and/or parental/guardian pickup. Students and parents should only be notified of that location, as needed, due to security considerations and confidentiality.

### **Weather Conditions and Evacuation**

The possibility always exists that students, faculty and staff may have to evacuate a school during inclement weather conditions. School emergency management plans should address procedures for prolonged outdoor exposure. Students must not be permitted to access their lockers to obtain their coats. Therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

### **Re-occupancy of a School Building**

After a bomb search has been concluded, by or with law enforcement, the school administrator is the person responsible for making the decision to reenter the school building. Unlike fire chiefs during a fire, police officials have no legal authority to declare the building safe for re-occupancy. They will not be able to conclusively state that there is no bomb, only that the search did not reveal any.

Based upon information received from the building search, one of three decisions may be considered by the school administrator: 1) re-occupy the building and resume classes; 2) relocate the building occupants to another facility (sheltering); or 3) activate the plan for early dismissal.

### **B. Sheltering in Sanitized and Cleared Areas**

School administrators have the option of "sanitizing and clearing" an area in the school building, such as a gymnasium, to subsequently shelter students, faculty and staff while a full building search is conducted. This option is most appropriate in the following circumstances:

- An assembly space, such as a gymnasium, is thoroughly searched by volunteer school personnel and law enforcement personnel for suspect objects. This includes searching areas such as bleachers, locker rooms (including lavatory facilities), equipment storage areas, etc.
- Inclement weather conditions are such that a full-scale building evacuation may endanger students, faculty, and staff. Severe cold weather is an example of such a condition.

It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.

### **C. Pre-Clearance and Security Screening in Lieu of Evacuation**

This option may only be implemented prior to the receipt of an actual bomb threat. This option is appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. An example of this may be during the administration of Regents examinations or during other school-wide events, such as dances, homecoming events, etc. This option may not be reasonable during other times. If the school administrator chooses to enact the prudent procedures outlined below, and there is reasonable accountability for ensuring the safety of students and other building occupants, then evacuation is not required. This approach may also be particularly helpful in the event of multiple bomb threats or bomb threats directed at all schools in a county, BOCES, or school district.

School administrators who choose this option must ensure that all steps for ensuring the security of the building are followed completely. Local law enforcement officials and the New York State Police are available for consultation in preparing such a plan and for training school staff on screening techniques.

1. Staff must be assigned to do a “walk-through” of the buildings and grounds prior to the arrival of students in the morning to assure that there are no suspicious objects in the building.
2. Staff who complete the “walk-through” must report findings to the school principal. Monitors must also be assigned to walk around the outside of the building if State examinations are being administered.
3. A single point of entry to each building for students and staff must be established, and monitored by a school official.
4. School staff must monitor all exits.
5. In the case of State examinations, students must not be admitted to the building for a State examination more than 30 minutes before the start of that examination.
6. Students may only be admitted to the building after passing through a checkpoint to ensure that they are bringing with them only lunch/snacks and other pre-approved items. This includes items such as inhalers (for medical purposes), pens, pencils, and specific materials appropriate to the exam, such as a calculator or a compass. Student book-bags and knapsacks must be inspected. It may be appropriate to send a notice home prior to the event to clearly state the book-bags will not be permitted for that particular event.

7. During State examinations, exam locations are to be clearly marked. Except in those schools where regular interaction is occurring during the exam period, students must be allowed only in the specific areas of the building where the exams are being administered.
8. All lockers, including unassigned lockers, must have locks.
9. All reporting procedures must be in effect for sighting any unusual object or behavior.
10. Parking adjacent to buildings is not permitted.
11. In the event it is necessary to evacuate the building, the steps outlined in the preceding sections must be followed.

In summary, evacuation is not required provided the building and grounds have been “cleared” at the start of the day and continually monitored throughout the day. Please note that if the procedures are not completely and correctly put into effect, then the building must be evacuated to a “sanitized and cleared” area or completely evacuated upon the receipt of a bomb threat.

### **State Examinations**

If it is necessary to evacuate the building during State examinations, the students must not be allowed to talk to each other and they must be given extra time when they return to the examination to compensate for the time lost during the evacuation process. School personnel are advised to refer to page 16, item 7 – Emergency Evacuation of a School Building, in the booklet entitled, “Regents Examinations, Regents Competency Tests, and Proficiency Examinations, School Administrator’s Manual (Spring 1996 edition).”

### **Sheltering in the School – Potential Explosive Device Outside the Building**

A bomb threat which indicates that an explosive device is in a car, in the school parking lot, or somewhere else outside of the building, requires that building occupants remain inside the building. Building occupants should be moved to areas within the school which are free of glass, such as gymnasiums and auditoriums. Persons outside the building in parking lots, playgrounds, etc. should be moved further away or to a location that takes students out of harm’s way. The New York State Police advise that there be at least 1,000 feet between individuals and the suspected area of a bomb.

### **Preventive Measures Checklist**

Depending upon the needs of a school district, policies, procedures, and informational materials should be developed to discourage the reporting of any incident designed to threaten life and property, such as a bomb threat. Preventive measures may include the following:

- Install a caller ID system on school telephone lines and/or tape record incoming calls.
- Arrange to have the local telephone company provide for the immediate tap and trace of a telephoned bomb threat. (Cell phones are traceable.)
- Install a video camera in places where public telephones are located.
- Make all employees responsible for scanning their areas of work for suspicious objects.
- Establish an immediate reporting system for students and staff to report the presence of “strangers” in the building and/or unusual or suspicious objects.
- Establish a policy whereby all “lost time” due to disruptive hoaxes will be made up.

- To insure testing integrity, develop contingency plans for bomb scares during times of academic examinations.
- Train all persons in a school who would generally be the first recipient of a telephone bomb threat. Training should include the procedures established by the New York State Police. Law enforcement agencies are a good training source.
- Conduct assembly programs on the school emergency plan procedures.
- Invite law enforcement personnel to discuss the legal implications of calling in false alarms and bomb threats with students and staff.
- Use trash receptacles of the wire basket type with clear plastic bags as liners.
- Lock unassigned lockers with school locks turned backwards to identify those not occupied by students.
- Lock custodial closets and rooms that are not occupied in order to limit access.
- Keep lobby area free of trash receptacles (other than wire mesh) and furniture that would allow for placing objects out of view.
- Replace telephone booths with wall telephones.
- Reconfigure display cases so as to prevent easy placement of explosive devices above or beneath them.
- Place fire extinguishers in recessed areas with extinguishers in glass containers that require breakage to be used.
- Eliminate parking areas immediately adjacent to the building, except for official school vehicles.
- Have school health and safety committees discuss with the State Police or the local law enforcement agency other measures to ensure the building security.

### **School Employee Involvement**

To prepare for school emergencies such as a bomb threat, schools may form teams of volunteers from administration, faculty and staff to assist in looking or sweeping a building or grounds for suspect objects. Volunteer school teams familiar with the building would shorten the time needed to look for suspect items. Prior to an emergency incident, school officials should make certain volunteer personnel are trained and aware of their responsibilities and are willing to carry out such activities. School employees who volunteer or by job duty are assigned to assist should have access to building keys, floor plans, and information about shut-off valves for heat, electricity and water.

### **Reporting Bomb Threats**

School officials must inform parents and guardians as soon as possible of an incident that results in the activation of the school emergency management plan, along with actions taken to protect the safety and well-being of students, staff and property.

Section 155.13(e) of the Commissioner's Regulations requires that superintendents not in a supervisory district are to notify the State Education Department as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building in the district. A superintendent of a school within a supervisory district is to notify the BOCES District Superintendent as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building. The BOCES District Superintendent is to notify the State Education Department of all school building closures not related to routine snow emergencies.

Schools receiving bomb threats should send the following information to the State Education Department Office of Facilities Planning at fax (518) 486-5918 or send an email to [lsahr@mail.nysed.gov](mailto:lsahr@mail.nysed.gov) when it is safe to do so:

- Name of school;
- time and nature of the threat;
- action taken; and
- school contact person's name, telephone number, and e-mail address.

## **Regulatory Basis for School Bomb Threat Actions**

Section 155.13 of the Commissioner's Regulations requires BOCES and school district boards of education to prepare and annually update a school emergency management plan to insure the safety and health of children and staff, and to insure integration and coordination with local, county, and state emergency plans. This plan further requires annual instruction and drills to ensure its effectiveness. In updating the school emergency plan, conducting drills and training, and providing education and notification, the following issues should be considered:

- Formulating a school policy specifying how students and employees are to leave the school premises during an emergency.
- Formulating a school policy regarding how to provide security for school premises during an emergency (i.e., public access, emergency responders, etc.).
- Media intervention policy.
- Communication procedures and access of details.

School emergencies have an impact on many people and other community operations. School administrators must cooperate and coordinate plans with their local and county emergency coordinators to insure that the school emergency plan is congruent with local and county plans and procedures. Issues of mutual concern might include:

- traffic routing for emergency vehicles;
- emergency area perimeter security;
- parents or guardians rushing to school; and
- telephone and communication overload.

Case law under liability and negligence has established that a board of education has the duty to exercise due care toward its students, as would a reasonable prudent parent under comparable circumstance (*Mirand vs City of New York* 84 NY2d 44 (1994)). Based upon Duty of Reasonable Care, a district's responsibility begins when a child is picked up and ends when a child is dropped off.

Section 807 of the Education Law<sup>1</sup> imposes a duty on the "principal or other person in charge of the school" to instruct and train the pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible without confusion or panic. An Attorney General's opinion declares a bomb threat as a potential emergency.

<sup>1</sup> Section 807 is headed "Fire Drills" but the section itself speaks to emergencies, not fires. A section heading does not restrict broader language contained in the body of the section. (*People v. Long Island R.R. Co.*, 194NY130 (1909)).

## **Criminal Penalties: False Reporting of Emergencies**

Schools need to educate the entire school community about the seriousness and penalties of reporting a false bomb threat. Information should be disseminated informing students and employees that the mere reporting of a false bomb is a crime that may result in imprisonment and/or civil penalties being imposed against the individual. When a person reports a false bomb threat, they commit a crime that is punishable by up to one-year imprisonment and a fine of up to \$1,000. (Falsely Reporting an Incident in the Second Degree: Section 240.55 subsection 1 of the New York State Penal Law: Class "A" Misdemeanor).

Recently, laws dealing with this issue have been expanded to include instances where someone places a device fashioned to resemble or contain a bomb, when in fact it is an inoperative facsimile or imitation. In these circumstances, a person would also be guilty of a crime punishable by up to one year imprisonment and up to a \$1,000 fine (Placing a False Bomb: Section 240.61 of the New York State Penal Law: Class "A" Misdemeanor).

If an emergency worker is seriously injured or killed while responding to or performing duties in connection with a bomb threat, the crime is elevated to a much more serious offense (Falsely Reporting an Incident in the First Degree: Section 240.60 subsection 2 of the New York State Penal Law: Class "E" Felony). This crime is punishable by imprisonment up to four years and/or a fine of up to \$5,000.



PLACE THIS CARD  
**UNDER YOUR**  
TELEPHONE

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

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Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of Call: \_\_\_\_\_

ADDITIONAL INFORMATION  
ON REVERSE

**BOMB THREAT  
INSTRUCTIONS**

**Number at which call is received:**

Time: \_\_\_\_\_ Date: \_\_\_\_\_

CALLER'S VOICE:

|                                  |               |
|----------------------------------|---------------|
| ___ Loud                         | ___ Soft      |
| ___ High                         | ___ Deep      |
| ___ Intoxicated                  | ___ Disguised |
| ___ Calm                         | ___ Angry     |
| ___ Fast                         | ___ Slow      |
| ___ Stutter                      | ___ Nasal     |
| ___ Distinct                     | ___ Slurred   |
| ___ Accent (type) _____          |               |
| ___ Other Characteristics: _____ |               |

If voice is familiar, who did it sound like? \_\_\_\_\_

BACKGROUND SOUNDS:

|                      |                       |
|----------------------|-----------------------|
| ___ Voices           | ___ Airplanes         |
| ___ Quiet            | ___ Trains            |
| ___ Animals          | ___ Music             |
| ___ Street Traffic   | ___ Factory Machinery |
| ___ Office Machinery |                       |
| ___ Other _____      |                       |

THREAT LANGUAGE:

|                            |                                  |
|----------------------------|----------------------------------|
| ___ Well spoken (educated) | ___ Incoherent                   |
| ___ Foul                   | ___ Taped                        |
| ___ Irrational             | ___ Message read by threat maker |

REMARKS:

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Report call immediately to:

Phone Number: \_\_\_\_\_

-----  
Date: \_\_\_\_\_  
Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by telephone:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form."</li> <li>2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.</li> <li>3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.</li> <li>4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.</li> <li>5. Notify Buildings &amp; Grounds to shut down the HVAC units throughout the building.</li> <li>6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.</li> <li>7. Activate the Hold In Place and Secure/ Lockdown plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:             <ol style="list-style-type: none"> <li>a. Free movement throughout the building</li> <li>b. Food preparation and distribution</li> <li>c. Let staff and students know of the situation and how often they will be updated</li> </ol> </li> <li>8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.</li> <li>9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.</li> <li>10. If the incident escalates, arrangements should be made for the following:             <ol style="list-style-type: none"> <li>1. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.</li> <li>2. Staging area for the media. Timely reports given to avoid inaccurate information.</li> </ol> </li> <li>11. Implement appropriate plan             <ol style="list-style-type: none"> <li>a) Resume normal activity</li> <li>b) Early dismissal</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. First to contact</li> <li>2. First to contact</li> <li>3. First to contact</li> <li>4. Principal, Superintendent</li> <li>5. Principal, Superintendent</li> <li>6. Principal, Superintendent, Teachers, Staff</li> <li>7. Principal, Superintendent Teachers, Staff</li> <li>8. Police, Fire, Disaster Coordinator Superintendent</li> <li>9. Superintendent</li> <li>10. Superintendent</li> <li>11. Superintendent</li> </ol> |
|---|---|

Comments:

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**TELEPHONE THREAT FORM**

School Building: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Recall to best of knowledge exact words of caller:

Questions to be asked:

1. Where is the package located?
2. What does it look like?
3. What is in the package?
4. Why are you doing this?
5. What is your address?
6. What is your name?

Voice: Male \_\_\_\_\_ Child \_\_\_\_\_ Young \_\_\_\_\_

Female \_\_\_\_\_ Old \_\_\_\_\_ Middle Aged \_\_\_\_\_

Accent \_\_\_\_\_

Background noise? \_\_\_\_\_

Have you heard voice before? \_\_\_\_\_

Person receiving call? \_\_\_\_\_

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by letter or package:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area.</li> <li>2. Secure the area, do not leave or let any one into the area.</li> <li>3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.</li> <li>4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.</li> <li>5. Notify Buildings &amp; Grounds to shut down the HVAC units throughout the building.</li> <li>6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.</li> <li>7. Activate the HOLD IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:             <ol style="list-style-type: none"> <li>a. Free movement throughout the building</li> <li>b. Food preparation and distribution</li> <li>c. Let staff and students know of the situation and how often they will be updated</li> </ol> </li> <li>8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.</li> <li>9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.</li> <li>10. If the incident escalates, arrangements should be made for the following:             <ol style="list-style-type: none"> <li>1) Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.</li> <li>2) Staging area for the media. Timely reports given to avoid inaccurate information.</li> </ol> </li> <li>11. Implement appropriate plan             <ol style="list-style-type: none"> <li>a) Resume normal activity</li> <li>b) Early dismissal</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. First to contact</li> <li>2. First to contact</li> <li>3. First to contact</li> <li>4. Principal, Superintendent</li> <li>5. Principal, Superintendent</li> <li>6. Principal, Superintendent, Teachers, Staff</li> <li>7. Principal, Superintendent Teachers, Staff</li> <li>8. Police, Fire, Disaster Coordinator Superintendent</li> <li>9. Superintendent</li> <li>10. Superintendent</li> <li>11. Superintendent</li> </ol> |
|---|---|

Comments:

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Response Action:

Person(s) Responsible:

- |   |                                   |
|---|-----------------------------------|
| 1. Identify hostage situation                             | 1. First person on scene          |
| 2. Notify Building Administrator                          | 2. First person on scene          |
| 3. Activate Hold in Place and Secure/Lockdown Plan        | 3. Principal                      |
| 4. Notify the local police and follow their instructions. | 4. Building Administrator         |
| 5. Notify Superintendent                                  | 5. Building Administrator         |
| 6. Notify parents or spouse of hostage(s)                 | 6. Superintendent                 |
| 7. Termination of emergency                               | 7. Police, Building Administrator |
| 8. Make proper notifications                              | 8. Superintendent                 |

Comments:

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Response Action:Person(s) Responsible:

- |  |                                    |
|--|------------------------------------|
| 1. Identify intruder   | 1. First person on scene           |
| 2. Notify Building Administrator   | 2. First person on scene           |
| 3. Activate the Hold in Place and Secure/<br>Lockdown Plan   | 3. Principal                       |
| 4. Confront intruder, if prudent and wise  | 4. Building Administrator          |
| 5. Escort intruder out of the building. Record<br>make, color and license plate number of vehicle  | 5. Building Administrator          |
| 6. If intruder refuses to leave, maintain surveillance.<br>If the intruder does leave but circumstances<br>lead you to expect trouble, summon the local<br>police. | 6. Building Administrator          |
| 7. Advise police of situation and follow their<br>instructions   | 7. Building Administrator          |
| 8. Notify Superintendent   | 8. Building Administrator          |
| 9. Notify staff and students of incident   | 9. Building Administrator          |
| 10. Termination of Contingency   | 10. Police, Building Administrator |

Comments:

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Response Action:

Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Use of staff trained in de-escalation or other strategies to diffuse the situation.                     | 1. Principal              |
| 2. Inform building principal of implied threat or direct threat.   | 2. First person on scene  |
| 3. Determine level of threat with Superintendent/ Designee   | 3. Principal/Designee     |
| 4. Contact appropriate law enforcement agency, if necessary.   | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate, include the possible use of Emergency Response Team. | 5. Building Administrator |

Comments:

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Response Action:

Person(s) Responsible:

- |  |                           |
|--|---------------------------|
| 1. Determine level of threat with Superintendent/Designee  | 1. Principal              |
| 2. If warranted, isolate the immediate area and evacuate if appropriate.   | 2. First person on scene  |
| 3. Inform Superintendent   | 3. Principal/Designee     |
| 4. If necessary, initiate lockdown procedure and contact law enforcement agencies.   | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures. | 5. Building Administrator |

Comments:

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# **B. MEDICAL EMERGENCIES**

Response Action:Person(s) Responsible:

- |  |   |
|--|---|
| 1. Summon help or request someone call for help              | 1. First person on scene                            |
| 2. Identify the stricken person                              | 2. First person on scene, trained medical personnel |
| 3. Protect the injured or ill person from further injury     | 3. First person on scene, trained medical personnel |
| 4. Comfort the victim and administer first aid, if necessary | 4. Trained medical personnel                        |
| 5. Assess the need for further medical attention             | 5. Trained medical personnel                        |
| 6. Notify Building Administrator                             | 6. Trained medical personnel                        |
| 7. Notify parent or guardian                                 | 7. Building Administrator                           |

**RECOMMENDATIONS:**

In each case, the guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment such as will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian.

Signed instructions for emergencies from parents, guardians and from school personnel should be on file in the school medical office and the school main office. These signed statements should include the name and age of the person (pupil or employee) name, address and telephone number where one or both parents may be reached at home and at work; name, address and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address and telephone number of the family physician (or Christian Science practitioner), family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached; religion of the victim; and any special condition which should require special handling.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc.

Response Action:

Person(s) Responsible:

- |   |                                 |
|---|---------------------------------|
| 1. Relocate pupils away from danger area  | 1. School bus driver, students  |
| 2. Render first aid to injured persons  | 2. Qualified person(s) on scene |
| 3. If necessary, request emergency assistance.<br>Ambulance, fire department and/or police          | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request<br>spare vehicle to transport uninjured pupils |                                 |
| 5. Identify the victims and where they are being<br>transported to                                  | 5. Qualified person(s) on scene |
| 6. Notify parents or spouse of the victims  | 6. Building Administrator       |
| 7. Complete School District Accident Report Forms   | 7. School Nurse                 |

Comments:

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C

## C. PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN

Utilize telephone lists or television and radio media to notify parents and spouses of an emergency involving an occupied school facility.

Designate a reception center at a location away from the incident. Provide this information during the notification process.

Several factors should be considered when selecting a reception center. They are as follows:

**Physical Space:** Select a site that will accommodate a large influx of people to include parents and/or spouses and district representatives.

**Containment:** Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.

**Necessary Accommodations:** Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.

**Support Personnel/Agencies:** If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.

**Dissemination of Information:** The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

## C. SAMPLE

### THREATS OF VIOLENCE IN THE SCHOOL: NOTIFICATION TO PARENT/GUARDIANS

\_\_\_\_\_  
(Date)

Dear Parents/Guardians:

Due to recent events which have occurred in schools throughout the country, our school district has placed renewed efforts and priority on helping to ensure a safe and secure school environment for our students and staff, and to implement measures to prevent school violence.

We are asking your cooperation in helping us address the issue of violence in our schools. It is only through cooperation with the home that the schools can be successful in implementing appropriate standards of student behavior.

Attached to this letter is a copy of our School District Policy addressing Threats of Violence in the School. We have also enclosed for your review a copy of a summary of the *Code of Conduct for the Maintenance of Order on School Property* which provides a list of sample proscribed activities (which is not intended to be exhaustive), as well as the range of disciplinary actions which may be taken. The complete *Code of Conduct* shall be available upon request.

Effective immediately, if your child threatens violence against others, whether staff and/or students, or makes threats involving the school or school buildings, he/she will face immediate disciplinary action as well as possible referral to local law enforcement agencies.

Additionally, the school district retains the right to seek restitution for any costs or damages incurred as a result of a student's actions and/or threats, such as the evacuation of the school building.

We are requesting that you discuss with your child the importance of his/her cooperation in reporting threats of violence against others, suicide threats, or threats involving the school building by calling the school hotline or reporting the threat to faculty members or the building principal.

Please discuss the attached Policy and *Code of Conduct* summary with your child, and sign and return the bottom portion of this form to the classroom teachers within the next seven (7) days.

Sincerely,

\_\_\_\_\_  
(Principal)

Please detach and have your child return to his/her classroom teacher.

My child, \_\_\_\_\_, and I have read, discussed and understand the Policy addressing Threats of Violence in the School and the *Code of Conduct* summary.

Signature of Parent(s)/Guardian(s) \_\_\_\_\_ Date \_\_\_\_\_

## EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the superintendent or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

### Delayed School Plan

When it appears likely that weather and/or street conditions will improve later in the morning, a "delayed school opening" announcement may be made to the public. Employees shall make an effort to report to their assignment at the regular starting time.

"A" Schedule (One hour delay in all school starting times):

All schools will begin one hour later than normal starting times and dismiss at regular time.

"B" Schedule (Two hour delay in all school starting times):

All schools will begin two hours later than normal starting times and dismiss at regular time.

## **EMERGENCY CLOSINGS – Continued**

### **Early Dismissal School Plan**

When a sudden, unanticipated emergency condition, including weather alert, arises after school has commenced, and it is deemed appropriate to close schools and offices, the following actions will be followed:

- 1) The media will be called and the public will be informed of the decision.
- 2) Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the principal).
- 3) Elementary students can be released to the custody of their parent/guardian or another designated adult.

### **Staff Assignments**

The superintendent is responsible for the effective operation of the school district at all times. Under Education Law, Sections 1711 and 3012, the superintendent is empowered to require certain groups of employees to work while other employees are not required to work because the absence of students reduces the productivity of these employees.

When schools are officially closed for students due to inclement weather or other emergency conditions:

- 1) In general, school-based personnel will not report with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
- 2) The Superintendent of Buildings and Grounds, the transportation supervisor and the superintendent will report to work, along with other designated employees.
- 3) Principals will remain responsible for security of their schools and for seeing that the building and grounds are made as ready as possible for school on the next scheduled day.

### **Parent/Guardian Notifications**

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members.



## EMERGENCY CLOSINGS - Continued

| <u>Responsibility</u>     | <u>Action</u>  |
|---------------------------|--|
| <b>Before School</b>      |  |
| Superintendent/Designee   | 1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.<br>2) Makes decision as to closing.<br>3) If decision is to close, notifies: <ul style="list-style-type: none"> <li>a. Radio stations</li> <li>b. Principals</li> </ul> |
| <b>During School</b>      |  |
| Transportation Supervisor | 1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.<br>2) Informs superintendent of adverse conditions.   |
| Superintendent            | 3) Makes decision as to closing.   |
| Superintendent/Designee   | 4) If decision is to close, notifies: <ul style="list-style-type: none"> <li>a. Transportation Supervisor</li> <li>b. Radio and television stations</li> <li>c. Principals</li> <li>d. Staff and Students</li> </ul>   |
| Transportation Supervisor | 5) Notifies drivers and substitutes where Necessary.<br>6) Reschedules school pickups as soon as decision is made.   |

The University of the State of New York  
**The State Education Department**

**INDIVIDUAL  
VIOLENT OR DISRUPTIVE INCIDENT REPORT**

Make additional copies of this report as needed. Do not send copies of this report to the State Education Department (SED). Information recorded on each report of a violent or disruptive incident occurring during the school year, between July 1 and June 30, must be tallied and reported on the *Summary of Violent and Disruptive Incidents* form the following fall. The item numbers on this report correspond to the *Summary Form* items where the information must be recorded.

**SCHOOL NAME:** \_\_\_\_\_

**DESCRIBE THE INCIDENT:**

**1. VIOLENT AND DISRUPTIVE INCIDENTS: USE SECTIONS 1A-1C TO RECORD THE INFORMATION NEEDED FOR ITEM 1 OF THE SUMMARY FORM.**

**A. Categorize Incidents.** Counts of incidents in each category must be tallied and reported in Item 1, Column a of the *Summary Form*. Counts of incidents in each category that involved drugs or alcohol or that happened on school transportation must be tallied and reported in Columns h and i, respectively.

Each incident must be assigned to one of the 17 categories listed below. If the incident involves more than one category, report it in the category with the lowest category number. For example, if an incident involves a robbery (Category 7) and an assault with physical injury (Category 5), report the incident in Category 5. Category definitions are in the attached *Glossary*. It is essential that you review these definitions carefully to ensure that each incident is reported in the correct category. Reporting incidents in the wrong category could result in a school being incorrectly identified as persistently dangerous. Incidents should be reported even if the offender has not been identified.

**After reviewing the category descriptions in the attached *Glossary*, place a check mark next to the most appropriate category. Next, check the appropriate column if the incident involved a weapon, drugs or alcohol, or occurred on school transportation. Cells that are "shaded" do not apply to that incident category.**

**Categories 1–8** are used to report incidents that involve physical injury or the threat of physical injury. Incidents in these categories must be reported regardless of whether or not the offender was disciplined or referred to law enforcement.

| Check Category | Incidents Involving Physical Injury or the Threat of Injury, with or without the Use of a Weapon                                | Weapon used? | Drugs or alcohol involved ? (h) | On school transportation ? (i) |
|----------------|---|--------------|---------------------------------|--------------------------------|
|                | 1. <b>Homicide</b>  |              |                                 |                                |
|                | 2. <b>Sexual Offenses</b>   |              |                                 |                                |
|                | 2.1 Involving forcible compulsion and sexual intercourse, oral sexual contact, anal sexual contact or aggravated sexual contact |              |                                 |                                |
|                | 2.2 Other sexual offenses involving forcible compulsion and inappropriate sexual contact  |              |                                 |                                |
|                | 2.3 Other sexual offenses involving inappropriate sexual contact only   |              |                                 |                                |
|                | 3. <b>Kidnapping</b>  |              |                                 |                                |
|                | 4. <b>Assault with Serious Physical Injury</b>  |              |                                 |                                |
|                | 5. <b>Assault with Physical Injury</b>  |              |                                 |                                |
|                | 6. <b>Arson</b>   |              |                                 |                                |
|                | 7. <b>Robbery</b>   |              |                                 |                                |
|                | 8. <b>Reckless Endangerment</b>   |              |                                 |                                |

**Categories 9–15** are used to report other incidents (not reportable in Categories 1–8) that disrupt the educational process and are serious enough to lead to one of the following actions (defined in the *Glossary*):

- Teacher Removal (Section 3214),
- Suspension from Class or Activities,
- Out-of-School Suspension,
- Transfer to Alternative Education Program,
- Referred to Law Enforcement or Juvenile Justice System, or
- Other Disciplinary Action.**

The *Intimidation, Harassment, Menacing, or Bullying Category* is unique in that all incidents or complaints, of which the school principal or other school administrator responsible for school discipline is aware, must be reported. If the incident results in a disciplinary or referral action listed above, it must be reported under Category 10. If the incident did not result in one of these actions, it must be reported in *Item 2 (Other Information Regarding Intimidation, Harassment, Menacing, or Bullying)* on the *Summary Form*.

| Check Category | Other Incidents  | Weapon used? | Drugs or alcohol involved ? (h) | On school transportation ? (i) |
|----------------|--|--------------|---------------------------------|--------------------------------|
|                | 9. <b>Criminal Harassment</b>                              |              |                                 |                                |
|                | 10. <b>Intimidation, Harassment, Menacing, or Bullying</b> |              |                                 |                                |
|                | 11. <b>Burglary, Larceny, or Other Theft Offenses</b>      |              |                                 |                                |
|                | 12. <b>Criminal Mischief</b>                               |              |                                 |                                |
|                | 13. <b>Bomb Threat</b>                                     |              |                                 |                                |
|                | 14. <b>False Alarm</b>                                     |              |                                 |                                |
|                | 15. <b>Other Disruptive Incidents</b>                      |              |                                 |                                |

**Category 16** is used to report incidents that involve the possession of a weapon but are not associated with an offense reportable in Categories 1–15; for example, incidents involving weapons discovered using a metal detector, during a pat down, or during a check of bags or lockers. **Category 17** is used to report incidents that involve the use, possession, or sale of drugs or alcohol but do not meet the criteria to be reported in Categories 1–15.

| Check Category | Incidents Involving Only Weapons Possession or Only Drugs or Alcohol (not reported in Categories 1-15) | Drugs or alcohol involved ? (h) | On school transportation ? (i) |
|----------------|--|---------------------------------|--------------------------------|
|                | 16. Weapons Possession Only  |                                 |                                |
|                | 17. Use, Possession, or Sale of Drugs or Alcohol Only  |                                 |                                |

**B. Report Offenders:** (Duplicate this section as necessary.)

Counts of offenders must be tallied by category and reported in Item 1, Columns b-d of the *Summary Form*. Counts of disciplinary actions imposed on enrolled students must be tallied and reported in Columns j-o. Record information on offenders who are not enrolled students under Item 3 of this form.

**Enrolled Students:** Record name, grade, age, and assigned discipline. Record the duration of the teacher removal, suspension, or transfer to alternative program.

**Enrolled Student 1**

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
 Check all that apply. Report duration in school days. (√) Duration

|  |  |  |
|--|--|--|
| j. Counseling or Treatment Programs  |  |  |
| k. Teacher Removal (The student was removed from the classroom pursuant to Section 3214 of Education Law.) |  |  |
| l. Suspension from Class or Activities   |  |  |
| m. Out-of-School Suspension  |  |  |
| n. Transfer to Alternative Education Program   |  |  |
| o. Referred to Law Enforcement or Juvenile Justice System  |  |  |
| None of the above.   |  |  |

**Enrolled Student 2**

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
 Check all that apply. Report duration in school days. (√) Duration

|  |  |  |
|--|--|--|
| j. Counseling or Treatment Programs  |  |  |
| k. Teacher Removal (The student was removed from the classroom pursuant to Section 3214 of Education Law.) |  |  |
| l. Suspension from Class or Activities   |  |  |
| m. Out-of-School Suspension  |  |  |
| n. Transfer to Alternative Education Program   |  |  |
| o. Referred to Law Enforcement or Juvenile Justice System  |  |  |
| None of the above.   |  |  |

**C. Report Victims:** (Duplicate this section as necessary.) Counts of victims of all reportable incidents must tallied by category and reported in Item 1, Columns e-g of the *Summary Form*.

**Enrolled Students:** Record the name, grade, and age of each student victim who was enrolled in this school.

|   | Name | Grade | Age |
|---|------|-------|-----|
| 1 |      |       |     |
| 2 |      |       |     |
| 3 |      |       |     |
| 4 |      |       |     |
| 5 |      |       |     |
| 6 |      |       |     |

**School Staff:** Record the name and position of victims who were school staff.

|   | Name | Position |
|---|------|----------|
| 1 |      |          |
| 2 |      |          |
| 3 |      |          |
| 4 |      |          |
| 5 |      |          |
| 6 |      |          |

**Others:** Record the name and position of victims who are youths not enrolled in this school or adults not employed at the school. If a victim's name is unknown, enter, "unknown student," "unknown adult," or other phrase that best describes what is known about the victim.

|   | Name | Position |
|---|------|----------|
| 1 |      |          |
| 2 |      |          |
| 3 |      |          |
| 4 |      |          |
| 5 |      |          |
| 6 |      |          |

## 2. OTHER INFORMATION REGARDING INTIMIDATION, HARASSMENT, MENACING, OR BULLYING

\_\_\_\_\_ Check if the incident was an alleged incident of intimidation, harassment, menacing, or bullying of students or staff reported to the school principal or other school administrator responsible for student discipline by any source, such as a staff member, student, parent, or other concerned citizen, and the incident was not reported under Category 10. Incidents of intimidation, harassment, menacing, or bullying that resulted in

a disciplinary action listed in Columns k-o of Item 1 should be reported under Category 10. Incidents that did not result in a listed disciplinary action must be reported under Item 2. No incident reported under Category 10 should also be reported in Item 2.

**3. INCIDENTS WHERE THE OFFENDER IS NOT AN ENROLLED STUDENT.**

**Staff Member:** Record name and position of the offender, and indicate whether the individual was referred to law enforcement or other disciplinary action. (Staff include teachers, teachers aids, administrators, custodians, bus drivers, other personnel, etc.) Report the incident in Item 1(c) and the consequence in Table 3a of the *Summary Form*.

Name: \_\_\_\_\_ Position \_\_\_\_\_  
(√)

|   |  |
|---|--|
| Referred to Law Enforcement or Criminal Justice |  |
| Other Disciplinary Action                       |  |

**Other Person (not staff member or enrolled student):** Record the name and age (if minor) of the offender, and indicate the action taken. (Include unknown offender.) Report the incident in Item 1(d) and the consequence in Table 3(b) of the *Summary Form*.

Name: \_\_\_\_\_ Age (if student) \_\_\_\_\_

Check all that apply: \_\_\_\_\_ (√)

|   |  |
|---|--|
| Referred to school of enrollment                |  |
| Referred to Law Enforcement or Criminal Justice |  |
| Other Disciplinary Action                       |  |

**4. LOCATION, TIME, AND NATURE OF INCIDENTS**

Check the appropriate category to indicate the location, date, and time of the incident and whether the incident was gang or bias related.



**Location** \_\_\_\_\_

- \_\_\_\_\_ (a) on school property  
\_\_\_\_\_ (b) at school-sponsored function off school grounds

**Date** \_\_\_\_\_ **and Time** \_\_\_\_\_

- \_\_\_\_\_ (c) during regular school hours  
\_\_\_\_\_ (d) before or after regular school hours

**Incident Was (Check all that apply.)**

- \_\_\_\_\_ (e) gang related  
\_\_\_\_\_ (f) bias related

**5. OTHER INFORMATION REGARDING INCIDENTS INVOLVING WEAPONS**

Check below if the incident involved the use or possession of the following weapon(s). Definitions of weapons categories can be found in the *Glossary*. (Check all that apply.)

a. Weapon type

- 1) Handguns
- 2) Rifles/shotguns
- 3) Other firearms (specify \_\_\_\_\_)
- 4) Knives
- 5) Chemical/Biological Agents
- 6) Other weapons (specify: \_\_\_\_\_)

- b. How many students were suspended for one year (180 school days) for bringing a firearm to or for possessing a firearm at a public school?  
.....
- c. How many students suspended for bringing a firearm to or for possessing a firearm at a public school had their suspension shortened to less than one year?.....
- d. Of the students reported in (b), how many were transferred to an alternative education program  
.....
- e. Of the students reported in (c), how many were transferred to an alternative education program  
.....

| <i>Number of</i>             |                             |
|------------------------------|-----------------------------|
| General - Education Students | *Students with Disabilities |
|                              |                             |
|                              |                             |
|                              |                             |
|                              |                             |

\*Students with disabilities are students classified as disabled by the district Committee on Special Education.

**Report prepared by**

---

**Date** \_\_\_\_\_

**Retain this report in the school. (Do not send to SED).**

## SECTION 4000: COMMUNICATION WITH OTHERS

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies
- Step-by-Step Procedures .....4100
- B. Procedures for obtaining advice and assistance .....4200  
from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law
- C. A system for informing all educational agencies within a school district of a disaster.
- Statement.....4300
- In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:
- School population,.....4305
  - Number of staff,
  - Transportation needs, and
  - Business and home telephone numbers of key officials of each such educational agency.

**A**

**A. IN THE EVENT OF AN EMERGENCY OR VIOLENT INCIDENT THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES**

|               |   |
|---------------|---|
| <b>STEP 1</b> | Call 911  |
| <b>STEP 2</b> | <p>Give Specific Information to the 911 Dispatcher</p> <ul style="list-style-type: none"> <li>• What type of emergency</li> <li>• Where – address, room, what floor</li> <li>• Who/how many are affected</li> <li>• Directions to access the scene</li> </ul> |
| <b>STEP 3</b> | Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first   |
| <b>STEP 4</b> | After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary or if a disaster is declared which will invoke Article 2-B (See page 4200)                                       |
| <b>STEP 5</b> | Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.  |

**B**

- §29-a. Suspension of other laws
- §29-b. Use of civil defense forces in disasters
- §29-c. Radiological preparedness
- §29-d. Reports

**HISTORY:**

Add, L 1978, ch 640, § 3, eff Apr 1, 1979

**CROSS REFERENCES:**

This article referred to in §§ 20, 21; CLS Unconsol ch 131 § 20.

**§ 20. Natural and man-made disasters; policy; definitions**

1. It shall be the policy of the state that:
  - a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;
  - b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;
  - c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;
  - d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and
  - e. state and local plans, organizational arrangements, and response capability required to execute the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.
2. As used in this article the following terms shall have the following meanings:
  - a. "disaster" means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.
  - b. "state disaster emergency" means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.
  - c. "municipality" means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.
  - d. "commission" means the disaster preparedness commission created pursuant to section twenty-one of this article.
  - e. "emergency services organization" means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.
  - f. "chief executive" means:
    - (1) a county executive or manager of a county;
    - (2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;
    - (3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and
    - (4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

C



**C. IN THE EVENT OF AN EMERGENCY WITHIN THE SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE SUPERINTENDENT, OR DESIGNEE, OF THE GRAND ISLAND CENTRAL SCHOOL DISTRICT WILL:**

- 1) Act as the chief communication liaison for the non-public Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available.

**C. PERSONNEL FOR NON-PUBLIC SCHOOLS**

Confidential as per Building Level Safety Plan

|                                     |  |
|-------------------------------------|--|
| Facility Name/Address/Phone:        |  |
| Principal/Location/Phone:           |  |
| Assistant Principal/Location/Phone: |  |
| Others:                             |  |
| Grades:                             |  |
| Number of Students:                 |  |
| Hours of School:                    |  |
| Transportation:                     |  |

## **SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES**

- A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures
- Safety/Security ..... Policy Number 5680 - 5681
- B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
- Notification of Sex Offenders ..... Policy Number 7560
  - Child Abuse ..... Policy Number 7530
  - Professional Growth/Staff Development ..... Policy Number 6160
- C. Appropriate prevention and intervention strategies such as: .....5200
- Collaborative agreements with local law enforcement officials (Memorandum)
  - Non-violent conflict resolution training program
  - Peer mediation programs and youth courts
- D. Strategies for improving communication among students .....5300 and between students and staff and reporting of potentially violent incidents, such as the establishment of:
- Youth-run programs,
  - Peer mediation,
  - Conflict resolution,
  - Creating a forum or designating a mentor for students concerned with bullying or violence,
  - Establishing anonymous reporting mechanisms for school violence, and
  - Others based on district need
- E. Description of duties, hiring and screening process, and .....5400 required training of hall monitors and other school safety personnel.

**A**

**B**

C

# DRAFT

**MEMORANDUM OF UNDERSTANDING**  
**Confidential as per Building Level Safety Plan**

Between the

\_\_\_\_\_ POLICE DEPARTMENT

AND

\_\_\_\_\_ SCHOOL DISTRICT

**MEMORANDUM OF UNDERSTANDING BETWEEN THE**  
**\_\_\_\_\_ POLICE DEPARTMENT AND**  
**THE \_\_\_\_\_ SCHOOL DISTRICT**

**PROJECT “SAVE” (Safe Schools Against Violence in Education)**

While violence isn't the only safety issue schools face, the past decade has witnessed numerous acts of tragic violence in schools in all parts of the nation. Since 1992, twenty-two schools throughout the country have experienced multiple victim homicides. In the last three years alone, nine acts of violence on school grounds have resulted in the deaths of twenty-five students and four teachers, and the wounding of another seventy-two students and three school employees. These senseless acts of violence have occurred in urban, suburban and rural communities where people previously believed that such an incident could not happen in their schools. Fortunately, no school in New York State has been the site of the types of horrific violence that have occurred in other schools throughout the nation.

New York State schools, however, are not free of the types of violent student behavior and student victimization that seriously impede the educational progress of students. The 1999 Youth Risk Behavior Survey (YRBS), conducted by the Centers for Disease Control and Prevention, was administered to a representative sample of students throughout New York State high schools. The survey results document the continued presence of safety concerns on the part of many students. Students being threatened bodily harm by beating or with a weapon on school property, bringing weapons to school for protection and students not attending school due to concern for their safety were reported in the survey.

The “SAVE” legislation requires school districts to work collaboratively with local law enforcement agencies to develop strategies that will create an environment that will be conducive to the learning and teaching process.



## **GENERAL STATEMENT**

The \_\_\_\_\_ Police Department and the Board of Education for the \_\_\_\_\_ School District recognize that the abuse of alcohol and other drugs and the threat to personal safety are societal problems and the remediation of these problems must begin at the community level. These two groups pledge to adopt a formal “Memorandum of Understanding” that will outline for both the rights and responsibilities each will assume to affect positive change.

Both parties agree that as we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior, that the role of students, teachers, staff and the law enforcement officials involved must be clearly understood.

## **PROCEDURE**

Any student or school district employee will immediately report any of the aforementioned noncompliance of the school district “Drug Free Policy” and “Gun Free Policy” directly to the Building administrator. The Building Administrator shall have authority to take appropriate action immediately and will notify the Superintendent as soon as is reasonably possible.

## **MEMORANDUM OF UNDERSTANDING**

The \_\_\_\_\_ School District and the \_\_\_\_\_ Police Department agree to work collaboratively in developing a “Memorandum of Understanding” that addresses the following:

- 1) The types of incidents that require notification of the police department.
- 2) The expectations of the students, counselors, teachers and administrators regarding the discovery of alcohol and other drugs, or weapons in school, on school grounds or at school sponsored activities.
- 3) The notification process necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
- 4) The procedures outlining the actions of law enforcement officers when contraband is turned over to them by school officials.
- 5) The procedures by which students and parents will be notified of the adoption of this Memorandum of Understanding.

## **POLICE DEPARTMENT ACTION**

- 1) The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with all school personnel.
- 2) The police will respond to any call relating to violations of the law as soon as is reasonably possible.
- 3) If a student is arrested, notification of parent/guardian will follow the District "Code of Conduct" policy.
- 4) In instances where the removal of the student is essential to insure the safety of himself/herself or others, the police will do so immediately and work with the school district to contact the parent/guardian as soon as is reasonably possible.
- 5) The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.
- 6) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
- 7) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison)
- 8) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
- 9) All police personnel will receive a copy of the procedures

## **ACTIONS OF SCHOOL PERSONNEL**

- 1) The school district will have a procedure in place that will be used to report incidents of abuse, possession of alcohol or drugs, drug paraphernalia and dangerous weapons to school administration.
- 2) All school personnel will receive a copy of the procedure.
- 3) The Building Administrator/Designee is authorized to call the police liaison to report any illegal activity or need for assistance.

## **WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR**

- 1) Possession of alcohol by a minor.
- 2) Possession of illegal drugs or misuse of over the counter drugs.
- 3) The possession of drug paraphernalia.
- 4) Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored activities.
- 5) The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
- 6) Any time there is a threat of severe bodily harm or homicide to anyone on school property or at school sponsored events.

## WHAT SHOULD BE REPORTED TO THE POLICE

- 1) Possession of alcohol by a minor aged 16-20 years old.
- 2) Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, all steroids and designer drugs.
- 3) Any student in possession of or under the influence of alcohol or other drugs for whom a parent or immediate family member cannot be contacted.
- 4) Intoxication of any student that is deemed to be a behavior or safety problem to school personnel or other students or school property.
- 5) Possession of drug paraphernalia as described in the penal law.
- 6) Possession of illegal weapons.
- 7) Where there is a threat of bodily harm or homicide to anyone on school property or school sponsored events, the individual threatened may elect to file a formal complaint with the police department.

---

(Signature) President – Board of Education

Date

---

(Signature) Superintendent

Date

---

(Signature) Building Principal

Date

---

(Signature) Chief of Police

Date

**D**

The Grand Island Central School District recognizes the importance of good communication among students and between students and staff and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Grand Island School community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff and parents
- Pay attention to what students are saying
- Peer listening and mediation
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior
- Encourage communication among parents, students, staff and community members about any concerns to appropriate resource people in schools and communities
- Foster collaboration among school, home and community for peaceable schools
- Train staff to listen and question effectively

**E**

## **E. DESCRIPTION OF DUTIES, HIRING AND SCREENING PROCESS, REQUIRED TRAINING OF HALL MONITORS AND OTHER SCHOOL SAFETY PERSONNEL.**

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the Grand Island School District, or shall be determined by the Grand Island School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Grand Island School District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1<sup>st</sup>, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

If the Grand Island School District uses the service of a contractual security company, the district should verify with the Department of State's License Bureau to ensure that the prospective contractor is an authorized employer in good standing.

If the Grand Island School District, a public (exempt) entity, employs at least one security guard, then the district is subject to the Security Guard Act of 1992 (General Business Law § 89-f (5), (7)). Any public entity employing a security guard must ensure that the security guard is registered with the NYS Department of State. The Department of State will only register applicants who have satisfied the requirements established by the Secretary. Registration for a security guard is effective two years. No school district shall knowingly employ a person as a security guard unless: the school district has verified with the Department (State) that such person possess a valid registration card which has not expired or been revoked; or Such school district has filed with the Department (State) in a manner prescribed by rules and regulations promulgated by the Department. (Duties of a security guard and requirements and of a NYS Security Guard

**E. DESCRIPTION OF DUTIES, HIRING AND SCREENING  
PROCESS, REQUIRED TRAINING OF HALL MONITORS  
AND OTHER SCHOOL SAFETY PERSONNEL -  
CONTINUED**

License are included in the appendix) A district employing a security guard must provide proof of self insurance or liability insurance coverage to the Department of State in the Amount of \$100,000 per occurrence and \$300,000 in the aggregate (General Business Law § 89-g (6)). A licensed security guard in New York State must undergo an Investigation. Within five business days after the receipt of an application the department (state) shall transmit to the division (DCJS) two sets of fingerprints and the fee required pursuant to paragraph (b) of subdivision ten of section eighty-nine-h of Gen. Bus. Law and cause to be conducted a search of state files to ascertain whether the applicant has been charged with or convicted of a serious offense and may cause to be conducted an investigation to verify the information contained in the application provided. Under section 89-o of the General Business Law, the secretary of state is empowered to adopt rules and regulation implementing the provisions of this article. Such rules and regulations shall include criteria for determining whether a person is a security guard or whether a particular function is a security guard function as defined by subdivision six of section eighty-nine –f of this article.



## **Job Description – Monitor**

Provided by Erie County Civil Service (10/2005)

SCHOOL MONITOR SCHOOLS  
ERIE COUNTY  
SCHOOLS  
DISTRICT

**DISTINGUISHING FEATURES OF THE CLASS:** The work involves performing non-teaching duties in overseeing student activities during regular school session and after hours in a suburban school district. This work of ordinary difficulty, involving responsibility of assisting teachers and administrators by performing assigned routine tasks, including the supervision and care of children. The incumbent must be firm, but courteous and congenial in exercising their influence on students. Since there are definite limits in the type and complexities of assignments, the class of school monitor differs in that respect from teacher aide, which usually involves duties of greater difficulty, generally requiring specific skills or abilities. Work is performed under the direct supervision of a principal, teacher or school administrator. Does related work as required.

### **TYPICAL WORK ACTIVITIES:**

Assists in supervising recreation and lunch periods and study halls;  
Guides children safety across streets and intersections;  
Maintains order in gymnasiums, locker rooms, swimming pools, and assigned areas before and after school; Oversees students passing between classes and in locker rooms and on premises before and after school;  
Issues athletic supplies and equipment when required;  
Helps children in lower grades with wearing apparel;  
May assist in arraigning and ordering films, projectors, VCR. and other learning aides as required;  
May be assigned to assist bus drivers with pupils boarding, riding and leaving school busses.

### **FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Ability to establish good relationships and get along well with children, and command their respect; ability to maintain order and to enforce school regulations with firmness; ability to get along with teachers, administrators, and others; ability to understand and follow oral and written instructions; good power of observation; dependability; neat personal appearance; tact; courtesy; good judgement; physical condition commensurate with the demands of the position.

## Job Description – Monitor - Continued

### MINIMUM QUALIFICATIONS:

- A. Graduation from high school or possession of a high school equivalency diploma; or four (4) years experience in the care and supervision of children; or
- B. An equivalent combination of training and experience as defined by the limits of (A.) and (B.)

NOTE: Verifiable part-time and or volunteer experience will be pro-rated toward meeting full-time experience requirements

NOTE: A person assigned to this position does not have the authority to direct traffic. This is the function of a police officer only.

## **Job Description – Security Guard**

Provided by the NYS Department of State (10/2005)

### **Description**

A security guard is defined as a person employed within New York State, other than active police officers and federally regulated personnel, to principally perform one or more of the following duties without performing the functions of a private investigator.

Protection of individuals and/or property from harm, theft or other unlawful activity;  
Deterrence, observation, detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property;

Street patrol service;

Response to but not installation or service of a security system alarm installed and/or used to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of protected premises.

### **Registration Requirements**

An applicant must file an application with the New York State Department of State's Division of Licensing Services in order to become registered as a security guard. In addition, the applicant must meet the following requirements:

Complete a minimum of 8 hours of pre-assignment training

Not have been convicted of a serious offense

Be of good moral character and fitness

Not have been discharged from a correctional/law enforcement agency for incompetence or misconduct

Individuals that meet these qualifications, and those indicated below will be issued a photographic ID card signifying that they are authorized to perform security guard functions. Since these ID cards are made by the Department of Motor Vehicles (DMV) using the image on file in their office from the individual's NYS Driver's License or Non-Driver ID card, applicants must provide their 9-digit DMV ID number where requested on their Security Guard application. Once their Security Guard application is approved for registration, the applicant's name and DMV number are sent to DMV to have an ID card made. The Department of Motor Vehicles will mail the ID card to the applicant's residence address on file with the Department of State.

## **Job Description – Security Guard - Continued**

### **Age**

Must be at least 18 years of age.

### **Training**

Security guards are required to complete training programs administered by the Division of Criminal Justice Services, Bureau for Municipal Police. Those courses are:

8 hours pre-assignment training

16-hour on the job training (must be completed within 90 days of employment)

8 hours of annual in service

47-hour firearms course for security guards who carry a firearm

Holders of a special armed guard registration card must complete an additional 8-hour in service training course annually.

### **Fees**

\$36 - 2-year registration

\$50 - Fingerprint fee payable to Division of Criminal Justice Services with original application

\$25 - Renewal fee, every 2 years

### **Licensing Authority**

New York State Department of State

Division of Licensing Services

84 Holland Avenue

Albany, New York 12208-3490

Phone: (518) 473-2739

Fax: (518) 473-2730/1

### **Occupational Reference Codes**

33-9032 - Security Guards - Dictionary of Standard Occupational Classifications, October 2000