

**CLARENCE CENTRAL SCHOOL DISTRICT**

**DISTRICT WIDE SAFETY PLAN**

**UPDATED: 8/2016**

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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. PURPOSE**

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clarence Central School District Board of Education, the Superintendent of Clarence Central 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. DISTRICT-WIDE SAFETY TEAM MEMBERS**

The Clarence Central 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 Wide Nurse Coordinator

Director of Facilities

Administrator/Director of Health, Physical Education & Athletics

BOCES Safety Risk Management Coordinator

Business Administrator

School Physician

NYSIR (Insurance Company representative)

Clarence Emergency Coordinator

Willis Insurance Agent representative

President, CTA representative

President, CSEA representative

Transportation Department representative

PERMA Insurance (Worker's Compensation carrier representative)

## 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.
- Efforts may be supplemented by county and state resources through existing protocols.



## **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 September 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan was formally adopted by the Clarence Central Board of Education in 2001 after a 30 day public comment period. 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.
- A copy of the District-Wide School Safety Plan and any amendments were 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 by September 1 of each school year..

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

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## **BUILDING SAFETY AND SECURITY**

### **General**

- School safety assessment –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:
  - A building safety audit conducted with law enforcement, (School Safety Audit Checklist) Note: not included with this plan.

## 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*

BUILDING	SITE	MATERIAL
Lancaster Quarry		Explosives
Additional Sites	Route 5 (Main Street) & Gunville	Various vehicles transporting various hazard materials/may be a potential hazard for HS, HH and SH Elementary
Various Fuel Stations	Wilson Farms, Red Apple Sunoco Station/Clarence Center Noco Station/Sheridan Hill	
Buffalo Niagara International Airport	Genesee Street, Cheektowaga	Potential "Glide Path"

**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. Students with special needs – 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. Students and staff with special needs
- 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 may 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

## **HOLD IN PLACE/SHELTER IN LOCATIONS**

### **Shelter in Place**

There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a “Shelter in Place”. In most cases, a shelter in place is conducted when there is a threat of or actual weather related incident or a bomb threat.

### **Hold in Place/Shelter in Locations Objectives**

- To minimize injury death.
  - To locate and contain any device or weather damage.
  - To facilitate emergency responses.
  - To establish safe routes and designated areas.
1. The Hold/Shelter in Place procedure may be implemented in two ways:
    - a. HOLD 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).

## **LOCKDOWN**

In the event of an imminent emergency that requires specific **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. Lockdown may be activated at any time of the day and will affect the entire building.

### **Lockdown-Procedures:**

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hall ways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** Classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do Not** cover window.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system, or other announcements.
- **Take Attendance** – include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.\***

\*Responding law enforcement should have master key to conduct the release.

## **LOCKOUT**

A “Lockout” is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference, or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of – but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

### **Lockout Objectives**

- To keep any threat of violence or dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

### **Lockout Procedures:**

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

**IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED:**

**OFF-CAMPUS**

<b>EVACUATING SITE</b>	<b>APPROXIMATE # OF STUDENTS &amp; STAFF</b>	<b>RECEIVING SITE &amp; # THAT CAN BE SHELTERED HERE</b>
High School	1850	Middle School (2000)
Middle School	1300	High School (2500)
Clarence Center	600	Middle School (2000)
Harris Hill	600	High School (2500)
Ledgeview	600	High School (2500)
Sheridan Hill	600	High School (2500)

**ON-CAMPUS**

**IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:**

Every building plan addresses all available locations such as cafeterias, gyms, auditoriums and libraries when classrooms must be evacuated.

## FACILITIES AGREEMENTS

### STATEMENT

Clarence Central School 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.

# Clarence Central School District

## 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 \_\_\_\_\_ School District.

In consideration for the granting of such permission, the \_\_\_\_\_ 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



## SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Geoffrey Hicks	407-9102
<i>President, Board of Education:</i>	MaryEllen Kloss	407-9100
<i>Business Administrator:</i>	Richard Mancuso	407-9011
<i>Vice President, Board of Education</i>	Michael Fuchs	404-9100
<i>Director of Facilities:</i>	Brian Logel	407-9131
<i>AHERA Designee:</i>	Richard Mancuso	407-9011
<i>Principal(s)/Bldg.:</i>	Ken Smith/High School	407-9023
	Robert Moore/Middle School	407-9206
	Colleen Coggins/Clarence Center	407-9150
	Susan Corrie/Harris Hill	407-9175
	Keith Kuwik/Ledgeview	407-9275
	Lee Pierce/Sheridan Hill	407-9250
<i>Head Custodian:</i>	Jeff Nowicki	407-9134866-7343
<i>Sr. Custodians:</i>	Russ Siracuse/High School	407-9099/861-4396
	Bill Pfentner/High School	407-9099/861-4678
	Mike Wilson/Middle School	407-9226/861-4721
	Rachel Welton/Middle School	407-9226
<i>Custodians:</i>	David Stang/Ledgeview	407-9296/970-0606
	Rick Stockwell/Ledgeview	407-9296/970-0606
	Randy Stanek/Sheridan Hill	407-9253/9700608
	Mike Stoness/Sheridan Hill	407-9253/970-0608
	Mark Zaidel/Harris Hill	407-9176/970-0609
	Jim Ciesielskii/Harris Hill	407-9176/970-0609
	Dave Cratsenberg/Clarence Ctr.	407-9155/970-0607
	Tim Schenk/Clarence Ctr.	407-9155/970-0607
<i>Transportation Supervisor:</i>	Sue Lawrence	407-9500
<i>School Nurse:</i>	Barbara Ritchie/High School	407-9029
	LouAnn Bajas/Middle School	407-9223
	Lynn Poitras/Clarence Ctr.	407-9152
	Kathy Stubbe/Harris Hill	407-9181
	Jean Rois/Ledgeview	407-9280
	Erin Blessios/Sheridan Hill	407-9256
	Hana Muller/Nativity	633-1531
	Penny Curtis, District Wide	

*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.

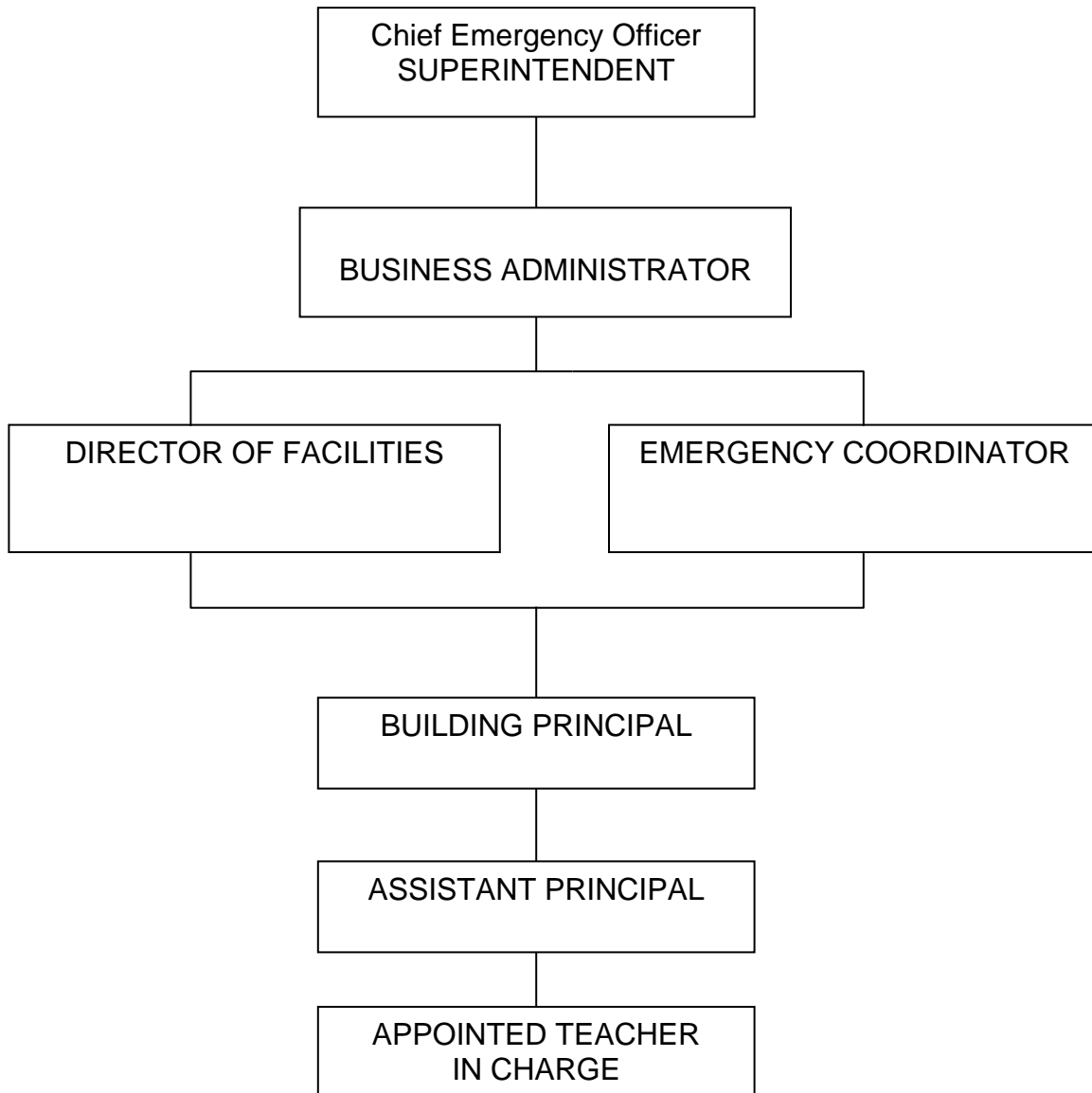
# PUPIL TRANSPORTATION

## *Buses*

8/2016

**VEHICLE INVENTORY**  
**Provided by Director of Facilities**

## 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**

*Primary Location:* District Office  
9625 Main Street  
Clarence, NY 14031

*First Alternate Location:* Buildings & Grounds Building  
Behind High School  
9625 Main Street  
Clarence, NY 14031

*Second Alternate Location:* Clarence Middle School  
10150 Greiner Road  
Clarence, NY 14031

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

<b>Incident Commander (IC)/Chief Emergency Officer</b> <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> <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> <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> <i>(Director of Facilities, Building 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> <i>(Building Principal, Director of Facilities)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
<b>Logistics Officer</b> <i>(Director of Facilities, Building Principal)</i>	Provides resources and all other services needed to support the incident.
<b>Planning Officer</b> <i>(Superintendent/Designee)</i>	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
<b>Finance/Administration</b> <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. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS**

The Clarence 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 Clarence 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
- Hold In Place/Sheltering Procedures
- Lockdown Procedures
- Lockout 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. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.**

The Clarence Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Clarence Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Clarence Central 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
- Sheltering Drills
- Lockdown Drills
- Lockout 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).

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

A. 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

### **Environmental**

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

- Bomb Threat .....3140
- Biological Release Threat (Telephone) .....3141
- Telephone Threat Form .....3142
- Biological Release Threat (Letter/Package) .....3143
- Hostage .....3144
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- Threats of Violence .....3147
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- NYS Police Threat Assessment Model (2007) .....3149

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

**Medical Emergencies/Mental Health Response**

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

B. 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



## EMERGENCY UTILITY SHUT-OFFS

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>HIGH SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	GAS METER RM. LOCATED BEHIND AUD
<b><i>ELECTRIC:</i></b>	OUTSIDE OF GARAGE WEST WALL AT POLE STRICKLER RD.
<b><i>WATER:</i></b>	FRONT OF BLDG. NEXT TO CAFÉ
<b><i>AIR HANDLING UNIT:</i></b>	COMPUTER CONTROL, CUSTODIAL OFFICE IN BASEMENT
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

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>MIDDLE SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	North wall of boiler room
<b><i>ELECTRIC:</i></b>	Outside of garage west wall
<b><i>WATER:</i></b>	Boiler room behind hot water storage tank
<b><i>AIR HANDLING UNIT:</i></b>	All univents and air handling units controlled by computer in custodial office in basement.
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

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>CLARENCE CENTER SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	Basement hall between old and new rooms
<b><i>ELECTRIC:</i></b>	Basement electrical room outside boiler room
<b><i>WATER:</i></b>	Basement hall between old and new boiler rooms
<b><i>AIR HANDLING UNIT:</i></b>	Univent controlled by panel and clock in old boiler room. Gym air handling units – disconnect in small gym storeroom
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

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>HARRIS HILL SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	Boiler room north wall
<b><i>ELECTRIC:</i></b>	Basement transformer room (bottom of stairway)
<b><i>WATER:</i></b>	Basement crawlspace under main office
<b><i>AIR HANDLING UNIT:</i></b>	East and west fan rooms (disconnects on walls)
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

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>SHERIDAN HILL SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	North wall of boiler room
<b><i>ELECTRIC:</i></b>	Transformer room across from health office
<b><i>WATER:</i></b>	Principal's office lav
<b><i>AIR HANDLING UNIT:</i></b>	All univents and air handling units controlled by panel and clock next to custodians desk in boiler room
<b>NOTE:</b>	

## EMERGENCY UTILITY SHUT-OFFS

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>LEDGEVIEW SCHOOL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b><i>NATURAL GAS:</i></b>	Gas meter room in garage
<b><i>ELECTRIC:</i></b>	Exterior south wall near garage
<b><i>WATER:</i></b>	Basement crawlspace below gas meter room
<b><i>AIR HANDLING UNIT:</i></b>	All univents and air handling units controlled by panel and clock next to left of boiler #1
<b>NOTE:</b>	

Response Action:Person(s) Responsible

- |   |                                 |
|---|---------------------------------|
| 1. Upon discovery or detection of an electrical system failure: <ul 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> </ul> | 1. First person on the scene.   |
| 2. Notify Building Administrator  | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible   | 3. Director of Facilities       |
| 4. Notify Superintendent  | 4. Building Administrator       |
| 5. 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>  | 5. Building Administrator       |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action   | 6. Director of Facilities       |
| 7. Termination of Contingency:<br>Notify staff, parents and students  | 7. Superintendent               |

Comments:

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Response Action:

Person(s) Responsible

- |  |                                 |
|--|---------------------------------|
| 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 |
| 4. Director of Facilities  | 3. Head of Building Maintenance |
| 4. Notify Building Administrator   | 4. 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. Shelter 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       |
| 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. Director of Facilities                           |
| 4. Evaluate problem insofar as possible   | 4. Director of Facilities or Building Administrator |
| 5. Notify Superintendent  | 5. Building Administrator                           |
| 6. Curtail or cease building operations as appropriate:<br>a. Shelter 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. Director of Facilities                           |
| 8. Termination of Contingency: Notify staff, parents and students   | 8. Superintendent                                   |

Comments:

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Response Action:Person(s) Responsible:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school</li> <li>2. Establish remedial response, as appropriate for the day incident occurred             <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> </ol> </li> <li>3. Revise pupil transportation system as necessary</li> <li>4. Notify school districts of any changes</li> <li>5. Notify staff, parents, and students</li> <li>6. <u>Recovery</u> <ol style="list-style-type: none"> <li>a. Assess damage, cause, effect, remediation</li> <li>b. Cleanup; following insurance company concurrence</li> <li>c. Ascertain insurance settlement, if any</li> <li>d. Develop architectural/engineering solutions as needed</li> <li>e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency</li> <li>f. Progress with work in accordance with procedures for any public capital project.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Building Administrator, Superintendent</li> <li>2. Building Administrator Superintendent</li> <li>3. Superintendent, Building Administrator, Transportation Supervisor</li> <li>4. Superintendent</li> <li>5. Superintendent</li> <li>6. Board of Education Superintendent; Director of Facilities; Business Administrator</li> </ol> |
|---|---|

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 Director of Facilities   | 2. Head of Building Maintenance   |
| 3. Evaluate problem insofar as possible  | 3. Head of Building Maintenance, Director of Facilities                               |
| 4. Notify Building Administrator   | 4. Director of Facilities   |
| 5. Notify Superintendent   | 5. Building Administrator   |
| 6. Curtail or cease building operations, as appropriate:<br>a. Shelter 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. Director of Facilities, Superintendent, Board of Education, Business Administrator |
| 8. Termination of Emergency<br>a. Notify staff, parents and students<br>b. Resume building operation   | 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. Director of Facilities  | 2. Head of Building Maintenance                           |
| 3. Evaluate problem insofar as possible. Commence established remedial response  | 3. Director of Facilities<br>Head of Building Maintenance |
| 4. Notify Building Administrator   | 4. Director of Facilities                                 |
| 5. Notify Superintendent   | 5. Building Administrator                                 |
| 6. Curtail or cease building operations, as appropriate:<br>a. Shelter 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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Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute Go Home Plan

3. Superintendent

4. Notify parents via media and district's calling system

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 a system failure  | 6. Superintendent                         |
| 7. Curtail or cease building operations as appropriate:<br>a. Shelter 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 tornados 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. Director of Facilities                 |
| 4. Notify parents via media and District's calling system  | 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. Shelter at School  
c. Evacuate  
d. Resume normal activity

2. Superintendent

3. Notify parents via media and district's calling system

3. Superintendent

Comments:

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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: Richard Mancuso  
Phone Number - Work: 407-9011

Accredited Handlers

Brian Logel, Supervisor  
Joseph Moronski, Handler

Equipment Location:

Buildings & Grounds Building

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<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 |
| 3. Notify the local fire department and follow their instructions   | 3. Director of Facilities |
| 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 |
| 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:

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 Administrator/Designee   | 3. Building                               |
| 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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**CARBON MONOXIDE RELEASE****CARBON MONOXIDE DETECTOR ALARM****RESOURCES****Call 911 for all emergencies**

<b>SCHOOL DISTRICT</b>	<b>COMMUNITY</b>
<ul style="list-style-type: none"> <li>▪ Building Evacuation Plan</li> <li>▪ Community Notification Plan</li> <li>▪ Media Plan</li> <li>▪ School Cancellation Plan</li> <li>▪ Alternative Sheltering Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local Fire Department(s)</li> <li>▪ Gas Supplier –National Fuel</li> <li>▪ Town Emergency Coordinator</li> <li>▪ Erie County Health Department</li> </ul>

<b>RESPONSE ACTION GUIDELINES</b>	<b>AUTHORITY</b>
1. Upon hearing a CO detector alarm, notify the Building Principal	School Staff
1A. Principal notifies Director of Facilities/Maintenance	Principal
2. Principal activates the building incident command team and establishes a command post. D of F reports alarm level to principal	Incident Commander (Principal or designee)
3. *Evacuate the building or relocate affected section(s) of the building to alternate areas of the building not affected by the alarm according to CO levels. Do not use the fire alarm system for evacuation notification. Use the PA system to provide instruction to staff and students.	Incident Commander (Principal & team determine response - evacuate or relocate)
4. Relocate the command post outdoors if evacuating	Incident Commander
5. In consultation with fire or utility personnel, determine whether to implement the School Cancellation Plan.	Liaison Officer Incident Commander
6. Implement Community Notification and Media Plan if necessary.	Public Information Officer
7. Activate Aftermath and Recovery Plan and resume normal operations when it is safe to do so.	Superintendent

**\*CO DETECTOR POTENTIAL EXPOSURE LEVELS**

An ALERT- 4 RED LED FLASHES/minute- indicates the presence of CO at a 10ppm level - mute device and check area for potential sources

A LOW LEVEL ALARM- 4 BEEPS/FLASHING RED LED per minute- indicates a CO level at a 15ppm level -mute device and check area for potential sources

A MIDLEVEL ALARM - 4 BEEPS/FLASHING RED LED PER 5 SECONDS -indicates a CO level of 25-50ppm (device can be muted for 5 minutes) -EVACUATE AREA AND RELOCATE, CALL 911

A HIGHLEVEL ALARM -- 4 BEEPS/FLASHING LED (device cannot be muted) -indicates a CO level of 100-150-ppm or higher (device cannot be muted) -EVACUATE BUILDING, CALL 911

## **BOMB THREAT GUIDELINES**

### **General**

- 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 decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
  - Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
  - Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

### **Receiving Bomb Threats**

#### **Written Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

#### **Telephone or Other Verbal Threats**

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- The **NYSP Bomb Threat Instruction Card** should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.

## **BOMB THREAT GUIDELINES (Con't.)**

- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

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? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

### **Suspicious Packages**

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- 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 not 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.

## **BOMB THREAT GUIDELINES (Con't.)**

- o **Do not open** or squeeze the envelope or package.
- o **Do not pull** or release any wire, string, or hook.
- o **Do not** turn or shake the letter or package.
- o **Do not** put the letter or package in water or near heat.
- o **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- o **Do** move people away from the suspected envelope or package.
- o **Do** notify the state and/or local police (911).
- o **Do activate your emergency plan for dealing with bombs.**

### **Investigating Bomb Threats**

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services- including bomb squads, hazardous materials management, county, and state emergency management agencies.
  - o Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
  - o Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and consult with them to make their decision (joint decision making – unified command).
- Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.

### **PRE-CLEARANCE AND SECURITY SCREENING IN LIEU OF EVACUATION (DURING TESTING)**

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

## **BOMB THREAT GUIDELINES (Con't.)**

- This option may be 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. (During the administration of Regents examinations or during other school-wide events).

### **School Employee Involvement**

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- 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, water, and ventilation (HVAC).

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 plan<br/>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:

**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:



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 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 Lockdown Plan   | 3. Principal                       |
| 4. Confront intruder, if prudent and wise   | 4. Building Administrator          |
| 5. Escort intruder out of the building. Record make, color and license plate number of vehicle  | 5. Building Administrator          |
| 6. If intruder refuses to leave, maintain surveillance. If the intruder does leave but circumstances lead you to expect trouble, summon the local police. | 6. Building Administrator          |
| 7. Advise police of situation and follow their 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. Assemble Threat Assessment Team.*                             | 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.            | 5. Building Administrator |

**NOTE: \*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Assemble Threat Assessment Team.*</li> <li>2. If warranted, isolate the immediate area and evacuate if appropriate.</li> <li>3. Inform Superintendent</li> <li>4. If necessary, initiate lockdown procedure and contact law enforcement agencies.</li> <li>5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures.</li> </ol> | <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. First person on scene</li> <li>3. Principal/Designee</li> <li>4. Building Administrator</li> <li>5. Building Administrator</li> </ol> |
|--|---|

**NOTE:      \*Refer to NYS Police Threat Assessment Model (2007)**

Comments:

**Additional Information on threat assessment is located in the New York State School Safety Guide**

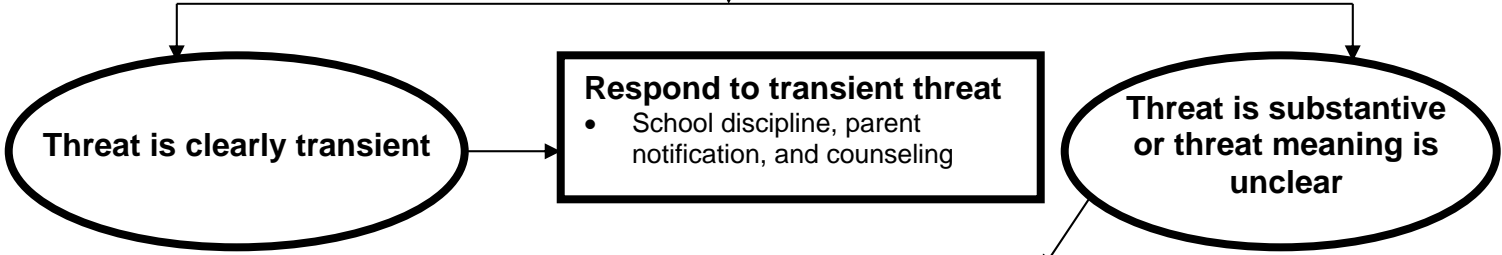
**New York State Police Threat Assessment Model, (2007)**

**Threat reported to principal**

- Assemble school threat assessment team**
- Conduct threat assessment – assign a central point of contact
  - Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
  - Immediately ask “How much time do we have?”
  - Decide how to handle a “student of concern” pending the outcome of the threat assessment (should allegations be unfounded)
  - Revisit/revise threat assessment plan if necessary

- Evaluate threat**
- Utilize an “integrated systems approach” relying on information from all who have interaction with the student
  - Consider facts that drew your attention to the student, situation, and target-obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat-document/photograph/record all
  - Establish/maintain contact with the student
  - Obtain/consider information about the student-identifiers, background information, current life situation and circumstances
  - Consider the circumstances in which the threat was made, student’s intentions, motives, and target selection

- Decide whether threat is clearly *transient* or *substantive***
- Is there information to suggest that this student is on the path to an attack?
  - Has any pre-attack behavior been identified?
  - Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
  - Consider whether the student *poses* a threat, or simply *made* a threat
  - Has the student broken a law?- → Contact law enforcement



- Respond to transient threat**
- School discipline, parent notification, and counseling

**Decide whether substantive threat is plausible or imminent**

**Plausible**

- Respond to plausible threat**
- Take immediate precautions to protect potential victims
  - If threat involves a possible crime contact law enforcement
  - Notify potential victim, and victim’s parents/guardians (if victim is a student)
  - Notify “student of concern’s” parents/guardians
  - Connect student to services and support systems
  - Discipline student as appropriate

**Imminent**

- Respond to imminent threat**
- Immediately contact law enforcement
  - Take immediate precautions to protect potential victims
  - Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
  - Notify “student of concern’s” parents/guardians
  - Initiate mental health evaluation procedures
  - Discipline student as appropriate
  - Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

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.

**STUDENT MENTAL HEALTH EMERGENCY RESPONSE**

GENERAL GUIDELINES

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or personal in parental relation to the student, or an appropriate professional.
2. The administrator will immediately refer the matter to the Student Support Services Team and contact the parent, guardian, or person in parental relation to the student.
3. The SSST will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.
2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.
3. Provide support to the student. Assist him or her with re-entry.
4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.
5. Complete any required paperwork, including any incident reports.
6. Maintain confidentiality as required by law or best practices.

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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## **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.

## 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.
	2)	Makes decision as to closing.
	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.
	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.
	6)	Reschedules school pickups as soon as decision is made.

## **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. IN THE EVENT OF AN EMERGENCY 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
<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.

- §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. IN THE EVENT OF AN EMERGENCY WITHIN THE SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE SUPERINTENDENT, OR DESIGNEE, OF THE CLARENCE 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

Facility Name/Address/Phone: Ron Sajdak, Pastor	Nativity School 8550 Main Street Williamsville, NY 14221 633-7441 632-8838 (Rectory)
Principal/Location/Phone:	Mr. Joseph Roaldi
Grades:	Prek – 8
Number of Students:	200
Hours of School:	8:00am – 3:30pm
Districts:	Akron, Alden, Clarence, Lancaster, Pembroke, Williamsville
School Nurse:	Hana Muller 633-1531

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

- A. Policies and procedures related to school building .....5000  
security, including, where appropriate, the use of  
school safety officers and/or security devices or  
procedures
- Safety/Security
- B. Procedures for the dissemination of informative materials .....5100  
regarding the early detection of potentially violent behaviors,  
including, but not limited to:
- Board of Education Policies
  - Community Notification of Sex Offenders
  - Staff Development Training
  - Building Staff Meetings
  - Crisis Management
- 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
- 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

**A.**

- All Buildings have electronic door security systems. Each building locks all doors after student's morning arrival. The main door has a buzzer system that is operated by the main office.
- All Employees are required to wear picture Identification Badges.
- High School and Middle School doors are numbered for emergency responders.

- . Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
  - Board of Education Policies
  - Community Notification of Sex Offenders
  - Staff Development Training
  - Building Staff Meetings
  - Crisis Management

**C.**

Appropriate prevention and intervention strategies such as:

- Collaborative agreements with local law enforcement officials (Memorandum)
- Non-Violent conflict resolution training program
- Peer mediation programs and youth

**THE FOLLOWING RESOURCES ARE AVAILABLE FOR USE AT THE BUILDING LEVEL:**

Project ACHIEVE  
 Positive Behavioral Interventions and Support  
 "Take Back Your School"  
 American Association of Suicidology  
 Mothers Against Drunk Drive (MADD)  
 Mothers Against Violence in American (MAVIA)  
 National Association of School Psychologists (NASP)  
 National Emergency Assistance Team (NEAT)  
 National Education Association (NEA)  
 National Organization for Victim Assistance (NOVA)  
 National School Public Relations Association (NSPRA)  
 National School Safety Center (NSSC)  
 Northwest Regional Educational Laboratory  
 Students Against Destructive Decisions (SADD)  
 Violence Prevention Plays  
 Anti-Violence Curriculum Programs  
 Risk Prevention: Promising Programs (Bullying Prevention Program)  
 Good Behavior Game  
 I Can Problem Solve  
 The Incredible Years Series Iowa Strengthening Families Program  
 Prevention Intervention  
 Promoting Alternative Thinking Strategies (PATHS)  
 "Cool Kids"  
 Good Talking Words  
 Bully Proofing Series

**D.**

The Clarence 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 Clarence Central School District 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, home and community for peaceable schools
- Train staff to listen and question effectively

**THE FOLLOWING RESOURCES ARE AVAILABLE AT THE BUILDINGS:**

Anger Management for Young Children – A Handout for Parents

Anger Management for Young Children – A Handout for Teachers

National Association of School Psychologists:

Classroom Management Skills

Classroom Rules: Promoting Competent Behavior of Tough Kids

Conflict Resolution and Peer Mediation/Ed. Guide

Defusing Disruptions/Crisis Intervention Method

Delinquency/Handout for Parents and Teachers

Fire setting/handout for Teachers and Parents

Lying/Handout for Parents and Teachers

Name-Calling/Inter. Strategies for Parents & Educators

Self-Control Skills for Children/Handout for Parents

Self-Control Skills for Children/handout for Teachers

Stealing/Suggestions for Parents and Teachers

Tantrums/An Intervention Guide for Parents  
Time-Out/Guidelines for Teachers  
Verbal Aggression: Coping Strategies for Children  
Victimization of School-Age Children/Safe Schools  
Strategies for Parents and Educators

## **APPENDICES**

APPENDIX 1: Buildings Covered By This Plan

APPENDIX 2: District Directory

APPENDIX 3: Code of Conduct



**APPENDIX 1      SCHOOL BUILDINGS COVERED BY THIS PLAN**

**CLARENCE HIGH SCHOOL  
CLARENCE MIDDLE SCHOOL  
SHERIDAN HILL ELEMENTARY  
HARRIS HILL ELEMENTARY  
CLARENCE CENTER ELEMENTARY  
LEDGEVIEW ELEMENTARY**

**APPENDIX 2**

**STAFF DIRECTORY**

**CLARENCE CENTRAL SCHOOL DISTRICT 407-9000**

**Emergency School Hotlines: School Closing (716) 407-9129 / Transportation 407-9098 / Sports 407-9058**

**District Office Reception Desk (716) 407-9100 Elaine Horey District Office Fax (716) 407-9126**

<b>Department</b>	<b>Name</b>	<b>Extension #</b>	<b>Secretary/Clerk</b>	<b>General Responsibilities</b>
Superintendent	Dr. Geoffrey Hicks	9102	Sheila Rivera	Secretary to the Superintendent of Schools
Business Office	Richard Mancuso	9013	Megan Sutton	Secretary to the Business Administrator
CCS Credit Union 630-0888 Fax: 633-2407		9011	Nancy Tucciarone	Treasurer
		9015	Kelly Kuzara	Purchasing
		9016	Sharon Karl	Deputy Treasurer/Accounts Receivable
		9017	Kim Sessanna	Accounts Payable
		9018	Alicia Braaten	Print Shop
Curriculum	Kristin Overholt	9109	Melissa Byrd	Secretary to Director of Curriculum
		9005	Elizabeth Chelus	Program Coordinator
		9108	Kimberly Zabel	Program Coordinator
Personnel	Dr. John Ptak	9107	Laura Kelly	Secretary to the Director of Personnel
		9124	Nicole Kuss	Personnel Secretary
		9012	Rae Ann Nugent	Health Benefits / Payroll
Special Ed Director	MaryEllen Colling	9105/9104	Karen Mauger	Secretary to the Director of Special Ed
Spec Ed Asst. Dir.	Erik Vohwinkel	9105/9104	Christine Giroux	Special Education Secretary
Technology Help Desk - 407-9140				

<b>HIGH SCHOOL</b>	<b>407-9020</b>	<b>MIDDLE SCHOOL</b>	<b>407-9200</b>	<b>SCHOOLS / DEPARTMENTS:</b>		
					<b>FAX #</b>	<b>PHONE #</b>
Kenneth Smith	407-9022	Robert Moore	407-9206			
Sandy Pavlock	407-9022	Tammy Derkovitz	407-9206	Clarence Center-Coggins	407-9157	407-9150
Robert Coniglio	407-9024			Harris Hill-Corrie	407-9182	407-9175
Julie Mampe	407-9028	Denise Englert 8 <sup>th</sup>	407-9205	Ledgeview-Kuwik	407-9279	407-9275
Heather Cwiklinski	407-9025	John Mikulski 7 <sup>th</sup>	407-9214	Sheridan Hill-Pierce	407-9258	407-9250
Darlene Eagan	407-9021	Patti Boundy 7 <sup>th</sup>	407-9214	Nativity School	626-1637	633-7441

Athletic Office	407-9043	Robert Michel 6 <sup>th</sup>	407-9210	Hana Muller - Nurse		633-1531
Greg Kaszubski - Director		Kelly Sears 6 <sup>th</sup>	407-9210	Buildings & Grounds	407-9137	407-9131/9130
- Secretary		Attendance Office	407-9209	Food Service	407-9097	407-9095
Attendance	407-9026	Cafeteria	407-9225	Technology/Help Desk	407-9145	407-9140
Cafeteria	407-9039			Transportation	407-9502	407-9500
Fax (Main Office)	407-9061	Fax (Main Office)	407-9229	<b>Special Education:</b>	407-9007	407-9105/9104
Guidance Office	407-9030	Library/Media	407-9238		<b>PHONE #</b>	<b>PHONE #</b>
Records/Transcripts	407-9032	Music-Choral	407-9220	Tara Agnello		407-9255 SH
LAC	320-4819/18	Music-Orchestra	407-9221	Christine Berry-Krazmien		407-9077 LV
Library/Media	407-9045	Nurse's Office	407-9223	Michelle Braun-Burget		407-9177 HH
Music Office	407-9040	Nurse's FAX	407-9243	Doug Dermott		407-9033 CHS
Nurse's Office*	407-9029			Chrishelle Leonard		407-9121 CC
Nurse's FAX	407-9006	Learning Center	407-2109	Dave Romanowski		407-9215 CMS
*B. Ritchie cell#	866-2477					
Sports Hot Line	407-9058					
<b>Substitute Teacher Service:</b>		<b>Hope Jankowiak</b>	<b>684-9564</b>	<b>COMMUNITY ED</b>	<b>Sharon Karl</b>	<b>407-9001</b>

7/20/16

**APPENDIX 3**

**CODE OF CONDUCT**

**(AS PUBLISHED ON DISTRICT'S WEBSITE)**