

Lancaster Central School District  
**DISTRICT WIDE EMERGENCY RESPONSE PLAN**  
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# **Lancaster Central School District**

## **District-Wide Emergency Response Plan**

**2019-20 School Year**

Date of Safety Committee Review and Revision: June 19, 2019

Public Hearing Date: August 5, 2019

Date of Board of Education Acceptance: August 26, 2019

**NOTE: Each School Building maintains a confidential  
building level emergency response plan.**

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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.



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## **A. PURPOSE**

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The Lancaster Central School District Board of Education annually appoints the Chief Emergency Officer and the District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

The Chief Emergency Officer is Jamie Phillips, Assistant Superintendent for Business & Support Services. The Chief Emergency Officer's duties include:

- Coordination of the communication between school staff, law enforcement and other first responders;
- Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion and yearly update of building-level emergency response plans for each school building;
- Assist in the selection of security-related technology and development of procedures for the use of such technology;
- Coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan;
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

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

The Lancaster Central School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, teacher organizations, administrator organizations, parent organizations, school safety personnel and other school personnel. The team is annually appointed by the Board of Education.

The District-Wide School Safety Team for the 2019-20 school year, as designated by the Board of Education on 7/8/19, is:



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<b>Name</b>	<b>Position / Building</b>
Augugliaro, Tami	Director of Nutrition Services
Bindemann, Scott	Assistant Principal / Lancaster Middle School
Bryniarski, Michael	Superintendent for Building and Grounds
Burey, Robert	NYSIF
Burgio, Pat	Community Relations
Cost, Rachel	Teacher / Court Street Elementary
Deacon, Sharon	Parent Representative
Dwan, Kathy	School Nurse / Como Park Elementary
Fecher, Jill	Board of Education Trustee
Feldmeyer, Judy	Transportation Supervisor
Frey, Richard	Teacher / William Street School
Fuqua, Kristyn	Teacher / Hillview Elementary
Greco, Angela	School Resource Officer
Greene, Carrie	Principal / John A. Sciole Elementary
Heer, Greg	Assistant Principal / William Street School
Kaminski, Antionette	Parent Representative
Kneis, Adam	Senior Safety Analyst / Erie 1 BOCES
Loewer, Bill	School Resource Officer
Marino, Thomas	Utica National Insurance
Marrano, Marlena	Teacher / John A. Sciole Elementary
Merewether, Josh	The Evans Agency
Misso, Diana	Teacher / Como Park Elementary
Peck, Cheryl	Buildings and Grounds
Pernick, Jamie	Assistant Principal / Lancaster High School
Perusich, Kate	Social Worker / LMS
Phillips, Jamie	Assistant Superintendent for Business and Support Services
Robinson, Jim	Hall Monitor / LHS
Smith, Patrick	Teacher / Lancaster High School
Talarico, John	Board of Education Trustee (Alternate)
Wing, Maureen	Benefits
Wolanin, Judy	School Nurse / Court Street Elementary
Zitzka, Judy	Teacher / Lancaster Middle School



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## **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 Building-Level Emergency Response Team.
- Upon the activation of the Building-Level 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.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
  - 1) Asking for their input in the planning process. When possible, include them as a member of the district-wide and building teams.
  - 2) Include them in the training of staff and students.
  - 3) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
  - 4) Discussing all resources available if Article 2-B is invoked.

Lancaster Central School District Board of Education Policies to refer to and that govern a multitude of safety and security protocols include:

- #3410-Code of Conduct on School Property
- #3412-Threats of Violence in School
- #5680-School Safety
- #5681-School Safety Plans
- #5683-Fire and Emergency Drills, Bomb Threats, and Bus  
Emergency Drills
- #5684-Emergency Management Plan
- #7330-Searches and Interrogations of Students
- And the District's Code of Conduct.

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**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 will be made available for public comment 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan and each Building-Level plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments and each Building-Level Emergency Response Plans will be submitted to the New York State Education Department within 30 days of adoption and supplied to both local and State Police within 30 days of adoption. Plans will also be available on a secure area of the district's website for district administration access and through the Lancaster Office of Emergency Management in the case of an emergency.



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

A. Identification of sites of potential emergency, including:

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2100

**A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES**

- The process for identifying potential problems on sites:

School safety Assessment – a strategic evaluation and facilities audit to identify emerging and potential school safety problems consisting of:

- A building safety audit conducted by building administration when warranted, with law enforcement when possible (Safety Audit Checklist)

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## SAFETY AUDIT CHECK LIST

**Building:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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



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

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

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



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

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• **LOCATIONS OF POTENTIAL EMERGENCIES**

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.

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## LOCATIONS OF POTENTIAL EMERGENCIES

### *OFF-SITE*

BUILDING	SITE	MATERIAL
AIRPORT	ALL SCHOOL BUILDINGS	LOCATED IN FLIGHT PATH
RAILROAD YARDS	CONRAIL	HAZARDOUS MATERIALS
VARIOUS INDUSTRIAL PARKS	VARIOUS LOCATIONS	HAZARDOUS MATERIALS

### *ON-SITE*

BUILDING	SITE	MATERIAL
HS, WSS	SWIMMING POOL & FILTER ROOM	CHEMICALS
ALL BUILDINGS	CHEMICAL STORAGE	CHEMICALS
ATHLETIC FIELDS/PLAY AREAS	ALL BUILDINGS	POTENTIAL FOR INJURIES
BUS GARAGE	FUEL TANKS	FUEL, WASTE OIL

Sites of potential hazards are also included in individual Building Emergency Response Plans



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**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 through the district's all-call system, on the district's website and social media, and on local television and radio stations.

When the district or a particular school is closed, all related activities scheduled at the closed locations, including athletic events and student extracurricular activities, will ordinarily be suspended for that day and evening unless express permission has been granted by the Superintendent or his/her designee.

The attendance of personnel shall be governed by their respective contracts and/or upon designation by the Superintendent.

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• **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 or his/her designee.

1. Contact District transportation department to notify bus drivers.
2. Inform Building-level administration
3. Building-level administration, close to the time of planned dismissal, shall:
  - a. Inform 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
4. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
5. Communicate with parents to inform them of planned dismissal details through the district's all-call system, on the district's website and social media.

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• **EVACUATION**

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. Buildings will evacuate to designated outdoor evacuation site or off-site location.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Students/Staff with Special Needs
- c. Whether transportation is readily available
- d. Time of travel and length of stay
- e. Notification of parents/guardians
- f. If short term sheltering is necessary off-site, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures should be used in evacuations.

4. Building office staff should secure pertinent resource information such as student information and emergency contact information, etc. Teachers should carry safety plans, class lists, and gotta-go bags (if available).
5. Transportation needs are specified in building-level plans.
6. Students should prepare for evacuation if time permits:
  - a. Go to lockers to collect personal belongings
  - b. Consideration to walkers and students with cars



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• **HOLD/SHELTER IN PLACE/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 done when there is an external threat of or actual weather related incident, a bomb threat, or a medical incident within the building.

**Shelter in Place Objectives**

- To minimize injury.
  - To locate and contain any device or weather damage.
  - To facilitate medical emergency responses.
  - To establish safe routes and designated areas.
1. The HOLD/SHELTER procedure may be implemented in two ways:
    - a. HOLD/SHELTER in place:
      - Teachers and students remain in assigned rooms.
      - All students should be accounted for roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.
    - b. SHELTER in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
  2. The building shall notify the Superintendent of when a shelter in place has been called.
  3. Information about the situation shall be shared with teachers, students, and parents as deemed fit.
  4. Further pertinent information, as deemed necessary, will be provided:
    - a. Spoken in a calm, controlled manner.
    - b. Explain the situation.
    - c. What is being done.
    - d. Anticipation of the length of time.

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5. Communications with parents will be provided if deemed necessary.
6. Dismissal or evacuation procedures will be followed if the threat warrants.

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• **LOCKDOWN**

In the event of an imminent emergency posing an immediate threat of violence in or around the school that requires specific lockdown procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator or any other building faculty or staff has become aware of a situation in which students and staff should be kept in locked rooms within the school building. In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown. 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. The telephone system in each room of the building are able to be used as a PA system to call the lockdown.

**Lockdown-Procedures:**

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event

- Lockdown will be announced by intercom, public address system, or otherwise. Do not use codes, colors, or cards. Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.
- Executing a Lockdown should involve locking the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.
- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, **\*\*REMAIN SILENT\*\***
- Leave lights on and blinds as they are. Cover the door window.
- Do not allow anyone, under any circumstance, to leave your secured area.
- Do not answer or communicate through your door or classroom phone.
- Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
- Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
- Document and attend to any injuries to the best of your ability.



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- Take attendance and include additions and missing students' last known location.
- Do not respond to Public Address (P.A.) system or other announcements.
- If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical forces or possibly deadly force to stop the intruder.
- Potential tactics include:
  - Moving about the room to lessen accuracy.
  - Throwing items (books, computers, phones, etc.) to create confusion.
  - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
  - Tell students to get out anyway possible – **RUN!**

Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.

- Procedures should be in place to re-direct buses in the event of a lockdown.

**LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED  
FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.**

2226

- **LOCKOUT**

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

The lockout procedures will be implemented when the building administrator has become aware of a situation in which the school building and grounds need to be secured from an outside/external concern, where students and staff should be kept within the school building secured in the building away from the outside danger. These procedures may be implemented as a result of an external event such as a crime occurring nearby in which the subject has not been located or a suspicious or erratic person. Lockout may be activated at any time of the day and will affect the entire building.

**Lockout-Procedures:**

- **Lockout** 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.**



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- **Immediately** cease all outdoor activities and move them indoors (i.e., gym classes, playground, etc.).
- **Shut and Lock** all exterior doors as soon as all students and staff are in the building.
- **Shut and Lock** all exterior windows.
- **Close** exterior window blinds
- **Normal activity will continue** within the building (unless directed otherwise).
- It is not necessary to turn lights off (unless directed).
- Do not use cell phone.
- **Do not open any exterior doors for anyone to gain access.**
- **Report any suspicious activity observed outdoors to the main office.**
- A lockout will be **lifted when notification is made by administration (may be made by PA System)**. Activate Annex(es) appropriate to respond to the situation.

2230

- **SHELTERING SITES**

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

**NOTE: SPECIFIC INFORMATION IS CONTAINED IN EACH BUILDING- LEVEL SAFETY PLAN**

**OFF-CAMPUS**

EVACUATING SITE	# STUDENTS /STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED
Como Park	ALL	LMS or Youth Bureau @ 200 Oxford Ave.	ALL
Court St.	ALL	LHS or St. John's Lutheran Church @ 55 Pleasant Ave.	ALL
Hillview	All	Salvatore's Italian Garden Restaurant or other school buildings	ALL
High School	ALL	Other district school buildings	ALL
JAS	ALL	OLBS School @ 20 French Rd.	ALL

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Middle School	ALL	Como Park Elementary or LHS	ALL
William Street	ALL	Twin District Fire Hall @ 4999 William St. or other school buildings	ALL
Central Avenue	ALL	District Office or Court Street	ALL
District Office	ALL	Central Avenue or Court Street	ALL
Transportation	ALL	LHS	ALL

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

<b>EVACUATING SITE</b>	<b>RECEIVING SITE</b>
All Buildings	Fire Evacuation Sites; Exterior Playfields

2235

## **FACILITIES AGREEMENTS**

### **STATEMENT**

Lancaster Central School District 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:

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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.

**2300**

## **C. DISTRICT RESOURCES**

### **SCHOOL DISTRICT ENROLLMENT/STAFF**

<b>SCHOOL</b>	<b>GRADES</b>	<b># STUDENTS</b>	<b># ADMIN.</b>	<b>#TCHR/ STAFF/CUST</b>
High School	9-12	1830	4	158/72/3
Lancaster Middle	7-8	830	2	74/32/2
Como Park	K-3	391	1	29/12/1
Court Street	K-3	366	1	28/22/1
Hillview	K-3	534	1	36/16/1
J. A. Sciole	K-3	434	1	33/17/1
William Street	4-6	1240	3	91/47/2
Central Avenue	Pre-K, MS/HS	144+	0	5/6/1
Transportation			1	0/119/1
O & M/Food Svc			2	0/22/1
Old Transportation			0	0
District Office			8	0/22/1

As of 6/18/19. Will be updated after September 1.



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Staff counts are reflective of staff on hand during school day (does not include other shifts).

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## SCHOOL DISTRICT PERSONNEL

<b>TITLE</b>	<b>NAME</b>	<b>WORK</b>
<i>Superintendent:</i>	Michael J. Vallely	686-3201
<i>Assistant Supt. of Curriculum, Instruction, &amp; Pupil Personnel Services:</i>	Andrew Kufel	686-3206
<i>Assistant Supt. of Business &amp; Support Services:</i>	Jamie Phillips	686-3212
<i>Director of Elementary Curriculum &amp; Instruction:</i>	Karen Marchioli	686-3389
<i>Director of Secondary Curriculum &amp; Instruction:</i>	Andrew Krazmien	686-3872
<i>Director of Inst. Tech. &amp; Accountability</i>	Michele Ziegler	686-3844
<i>Director of Facilities:</i>	Michael Bryniarski	686-3209
<i>PPS Director:</i>	John Armstrong	686-3215
<i>PPS Asst. Director</i>	Sandra Cammarata	686-3875
<i>AHERA Designee:</i>	Michael Bryniarski	686-3209
<i>Principal(s)/Bldg.:</i>	Peter Kruszynski, Lancaster Middle Mary Marcinelli, Como Park Jacqueline Clinard, Court Street Amy Moeller, Hillview Carrie Greene, J.A. Sciole Cesar Marchioli, High School Jacqueline Bull, William St.	686-3319 686-3239 686-3244 686-3281 686-3376 686-3250 686-3804
<i>Senior/Head Custodian(s):</i>	Greg Offhaus, High School Jim Schiffla, Lancaster Middle Cheryl Peck, Central Ave. Dusty Elser, Como Park Donald Wutz, Court Street Mark Shives, Hillview Conrad Young, J.A. Sciole Bill Delzer, William Street	686-3255 x9012 686-3220 x7327 686-3230 x3313 686-3235 x2120 686-3240 x1672 686-3280 x4433 686-3285 x5052 686-3800 x6150

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**SCHOOL DISTRICT PERSONNEL – Continued**

<b>TITLE</b>	<b>NAME</b>	<b>WORK</b>
<i>Transportation Supervisor:</i>	Judy Feldmeyer	686-3299
<i>School Nurse:</i>	Jenny Davis, Lancaster Middle Kathy Dwan, Como Park Judy Wolanin, Court Steet Michelle Bacher, Hillview Katherine Tallman, JA Sciole Kelly Santoro, William Street Liz Ceppaglia, High School	686-3840 686-3238 686-3243 686-3283 686-3288 686-3807 686-3266

*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.*



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## COMMUNICATION RESOURCES

### **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, office and classroom telephones may still be operational.**

3. Faculty and Staff in each building have been instructed to use the Phone system to call a Lockdown if necessary. The phone system has a PA feature (with applicable code, which has been provided)

### **Between Buildings**

1. District Phone System– 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.



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***RECOMMENDATIONS:***

1. Each school should have at least two dependable portable radios which have a battery back-up system with extra batteries that may be used in an emergency.
2. Each school district should have access to a minimum of two (2) cellular phones (building employees personal cellular phones will be used).

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- **PUPIL TRANSPORTATION**

Student transportation details are maintained by the Transportation Department and not included in the plan.

The transportation department can be contacted at 716-686-3290.

The Transportation Supervisor is Judy Feldmeyer, 716-686-3299.

All students are assigned to a bus, whether they ride frequently or not. In an early dismissal or evacuation, students will ride their assigned bus unless given other instructions by the building administration.

The number of students needing transportation at each building should an early dismissal or evacuation occur is the same as the enrollment.

SCHOOL	GRADES	# STUDENTS	# STAFF	TOTAL STUDENTS & STAFF
High School	9-12	1830	233	2063
Lancaster Middle	7-8	830	108	938
Como Park	K-3	391	42	433
Court Street	K-3	366	51	417
Hillview	K-3	534	53	587
J. A. Sciole	K-3	434	51	485
William Street	4-6	1240	140	1380
Central Avenue	Pre-K, MS/HS	144+	12+	166+

As of 6/18/19. **Will be updated after September 1.**

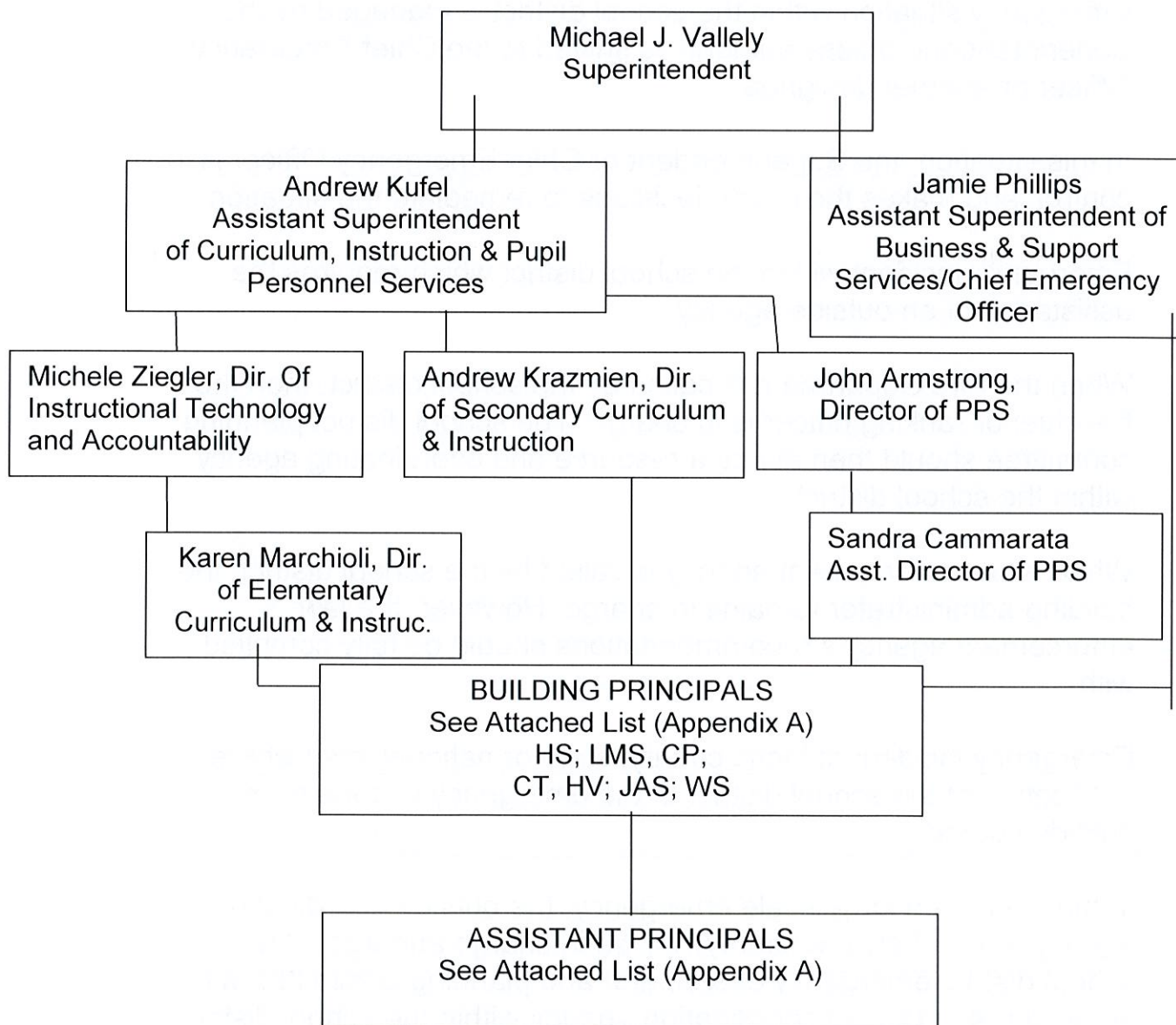
Staff counts are reflective of staff on hand during school day (does not include other shifts).

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## D. CHAIN OF COMMAND

### LANCASTER CENTRAL SCHOOL DISTRICT CHAIN OF COMMAND





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## **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 Chief Emergency Officer or another designee.

In this situation, the Superintendent or Chief Emergency Officer 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.

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**SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE  
CENTER**

*Primary Location:*      *If possible based on the type of emergency, the location of the emergency. Otherwise,*  
Lancaster CSD District Office  
177 Central Avenue  
Lancaster, NY 14086  
686-3201

*Alternate Location:*      Lancaster Senior High School  
1 Forton Drive  
Lancaster, NY 14086  
686-3251



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

<b>Incident Commander (IC)</b> <i>(Superintendent)</i> <i>Chief Emergency Officer</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><u>ALL</u></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>	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.



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## 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.

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## **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.



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**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.



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**P.I.O. Guidelines**

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the school's 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.

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

The Lancaster 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 Lancaster 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
- Sheltering Procedures
- Lockdown Procedures
- Lockout Procedures
- Medical/AED Emergencies/Mental Health Response
- 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 (ICS)

All district employees will be required annually to be trained on the district emergency response plan, dignity for all students, and mental health components, including all new employees hired throughout the year. The Chief Emergency Officer will annually certify to the commissioner that the training has been provided.



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

The Lancaster Central School District, in coordination with local and county emergency responders, will conduct and review drills, such as tabletop drills, that are components of the Comprehensive District Wide Multi-Hazard Plan. The Lancaster Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Lancaster 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
- Hold in Place/Shelter in Place/Locations Drills
- Lockdown Drills
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks/Validation
- Transportation Emergencies



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- 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).

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## **TABLETOP EXERCISES**

### **What are they?**

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

The exercise should be:

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

### **The Process**

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

### **The Purpose**

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

### **Discussion**

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

### **Deliberate Attempt**

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

1. time pressures
2. stress
3. actual simulation of specific events

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4. the ability to discuss decisions in depth with an emphasis on slow-paced problem solving rather than rapid, spontaneous decision making.



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

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

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

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**A. RESPONDING TO IMPLIED OR DIRECT THREATS**

Reference Board of Education Policy #3410, Code of Conduct on School Property, Policy #3412, Threats of Violence in School, and the Lancaster Central School District Code of Conduct

Also refer to Appendix B, Threat Inquiry Process Form



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## **B. BUILDING RELATED EMERGENCIES**

### **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>BUILDING NAME: CENTRAL</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of Building near Quonset Hut
<b>ELECTRIC:</b>	@ Main Disconnect in Boiler Room
<b>WATER:</b>	Main valve in basement near stairs
<b>AIR HANDLING UNIT:</b>	Manual shutoffs at each handling unit
<b>BUILDING NAME: COMO PARK</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior back of building
<b>ELECTRIC:</b>	Main disconnect in boiler room
<b>WATER:</b>	Main valve in basement
<b>AIR HANDLING UNIT:</b>	On Building Controls Management System
<b>BUILDING NAME: COURT STREET</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of building NE parking lot
<b>ELECTRIC:</b>	Main disconnect in basement compressor room

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<b>WATER:</b>	Main shut off valve in front hall near Main Office
<b>AIR HANDLING UNIT:</b>	On Building Control Management System
<b>BUILDING NAME: Middle School</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of building near loading dock
<b>ELECTRIC:</b>	Main disconnect in basement "book room"
<b>WATER:</b>	Main shut off valve in basement "book room"
<b>AIR HANDLING UNIT:</b>	On Building Control Management System
<b>BUILDING NAME: High School</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of building near loading dock
<b>ELECTRIC:</b>	Main disconnect in basement electric room
<b>WATER:</b>	Main shut off valve in basement backflow prevention room
<b>AIR HANDLING UNIT:</b>	On Building Control Management System
<b>BUILDING NAME: JAS</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	@ enclosure @ NE end of building
<b>ELECTRIC:</b>	Main disconnect in boiler room
<b>WATER:</b>	Main shut off valve in boiler room
<b>AIR HANDLING UNIT:</b>	Manual shutoffs at each handling unit

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<b>BUILDING NAME: Hillview</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of building on Pleasantview Dr. side of building
<b>ELECTRIC:</b>	Exterior of Building on Pleasantview Dr. side of building
<b>WATER:</b>	Main shutoff valve in tunnel under cafeteria and in third wing boiler room
<b>AIR HANDLING UNIT:</b>	Manual shutoffs at each handling unit

<b>BUILDING NAME: William Street</b>	
	<b><u>LOCATION OF SHUT OFF</u></b>
<b>NATURAL GAS:</b>	Exterior of building near loading dock
<b>ELECTRIC:</b>	Main disconnect in area off the boiler room
<b>WATER:</b>	Main shut off valve in boiler room
<b>AIR HANDLING UNIT:</b>	On Building Control Management System



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LOSS OF POWER

3102

Response Action:

Person(s) Responsible

- |   |                                 |
|---|---------------------------------|
| 1. Upon discovery or detection of a electrical system failure:<br>a. Sound fire alarm if there is any question as to the safety of the building occupants<br>b. Notify head of Building Maintenance<br>c. Notify Director of Facilities | 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:<br>a. Shelter at School<br>b. Early Dismissal<br>c. Evacuate<br>d. Resume Normal Activity<br>e. Make proper notifications  | 5. Building Administrator       |
| 6. Evaluate problem and commence <u>remedial</u> action   | 6. Director of Facilities       |
| 7. Termination of Contingency:<br>Notify staff, parents and students  | 7. Superintendent               |

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**NATURAL GAS LEAK**

**3103**

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

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HEATING SYSTEM FAILURE

3104

Response Action

Person(s) Responsible:

- |   |  |
|---|--|
| 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance  | 1. First on scene                                      |
| 2. Notify Director of Facilities  | 2. Head of Building Maintenance                        |
| 3. Notify Building Administrator  | 3. Director of Facilities                              |
| 4. Evaluate problem   | 4. Director of Facilities<br>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                                      |



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**LOSS OF BUILDING**

**3105**

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

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**SEWAGE SYSTEM FAILURE**

**3106**

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<br>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 action  | 7. Director of Facilities,<br>Superintendent, Assistant<br>Superintendent, Board of<br>Education |
| 8. Termination of Emergency<br>a. Notify staff, parents and students<br>b. Resume building operation   | 8. Superintendent  |

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**WATER SYSTEM FAILURE**

**3107**

Response Action:

Person(s) Responsible:

- |  |   |
|--|---|
| 1. Upon discovery or detection of water failure notify Head of Building Maintenance  | 1. First on scene   |
| 2. Notify Director of Facilities   | 2. Head of Building Maintenance                               |
| 3. Evaluate problem insofar as possible.<br>Commence established remedial response   | 3. Director of Facilities,<br>Head of Building<br>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   |



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STORM-SNOW/ICE

3120

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute early dismissal plan

3. Superintendent

4. Notify parents via media and/or  
ALL CALL notification  
system

4. Superintendent

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STORM-THUNDER/LIGHTNING

3121

---

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)  
teachers

3. Building Administrator;

4. Termination of contingency

4. Building Administrator

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**TORNADO**

**3122**

**1 of 2**

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, teachers institute "Take Cover" plan.   | 4. Building Administrators;               |
| 5. Termination of contingency   | 5. Building Administrator                 |
| 6. Recovery: if building is damaged, refer to contingency plans for "System Failures"   | 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                         |



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TAKE COVER PLAN

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2 of 2

1. In the event of imminent danger due to a natural or man-made disaster, the facility will be notified by phone or PA System. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students will proceed to 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 will 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.

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EARTHQUAKE

3123

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 All Call Notification System

4. Superintendent

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FLOOD

3124

---

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  
ALL CALL Notification System

3. Superintendent



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AIRBORNE GASES

3130

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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

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**ASBESTOS FIBER RELEASE EPISODE**

**3131**  
**1 OF 2**

Response Action:

1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible.
2. Notify Building Administrator  
Notify Head of Building Maintenance and Director of Facilities
3. Notify school district AHERA designee
4. Shut down or modify air handling unit to restrict air movement.
5. Contact Asbestos Response Team  
(see next page)
6. Lock and secure room in closed condition.
7. If possible, duct tape perimeter of door
8. Post signs to prevent entry by unauthorized persons, if needed
9. Curtail or cease building operations, as appropriate
  - a. Evacuate
  - b. Early Dismissal
10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM)

Person(s) Responsible:

1. First person on scene
2. First person on scene
3. Building Administrator
4. Building Maintenance
5. AHERA Designee
6. AHERA Designee
7. AHERA Designee
8. AHERA Designee
9. Building Administrator
10. AHERA Designee

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ASBESTOS FIBER RELEASE EPISODE

**2 OF 2**

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. Maintain security of the release area.

11. Superintendent

12. Make proper notifications.

12. Superintendent

AHERA Designee

Name: Michael Bryniarski  
Phone Number - Work: 686-3210

Accredited Handlers

Christopher King  
Tim Andrews  
Jim Budzynski

Equipment Location:

Warehouse



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**EXPLOSION**

**3132**

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         |

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OIL/GASOLINE/HAZARDOUS MATERIAL

**3133**

Response Action:

Person(s) Responsible:

- |  |                            |
|--|----------------------------|
| 1. Upon the discovery or detection of a oil/gasoline spill on school property:<br>a. Notify Director of Facilities<br><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          |

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**FIRE**

**3134**

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 |



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CARBON MONOXIDE DETECTOR ALARM

**3135**

If a Carbon Monoxide alarm is sounded, staff in that location should take the following actions:

1. Notify the building's main office
2. Evacuate the immediate room/area of students and staff
3. Move to fresh air immediately

Upon hearing the alarm sounding in the main panel receiving and/or upon notification that a CO alarm has been sounded, the Main Office & Building Administration shall:

1. Check the main panel for location of the alarm
2. Notify the building's custodian
3. Notify the Director of Facilities (X3210)
4. Call 911 and inform them that:
  - A CO detector has been activated
  - the immediate area has been evacuated
  - the custodian is testing the CO level
  - Consult with building custodian and fire department to see if further evacuation is necessary. Use PA system to provide any necessary instructions; do not use fire alarm system.

Upon receiving notification that a CO alarm has been sounded, the building custodian shall:

1. Immediately retrieve CO detector meter, located in each building's main office
2. Go to location of alarm and use monitor to determine the alarm level
3. Begin ventilating area
4. Determine source of CO leak and make repairs
5. Continue to test CO level as room is ventilated and repairs are made until level reaches 0.
6. If level is not dropping or source is not found or fixed, in consultation with the fire department and building administration, consider whether additional areas need to be relocated or evacuated.

Room may be occupied again once CO meter level is 0.

CO ALARM	CO LEVEL
MID LEVEL ALARM	70 or higher PPM
HIGH LEVEL ALARM	100-150 PPM

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**Bomb Threat**

**3140**

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.

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

**Functional Annexes That May Be Activated**

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

**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.

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- The **NYSP Bomb Threat Instruction Card** (included below) 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.
- 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.



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- 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.
  - **Do not open** or squeeze the envelope or package.
  - **Do not pull** or release any wire, string, or hook.
  - **Do not** turn or shake the letter or package.
  - **Do not** put the letter or package in water or near heat.
  - **Do not** touch the letter or package, thereby compromising fingerprint evidence.
  - **Do** move people away from the suspected envelope or package.
  - **Do** notify the state and/or local police (911).
  - **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.
  - Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
  - 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,

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**And**

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

PLACE THIS CARD  
**UNDER YOUR**  
TELEPHONE

## QUESTIONS TO ASK:

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

EXACT WORDING OF THE THREAT:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

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

ADDITIONAL INFORMATION  
ON REVERSE

# BOMB THREAT INSTRUCTIONS

**Number at which call is received:**

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

CALLER'S VOICE:

_____ Loud	_____ Soft
_____ High	_____ Deep
_____ Intoxicated	_____ Disguised
_____ Calm	_____ Angry
_____ Fast	_____ Slow
_____ Stutter	_____ Nasal
_____ Distinct	_____ Slurred
_____ Accent (type) _____	

Other Characteristics:

---

---

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---

If voice is familiar, who did it sound like?

---

BACKGROUND SOUNDS:

<input type="checkbox"/> Voices	<input type="checkbox"/> Airplanes
<input type="checkbox"/> Quiet	<input type="checkbox"/> Trains
<input type="checkbox"/> Animals	<input type="checkbox"/> Music
<input type="checkbox"/> Street Traffic	<input type="checkbox"/> Factory Machinery
<input type="checkbox"/> Office Machinery	
<input type="checkbox"/> Other	

THREAT LANGUAGE:

<input type="checkbox"/> Well spoken (educated)	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Foul	<input type="checkbox"/> Taped
<input type="checkbox"/> Irrational	<input type="checkbox"/> Message read by threat maker

## REMARKS:

[illegible]



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**BIOLOGICAL RELEASE THREAT BY TELEPHONE**

**3141**

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release  
by telephone:

- |  |  |
|--|--|
| 1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form."  | 1. First to contact                                  |
| 2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.  | 2. First to contact                                  |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.  | 3. First to contact                                  |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.   | 4. Principal, Superintendent                         |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.   | 5. Principal, Superintendent                         |
| 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.   | 6. Principal, Superintendent, Teachers, Staff        |
| 7. Activate the Shelter in Place<br>Curtail the following until an assessment is made by police, fire and local disaster coordinator:<br>a. Free movement throughout the building<br>b. Food preparation and distribution<br>c. Let staff and students know of the situation and how often they will be updated  | 7. Principal, Superintendent Teachers, Staff         |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.  | 8. Police, Fire, Disaster Coordinator Superintendent |
| 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.   | 9. Superintendent                                    |
| 10. If the incident escalates, arrangements should be made for the following:<br>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.<br>2. Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent                                   |
| 11. Implement appropriate plan<br>a) Resume normal activity<br>b) Early dismissal  | 11. Superintendent                                   |

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**TELEPHONE THREAT FORM**

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

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

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

Recall to best of knowledge exact words of caller:

Questions to be asked:

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

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

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

Accent      \_\_\_\_\_

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

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

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

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**BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE**

**3143**

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release  
by letter or package:

- |  |  |
|--|--|
| 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.  | 1. First to contact                                  |
| 2. Secure the area, do not leave or let any one into the area.   | 2. First to contact                                  |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.  | 3. First to contact                                  |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.   | 4. Principal, Superintendent                         |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.   | 5. Principal, Superintendent                         |
| 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.   | 6. Principal, Superintendent, Teachers, Staff        |
| 7. Activate the SHELTER IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:<br>a. Free movement throughout the building<br>b. Food preparation and distribution<br>c. Let staff and students know of the situation and how often they will be updated   | 7. Principal, Superintendent Teachers, Staff         |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.  | 8. Police, Fire, Disaster Coordinator Superintendent |
| 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.   | 9. Superintendent                                    |
| 10. If the incident escalates, arrangements should be made for the following:<br>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.<br>2) Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent                                   |
| 11. Implement appropriate plan<br>a) Resume normal activity<br>b) Early dismissal  | 11. Superintendent                                   |



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HOSTAGE/KIDNAPPING

3144

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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**INTRUDER**

**3146**

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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**THREATS OF VIOLENCE**

**3147**

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 in accordance with district threat inquiry process (Appendix B) | 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)

**\*Treat Assessment Team (Refer to Appendix B-Threat Inquiry Process Form)**

**Comments:** Additional Information on Threat Assessment is Located in the New York State School Safety Guide

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**ACTS OF VIOLENCE**

**3148**

Response Action:

Person(s) Responsible:

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

Comments:

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**ACTIVE SHOOTER**

**3149**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

**Core Functions**

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

**Functional Annexes That May Be Activated**

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

**Activating the Emergency Response Plan**

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The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

**Incident Commander Actions**

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

**Staff Actions**

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.



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**GENERAL GUIDELINES FOR MEDICAL EMERGENCIES**

**3150**

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.

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SCHOOL BUS ACCIDENT AND/OR FIRE

3151

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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**3200**

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

Utilize district all-call system, email, district website, district social media, and/or television and radio media to notify parents and spouses of an emergency involving an occupied school facility. This may also be used in a situation where there was a known threat or potentially violent incident. The level of communication for any given incident or threat will be at the discretion of the building and district administration. Methods of notification will be determined based on the situation.

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.



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**C. SAMPLE**

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

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

Dear Parents/Guardians:

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

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

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

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

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

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

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

Sincerely,

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

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

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

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

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## **D. Aftercare Services**

The District will coordinate with Erie County Office of Mental Health, 716-858-8530, the NYS Office of Mental Health, 1-800-597-8481, and/or SAMHSA (Substance Abuse and Mental Health Services Administration) Disaster Distress 1-800-985-5990 as determined necessary for resources, programs, and direct support as needed after a mental health emergency, threat, incident, or traumatic event.

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## **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 begin the notifications. 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 through the district's all-call system, on the district's website and social media, and on local television and radio stations. Employees should expect information between 5:00 and 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" decision may be made. An announcement will be made with instructions on the schedule, transportation, and employee report times.

### **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:



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## **EMERGENCY CLOSINGS - Continued**

- 1) The transportation department will be contacted to arrange for bus drivers and buses.
- 2) The building level administration will be notified of the dismissal details.
- 3) Parents and local television and radio stations will be informed of the decision.
- 4) 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).
- 5) 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) The attendance of personnel shall be governed by their respective contracts and/or upon designation by the Superintendent.
- 2) 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.
- 3) The Director of Facilities, the transportation supervisor and the superintendent will report to work, along with other designated employees.
- 4) 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.

The district's all-call system, website, email, social media, and local television and radio stations may be used to notify students, parents, and faculty and staff members.

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## EMERGENCY CLOSINGS - Continued

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

Lancaster Central School District  
DISTRICT WIDE EMERGENCY RESPONSE PLAN  
FOR OFFICIAL USE ONLY

**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.



Lancaster Central School District  
**DISTRICT WIDE EMERGENCY RESPONSE PLAN**  
*FOR OFFICIAL USE ONLY*

4100

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

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

Lancaster Central School District  
**DISTRICT WIDE EMERGENCY RESPONSE PLAN**  
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**B.**

**4200**

**ART 2-B**

**EXECUTIVE LAW**

**§20**

- §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.



Lancaster Central School District  
**DISTRICT WIDE EMERGENCY RESPONSE PLAN**  
*FOR OFFICIAL USE ONLY*

4300

**C. IN THE EVENT OF AN EMERGENCY WITHIN THE  
SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE  
SUPERINTENDENT, OR DESIGNEE, OF THE  
LANCASTER 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.



Lancaster Central School District  
**DISTRICT WIDE EMERGENCY RESPONSE PLAN**  
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4305  
1 of 3

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

Facility Name/Address/Phone:	St. Mary's Elementary School 2 St. Mary's Hill Lancaster, NY 14086 683-2112
Principal/Location/Phone:	Ms. Kim Kwitowski
Assistant Principal/Location/Phone:	
Others:	Ms. Kuhn, Secretary
Grades:	Pre K – 8
Number of Students:	N/A
Hours of School:	8:10 am – 2:20 pm
Transportation:	Local school districts

## C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	St. Mary's High School 142 Laverack Ave. Lancaster, NY 14086 683-4824
Principal/Location/Phone:	Kevin Kelleher
Administrative Team:	Rob Cavallari, Andrea Drabik, Beck O'Connor, Keith Junik
Others:	Secretary, Claudia Fiume
Grades:	9 – 12
Number of Students:	N/A
Hours of School:	7:53 am – 2:19 pm
Transportation:	Local School Districts

## C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Our Lady of the Blessed Sacrament 20 French Road Depew, NY 14043 685-2544
Principal/Location/Phone:	Ms. Debbie Szczepanski
Assistant Principal/Location/Phone:	Karol Cassel
Others:	Secretary, Lynn Schiffhauer Secretary, Una Hansen
Grades:	K – 8
Number of Students:	N/A
Hours of School:	7:50 am – 2:05 pm
Transportation:	Local school districts



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

- A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures
- Safety/Security ..... 5000
- B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
- Distribution of the Checklist of Early Warning Signs ..... 5100
- C. Appropriate prevention and intervention strategies such as: ..... 5200
- Collaborative agreements with local law enforcement officials (Memorandum)
  - Non-violent conflict resolution training program
- 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,
- E. Description of duties, hiring and screening process, and ..... 5400  
required training of hall monitors and other school safety personnel.

## SECURITY

### LANCASTER CENTRAL SCHOOL SECURITY MEASURES

All student occupied facilities have taken the following security measures:

#### ACCESS CONTROL SYSTEM

All visitors must enter through the main door of each building. Access is gained after visitor identifies self through speaker directed to main office personnel. Main office personnel are able to view visitor through security cameras. Access is gained when main office personnel trigger the door unlock mechanism which allows main door to unlock allowing visitor entrance into the main office. Once in the main office, the visitor is required to show identification.

Visitors must show identification, sign in at main office, and record time of visit. Each visitor receives visitor tag and is instructed to wear tags while visiting. Each visitor must sign out.

#### SCHOOL RESOURCE OFFICERS

School resource officers (Lancaster Police Department Officers) are utilized in the following school buildings:

- High School
- Middle School
- K-6 Floating

School Resource Officer and Lancaster Police involvement is governed by Lancaster CSD Policy #7330, Searches and Interrogations of Students.

#### HALL MONITORS (see also p. 5400)

Hall monitors are utilized in the following school buildings:

- High School
- Middle School

#### OTHER PERSONNEL

The district also has additional personnel that are essential to the security of all students and staff such as registered nurses, school psychologists, social workers, safety risk specialist, and guidance counselors. In addition, the District's Safety Committee deals with safety issues. This committee includes representatives from all major sectors of the district.

The Lancaster Central School District recognizes the importance of disseminating informative materials regarding the early detection of potentially violent behaviors to all faculty and staff. A checklist of "Early Warning Signs" for violent acting out behavior will be distributed via district email with extra copies being available in the Guidance Offices, Main Offices and the Administration Building.

The Lancaster Central School District includes nonviolent conflict resolution, peer mediation, and mental health awareness and reporting into its curriculum.

The Lancaster Central School District works directly with the Lancaster Youth Bureau's Youth Court Program. Youth Court is a voluntary alternative to the criminal justice system for young people who have committed a crime or an offense. Youth Court strives to promote feelings of self-esteem and a desire for self-improvement, and to foster a healthy attitude toward rules and authority. Youth Court also offers a law-related education program for young people who seek to become members of the court. Cases are generally referred by the police, probation dept., local courts and schools. Youth Court proceedings involve an offender, jurors and members in the roles of judge, prosecutor, defender, clerk/bailiff, and jury foreperson. Each of these individuals is a student attending Lancaster or Depew High School, or area private high schools. An adult serves as Coordinator to oversee the operation of the court.



# DRAFT

## MEMORANDUM OF UNDERSTANDING

Between the

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

AND

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

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

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

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

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

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

## GENERAL STATEMENT

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

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

## PROCEDURE

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

## MEMORANDUM OF UNDERSTANDING

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

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



## **POLICE DEPARTMENT ACTION**

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

## **ACTIONS OF SCHOOL PERSONNEL**

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

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

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

## WHAT SHOULD BE REPORTED TO THE POLICE

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

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(Signature) President – Board of Education

Date

---

(Signature) Superintendent

Date

---

(Signature) Building Principal

Date

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(Signature) Chief of Police

Date

The Lancaster Central School District recognizes that students, faculty, and staff need to be challenged to become the first line of defense against school violence. It is hoped that through intervention training students will be provided with the courage, motivation and leadership skills necessary to aid in preventing school violence by reacting to conflict appropriately and by breaking the “conspiracy of silence.”



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

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the Lancaster Central School District, or shall be determined by the Lancaster Central School District pursuant to applicable Federal, State, County and Municipal guidance. (Potential duties of a hall monitor and other school safety personnel are detailed in this section)

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

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

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

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

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

A memorandum of understanding dictating the roles and responsibilities of the school resource officers assigned to the district through the Town of Lancaster/Lancaster Police Department is included.



## **Job Description – Monitor**

Provided by Erie County Civil Service

SCHOOL MONITOR SCHOOLS  
ERIE COUNTY  
SCHOOLS  
DISTRICT

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

### **TYPICAL WORK ACTIVITIES:**

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

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

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



## **Job Description – Monitor - Continued**

### **MINIMUM QUALIFICATIONS:**

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

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

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

## **Job Description – Security Guard**

Provided by the NYS Department of State

### **Description**

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

Protection of individuals and/or property from harm, theft or other unlawful activity;

Deterrence, observation, detection and/or reporting of incidents in order to prevent

any unlawful or unauthorized activity including but not limited to unlawful

or

unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property;

Street patrol service;

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

### **Registration Requirements**

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

Complete a minimum of 8 hours of pre-assignment training

Not have been convicted of a serious offense

Be of good moral character and fitness

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

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

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

### **Age**

Must be at least 18 years of age.

### **Training**

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

8 hours pre-assignment training

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

8 hours of annual in service

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

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

### **Fees**

\$36 - 2-year registration

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

\$25 - Renewal fee, every 2 years

### **Licensing Authority**

New York State Department of State

Division of Licensing Services

84 Holland Avenue

Albany, New York 12208-3490

Phone: (518) 473-2739

Fax: (518) 473-2730/1

### **Occupational Reference Codes**

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



# **MEMORANDUM OF UNDERSTANDING**

**BETWEEN THE  
TOWN OF LANCASTER  
and the  
LANCASTER CENTRAL SCHOOL DISTRICT  
REGARDING SCHOOL RESOURCE OFFICER AGREEMENT  
DATED FEBRUARY 11, 2019**

This document is to provide further understanding and clarification regarding an agreement between the Town of Lancaster, New York ("Town") and the Lancaster Central School District ("District") in regards to the roles and responsibilities of the School Resource Officers (SROs) placed within the District regarding amendments to Education Law § 2801-a.

**WHEREAS**, the Lancaster Central School District ("District") and the Town of Lancaster ("Town") entered an agreement in dated February 11, 2019 regarding the placement of three (3) police officers as School Resource Officers (SROs) within District Schools.

**WHEREAS**, the New York State enacted budget included amendments to Education Law § 2801-a to add section 10 with respect to school district safety plans and the Regulations of the Commissioner of Education incorporates the requirements to the school district safety plan to define the roles and responsibilities of the SROs placed within the District as it pertains to student misconduct that violates the District Code of Conduct.

**NOW THEREFORE**, the District and the Town agree to the following regarding the roles and responsibilities of SROs placed within the District:

1. **Scope of Services.**

- a) The School Resource Officer (SRO) Program is designed to provide law enforcement, education and counseling to District students, and is an attempt to deter criminal behavior through positive interactions with students during school hours.
- b) The security and law enforcement services provided by the SRO to the District pursuant to this Agreement shall be at the discretion of the District Superintendent, in consultation with the Chief of Police, as appropriate, and shall generally be as follows:
  - i. The SRO's primary duty is to protect the District's schools' safe environment and to maintain an atmosphere where students, teachers and staff feel safe that is conducive to learning, instruction and educational services.
  - ii. The SRO shall have a visible presence on school grounds and be available to the students, faculty, and administration.

- iii. The SRO shall serve to improve relationships and act as a liaison between students, law enforcement, and the community.
- iv. The SRO shall serve as an educator, law enforcer, counselor and role model.
- v. The SRO shall work in concert with District and school building administration, and attend to meetings on a regular and/or requested basis.
- vi. The SRO shall attend sporting events and extra-curricular activities when requested by the District's Superintendent or his/her designee.
- vii. The SRO may investigate and/or assist in the investigation of suspected criminal activity occurring on District property and/or related to the District. This assistance shall be provided in consultation with District/school administrators, in accordance with New York State Law and District policy.
- viii. As an educator and consultant, the SRO shall work with classroom teachers and other District personnel, the SRO may present information and answer questions on a variety of topics, such as the law, drugs, safety, crime prevention, violence prevention, concepts of safety, traffic laws, general law, and crime prevention techniques. The goal of the presentations is to increase the awareness and understanding of laws and personal safety for students, staff, and the community.
- ix. The SRO shall assist in maintaining order and enforcing school policies on school property.
- x. The SRO shall refer students and/or their families to the appropriate resources and/or agencies for assistance when need is determined.
- xi. The SRO shall not act as a school disciplinarian in response to student misconduct. Rather the respective teacher(s) and/or administrator(s) shall enforce and address any disciplinary incident in accordance with the District's Code of Conduct. District/building administration is responsible for student discipline. The relationship between the District and students, visitors, law enforcement, and public or private security personnel, as well as law enforcement and security personnel's roles, responsibilities and involvement with regard to student infractions and misconduct, shall be as set forth in the District's Code of Conduct  
<https://www.lancasterschools.org/cms/lib/NY19000266/Centricity/Domain/12/Code%20of%20Conduct%20Adopted%20010818ADA.pdf>, incorporated by reference herein. This paragraph is included in this Agreement in good faith toward the goal of compliance with Education Law Section 2801-a and regulations of



the Commissioner of Education and will be updated as may be necessary as further guidance is provided by New York State regarding such requirements.

xii. The SRO shall perform such other security and/or law enforcement services as may be reasonably assigned by the District Superintendent or his/her designee, in consultation with the Chief of Police or his/her designee, as appropriate.

c) The SRO's activities will typically be located at the District's buildings and property with certain exceptions, such as follow-up home visits when needed as a result of school-related student problems; District related off-campus activities when officer participation is requested by District administration; response to off-campus, but school-related, criminal activity; response to emergency law enforcement activities or court appearances. The Town will provide a vehicle for the SRO to use for SRO-related business.

**Dated: August \_\_\_\_\_, 2019**

**LANCASTER CENTRAL  
SCHOOL DISTRICT**

By: \_\_\_\_\_  
Michael J. Vallely, PhD  
Superintendent of School

**TOWN OF LANCASTER,  
NEW YORK**

By: \_\_\_\_\_



# APPENDICES

## APPENDIX A

Buildings covered by the district-wide plan:

### ELEMENTARY BUILDINGS

John A. Sciole Elementary School  
86 Alys Drive East  
Depew, NY 14043  
Principal: Carrie Greene  
Phone: 686-3285 FAX: 686-3302

Central Avenue Elementary  
149 Central Avenue  
Lancaster, NY 14086  
Phone 686-3230 FAX 686-3302

Como Park Elementary School  
1985 Como Park Boulevard  
Lancaster, NY 14086  
Principal: Mary Marcinelli  
Phone: 686-3235 FAX: 686-3303

Court Street Elementary School  
91 Court Street  
Lancaster, NY 14086  
Principal: Jacqueline Clinard  
Phone: 686-3240 FAX: 686-3284

Hillview Elementary School  
11 Pleasantview Drive  
Lancaster, NY 14086  
Principal: Amy Moeller  
Phone: 686-3280 FAX: 686-3307

William Street School  
5201 William Street  
Lancaster, NY 14086  
Principal: Jacqueline Bull  
Asst/Princ: Stacy Conti  
Asst/Princ.: Gregory Heer  
Phone: 686-3800 FAX: 686-3316

### SECONDARY BUILDINGS

Lancaster Middle School  
148 Aurora Street  
Lancaster, NY 14086  
Principal: Peter Kruszynski  
Asst/Princ: Scott Bindemann  
Phone: 686-3220 FAX: 686-3223

Lancaster High School  
One Forton Drive  
Lancaster, NY, 14806  
Principal: Cesar Marchioli 686-3255  
Assistant Principal: Theresa Adamec  
686-3250  
Assistant Principal: Jamie Pernick  
686-3295  
Assistant Principal: Stephanie Lackie  
686-3254  
FAX: Main Office 686-3347  
FAX: Media Center 686-3378

## APPENDIX B

## Threat Inquiry Process Form

**A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic—for example, motioning with one's hands as though shooting another person.**

A threat assessment inquiry should always be completed by a team, not just one individual.

A threat is reported/suspected.

1. Administrator activates the threat assessment team. The team should include an administrator, a school social worker, the school psychologist, the SRO and the respective school counselor. It may include the respective teacher(s).
2. A determination is made as to whether immediate action is required to safeguard lives, if so, law enforcement is notified immediately.
3. If not, the team begins to gather data (facts) from multiple sources (includes 4 pronged approach; personality characteristics, family dynamics, school dynamics, social dynamics)
  - a. Collect General Information (eschool, including identifying information and discipline; cumulative folder; confidential folder) person assigned \_\_\_\_\_
  - b. Conduct Interviews
    1. **Threat Maker** person assigned \_\_\_\_\_
    2. **Witness(s)**  
-witness(s) completes incident form person assigned \_\_\_\_\_
    3. **Parent/guardian** person assigned \_\_\_\_\_
  - c. **Student history form** person assigned \_\_\_\_\_
4. Data collection is shared by the team (a representative from outside the building may participate) and a determination is made of low, medium or high risk.

### **High Level of Threat**

- ☐ Threat is direct, specific and very plausible
- ☐ Concrete steps have been taken toward carrying out the threat
- ☐ Developed a specific plan
- ☐ Sought/recruited accomplices
- ☐ Feels justified and/or obligated to carry out the plan
- ☐ Created a hit list
- ☐ Does not have a trusting relationship with at least one responsible adult
- ☐ Has engaged in attack related behaviors
- ☐ Strong history of conflict and previous violent behaviors
- ☐ Sees violence as an acceptable way to solve problems
- ☐ Those close to the student are deeply concerned about his/her potential for violence
- ☐ The student is lacking positive, protective factors
- ☐ Student's story is not consistent with their actions
- ☐ Built explosive device or has the materials to create a bomb
- ☐ Is experiencing hopelessness, desperation or despair
- ☐ Prepared weapons



- ☐ Practiced with weapons
- ☐ Has attempted suicide

### **Medium Level of Threat**

- ☐ Some elements of the threat are direct and detailed, the threat lacks overall clarity and concrete specifics
- ☐ Some thought has been given to how the act will be carried out
- ☐ There is indication of a possible place, time and victim (but falls short of a detailed plan)
- ☐ There is some evidence and/or behavior that the student has taken steps to physically prepare for the attack.
- ☐ Behavior indicates possible intent and motivation, and/or presents with a limited history of conflict or related violent behaviors
- ☐ Evidence suggests that the student may have some, but not easy access to resources such as weapons, bombs or bomb making equipment
- ☐ The student has some positive support from friends and /or family
- ☐ The student has some positive protective factors

### **Low Level of Threat**

- ☐ Threat is vague and indirect
- ☐ Information contained within the threat is inconsistent, implausible or lacks detail
- ☐ Threat lacks realism
- ☐ Evidence and behaviors suggest that the person is unlikely to have access to resources
- ☐ Behavior suggests the student lacks intent and motivation
- ☐ Student does not present with a history of conflict or related violent behaviors
- ☐ Student has positive support from friends/family

5. The Threat Inquiry Summary Form (green) is completed and if necessary an **Intervention and Safety Precaution Plan (yellow)** is developed to reduce and/or manage the risk of violence. Both are filed in the confidential folder and a notation is made in the Guidance Log that a threat assessment inquiry was completed.

