

Caledonia-Mumford Central School District

District Wide School Safety Plan



2023-2024

Caledonia-Mumford Central School District District-wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-Wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York enacted the Safe Schools against Violence in Education (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses Mitigation, Prevention, Preparedness, Response and Recovery with respect to a variety of emergencies in the school district and its schools.

The Caledonia-Mumford Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this on-going district-wide cooperation and support of Project SAVE.

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Section 1.0

General Considerations and Planning Guidelines

1.1 Purpose

The Caledonia-Mumford Central School District-wide School Safety Plan was developed pursuant to (NYSED) Commissioner's Regulation 155.17. At the direction of the Caledonia-Mumford Central School District Board of Education, the Superintendent of the Caledonia-Mumford Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

1.2 Identification of School Teams

The Caledonia-Mumford Central School District has maintained this District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; Law Enforcement, Fire and EMS personnel; other school personnel and community representatives.

The **District-Wide School Safety Team** including the following persons:

Superintendent	Robert Molisani
Middle/High School Principal	Rebekah Chenaille
Assistant Middle/High School Principal	Tim McArdle
Elementary Principal	David Bulter
Assistant Elementary Principal	Michele Meyer
Director of Pupil Services	Megan Rogers
Director of Technology	Wendy Villone
Business Administrator	Jeremy Nardone
Transportation/Safety Personnel:	Ron Otto
Operations and Maintenance:	Richard Ganino
Law Enforcement: Caledonia Chief of Police:	Jared Passamonte
Fire Department Representative:	RJ Kantowski
	Jason Klein
Instructional Representative:	Rita Merlo
Non-Instructional Representative:	Dan Freeman
	Sue Voos
Board of Education	Arnie Rychlicki
SRO	Michael Burnside
Parent	Liz Mattingly
Community Member	Mary Hamilton

In addition, each School's **Building-Level Emergency Response Plan** identifies three safety-related teams.

1. Building Safety Team

2. Emergency Response Team
3. Post-Incident Response Team

1.3 Concept of Operations / Relationship between the District-wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual Building-level Emergency Response Plans. This Plan sets forth the general procedures and protocols to be adhered to at each individual school essentially serving as the “safety” standard operating procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

The Principal at each school appoints a Building-level School Safety Team that develops and maintains the Building-level Emergency Response Plans at the building level. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population, physical layout and geographical considerations. This does not however relieve any school from abiding by the expectations set forth in the District-wide School Safety Plans.

In the event of an emergency or violent incident, the initial response at an individual school will be by that building's Emergency Response Team. The following forms of communication are in place to notify the District:

- Public address system
- Phone systems
- Handheld radios
- Electronic mail
- Mass notification service
- Social media—Facebook, Twitter and Instagram

Upon activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Efforts may be supplemented by County and State resources through existing protocols.

1.4 The National Incident Management System (NIMS)

The National Incident Management System integrates existing best practices into a consistent, nationwide, systematic approach to incident management that is applicable at all levels of government, nongovernmental organizations (NGOs), and the private sector, and across functional disciplines in an all-hazards context.

Five major components make up this systems approach: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.

These critical components are addressed within the Caledonia-Mumford Central School District's District-wide and Building-level Safety Plans.

1.5 Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan was made available for public comment a minimum of thirty (30) days prior to being adopted. The District-Wide plan may be adopted by the school Board only after at least one (1) public hearing that provides for participation of school personnel, parents students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments have been, and will continue to be submitted to the New York State Education Department as required.

As required, the District-wide School Safety Team will formally review this Plan annually. This required annual review will be completed on or before July 1 of each year after its initial adoption by the Board of Education.

A copy of the Caledonia-Mumford Central School District's District-wide School Safety Plan may be viewed by appointment at the Caledonia-Mumford Central School District Office.

Building-Level Emergency Response Plans are confidential and are not subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law, in accordance with Education law Section 2801-a.

Copies of the District-wide School Safety Plan as well as each school's Building-Level Emergency Response Plans are provided to the Caledonia Police Department, Livingston County Sheriff's Department and the New York State Police.

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Section 2.0

Glossary of Key Terms

Aide - an individual assigned to provide general and/or specific support to scene managers.

Alternate Site Evacuation – An evacuation of the building wherein the population is move to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed.

Chief Emergency Officer – Is responsible for coordinating communication between school staff and law enforcement and first responders.

Command - The act of directing, ordering and/or controlling resources by virtue of explicit legal, agency or delegating authority.

Command Post – A command post (CP) is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Congregate Care Centers - A location, such as a school, at which temporary lodging, feeding, clothing, registration, welfare, inquiry, first aid and essential social services can be provided to disaster victims during the immediate/sustained emergency period.

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples are: death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis event or a natural disaster.

Designated Alternate – Persons who have been designated by the Building Principal to act as the Incident Commander (IC) in the Principal's absence. In this capacity they have the same responsibility and authority as the Principal.

Disaster – means the occurrence or imminent threat of widespread or severe damage, injury or loss of life or property resulting from any natural or man-made causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mud slide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbances.

Duck and Cover – a position students and staff may be directed to assume when there is an imminent threat of a violent attack, building failure or severe weather. Generally persons are directed to sit on the floor along the inside walls of the room or a hallway away from any windows / glass. Knees should be pulled up to the chest with the face turned down while covering their heads with their arms.

Early Dismissal - means returning students to their homes or other appropriate locations prior to the time of normal dismissal.

Emergency – means a situation including but not limited to a disaster that requires immediate action, occurs unpredictably and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

Emergency Broadcast System (EBS) - A method for local government officials to provide urgent broadcasts to the residents of their area utilizing commercial and educational radio and television stations.

Emergency Operations Team (EOT) – during an emergency, refers to those pre-determined district personnel under the direction of the Incident Commander.

Evacuation - Means moving students for their protection from a school building to a predetermined location away from the building in response to an emergency.

Family Reunification Plans – A plan to reunite students with their parents/guardians following an unplanned event or crisis. Location may be an Alternate Evacuation Site.

Finance Sector - A part of the general staff of the Incident Command System, activated on long duration incidents, responsible for cost and financial analysis for the incident.

Hold In Place - A protective action that may be implemented when a situation warrants keeping all students, staff and visitors behind locked doors while an incident is being investigated and addressed – NO IMMINENT THREAT (i.e. non-threatening intruder, medical emergency). Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable room or office. Exterior doors may also be locked depending on the specific circumstances. Students involved in activities outside of the building may be instructed to move to a secure area away from the building. Classroom activities may continue as normal pending further instructions.

Incident – means any event that poses a threat or potential threat to students, school personnel, or school property. Action by school personnel will be required to prevent or minimize the danger to life and/or property.

Incident Commander (IC) – The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics.

Incident Command System (ICS) – The Incident Command System, (ICS), is defined as a standardized on-scene, all-hazard incident management approach.

Lockdown – A protective action that may be implemented when there is an immediate and IMMINENT THREAT to the building population (i.e. **armed** intruder). All steps for a Hold In Place are completed, classroom activities will cease and students will be instructed to utilize duck and cover techniques usually along interior walls while remaining out of the line of sight. Lights and window coverings remain as they are unless instructed otherwise. Students involved in activities outside of the building will be instructed to move to a secure area away from the building.

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and ground floor windows will be closed and locked. All internal school day activities (including passing between classes) may continue as normal pending further instructions. Based upon the specific circumstances, the Incident Commander may direct that the locked Main Entrance(s) be monitored to allow access to authorized persons only.

Logistics Sector - A part of the general staff of the incident Command System responsible for advance planning for accumulation of equipment and supplies for immediate response to an incident.

Mutual Aid – each school district operates under an informal agreement with other districts to provide assistance during emergencies. The mutual aid is provided through contact with the Superintendent of Schools.

National Incident Management System (NIMS) - The National Incident Management System integrates existing best practices into a consistent, nationwide, systematic approach to incident management that is applicable at all levels of government, nongovernmental organizations (NGOs), and the private sector, and across functional disciplines in an all-hazards context.

Office of Emergency Preparedness (OEP) – the Livingston County office responsible for countywide emergency planning and coordination. Provides staff support to the County Executive during an emergency as well as a wide range of support and coordination functions.

Operations Sector - A part of the general staff of the Incident Command System that is responsible for strategy and tactics to control an incident, under direction of the Incident Commander.

Plain Language – Plain language refers to the use of simple, common, direct words in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.

Planning Sector - A part of the general staff of the Incident Command System responsible for collecting, evaluating, and displaying incident intelligence information and for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

Public Information Officer (PIO) - This person is responsible for releasing information to families, community members, and the media during a crisis.

Rescue Area (*Area of Rescue Assistance*) is an area, which has direct access to an exit, where people who are unable to use stairs remain temporarily in safety to await further instructions or assistance during emergency evacuation.

Runner – A person who is assigned the task of going from classroom to classroom or location to location to deliver information and directions relative to an incident. Information may be verbally given or through a delivered document.

Sanitized and Cleared Area – An assembly location, such as a gymnasium, or auditorium, that may be used to shelter students and staff after it has been thoroughly searched by school staff for any suspicious packages, objects or individuals. Students and staff are then locked down in that location while the incident (typically a non-specific bomb threat) is being addressed.

School Cancellation - Means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

Shelter-In-Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been deemed appropriate and safe. This action may be implemented due to an actual or threatened severe weather event (i.e.: High winds, Tornado – windowless rooms, interior hallways...), or during any emergency (i.e.: non-specific Bomb threat) when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

Such a directive may also be given if there is a threat that the outside air may be unsafe due to chemical, biological or radiological contaminants. In this circumstance all windows and doors will be secured and all HVAC (Heating, Ventilation, and Air Conditioning) systems will be shut off to minimize the influx of outside air.

Sheltering - possible extended duration -This involves keeping students, staff and visitors in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. This could be the result of a severe, extended weather event and may involve providing meals and overnight accommodations.

Threat Assessment Team – A team of school and community officials who are called upon to assist in reviewing information relative to a particular student or students whose behavior may be cause for concern relative to the safety of any member of the school community. Membership will routinely include, but is not limited to: school administrative, instructional, and counseling and security personnel as well as community law enforcement and mental health agencies.

Section 3.0

Mitigation and Prevention

3.1 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such crises will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and mitigate – or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies that have been implemented within the CMCS D. Many of these components serve as both prevention and mitigation tools.

3.2 Program Initiatives

The Caledonia-Mumford Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Caledonia-Mumford CSD school community. The following is a partial list of such current initiatives.

- Safe School Helpline – 24/7/365 anonymous security and safety reporting service.
- Olweus Bullying Prevention Program
- Second Step Program
- High School Prom Anti-Substance Abuse Assemblies
- Character Education curriculum embedded into K-12 educational program
- Orientation assemblies on student behavior, expectations and reporting measures
- Response to Intervention Teams
- Conflict Resolution
- Peer Mediation
- Restorative Practices
- School Counselors: provide topic specific short-term counseling for individuals and groups.
- Extended Day YMCA Program (K-5 students)
- Safe School Online training
 - EOP: Implementing the Plan
 - Asbestos Awareness: Refresher
 - Bloodborne Pathogens Refresher
 - Bullying: Recognition & Response

- Child Abuse: Mandatory reporting
- Cyberbullying
- Fire Extinguisher Safety
- Hazard Communications: Right to understand
- Hazing
- School Violence: Identifying & Addressing
- Sexual Harassment: Refresher
- Sexual Harassment: Student Issues & Response
- New York Education Law 2-d
- Student Mental Health

- **Additional training for new staff**
- Asbestos Awareness: Complete
- Sexual Harassment: Staff to Staff complete
- Bloodborne Pathogens complete

- **Additional training for Maintenance**
- Fall Protection
- Hearing Loss Prevention
- Lockout/Tagout
- Personal Protective Equipment

3.3 School Safety Assessments

School Safety Assessments were initiated in the Caledonia-Mumford Central School District in 2011. In addition to the actual physical inspection of each building in the district, consultations were also conducted with District and School level administrators including the departments of Transportation and Buildings and Grounds.

Included in this process was a review of all Police, Fire and EMS calls for service at all Caledonia-Mumford CSD Schools.

A formal report with findings and recommendations was completed and provided to the Superintendent of Schools upon the completion of these assessments.

3.4 Multi-Hazard Training, Drills, and Exercises

The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training included components on violence prevention and mental health.

New employees hired after the start of the school year must receive training within thirty (30) days of hire. The Department will require schools to certify that all school staff received this training by September 15th of each school year or within thirty (30) days of hire, whichever is sooner.

Transportation providers will be trained in the areas of the plan that would directly affect them.

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training such as those involving our Lockdown and Lockout procedures; fire, natural gas, bomb threat and alternate site evacuations will be conducted annually (see below) and may involve a staff drill or training session only or the entire school population.

Twelve (12) drills will be conducted each school year, four (4) of which are lockdown drills; the remaining eight (8) will be evacuation drills. Eight (8) of the required twelve (12) drills will be completed in the first half of the school year. The date of completion is December 31 of each school year. In addition, the district will conduct one (1) Early Dismissal Drill. Early Dismissal drills will follow district procedures. Transportation and communication procedures will be included in the test. Parents and guardians will be notified in writing at least one week prior to such drill.

The Building Level Principal will be responsible for ensuring compliance with this drill requirement and will maintain records of same.

3.5 Implementation of School Security

- **School Resource Officer (SRO)**

The Caledonia Police Department provides the services of a trained School Resource Officer to the CMCS. The SRO program is designed to: improve relations with the youth in the community; provide an available and approachable “resource” for everyone within the school community and to provide a level of deterrence, security and safety. With respect to roles and responsibilities, please see SRO Intermunicipal Agreement for more information.

- **Limited Access policy**

All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

- Limiting access for all persons to one main entrance.
- Secretaries will identify visitors using video surveillance and secure windows before they are allowed to enter the building.
- Visitors will be required to show photo identification when entering District facilities.
- Substitutes will wear identification badges.
- Be cognizant of strangers in the building and stopping visitors who have not properly registered or display identification badge.
- All of the district's buildings utilize an electronic keyless entry / access control system allowing specific access (designated times and locations) to authorized personnel by presenting a programmed “fob” to a reading device at those entrances.

- **Staff Photo Identification badges**

All CMCS D employees are issued Photo Identification Badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- **Visitor policy**

Each school requires visitors to sign in, receive and display a district issued VISITOR pass. Visitors are generally screened and their visit verified with the party they were coming to see prior to the visitor being escorted or directed to their destination.

- **Student Sign-Out Procedures**

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within the "Schooltool" student management system. Staff may also require a photo ID may check signatures and call known, authorized persons for confirmation when deemed appropriate.

- **Video Surveillance**

A digital video surveillance system is in service at all CMCS D schools, the Transportation Department and Hamilton Field facilities to assist in monitoring, deterring and recording activity in areas of chronic concern or perceived vulnerability.

- **Fire Alarm** A fire detection alarm that is linked to a central monitoring station is in service at every CMCS D School and facility. These alarms and fire response procedures are tested regularly consistent with NYSED regulations.

3.6 Vital Educational Agency Information

The District maintains general information about each educational facility located within the geographical boundaries of the school district, including non-public schools and childcare facilities.

Such information includes: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

3.7 Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means to include; brochures; district-wide newsletters, and the district web-site.

Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an assessment or investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Caledonia-Mumford CSD personnel to include members of the District's Threat Assessment Team...Law Enforcement, Mental Health Professionals, etc...,when deemed appropriate and within existing legal parameters.

3.8 Hazard Identification

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, and off-site field trips.

Internal (on-campus) sites involving potentially hazards include:

- Science and technology classrooms, chemical storage and preparation areas,
- Buildings and Grounds / custodial cleaning products
- Boiler rooms
- School cafeterias / kitchens
- Home and career skills classroom
- Computer closets
- Mechanical rooms
- Gymnasiums
- Athletic Fields
- Transportation Department
- Storage buildings

External (off-campus) sites involving potential hazards include:

- Jones Chemical
- RG&E Gas pumping station
- Commodities Resources Corporation
- Railways

In addition, each Building-Level Safety Team is tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans any and all potential hazards that may be unique to their building, site, or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

3.9 Construction Safety and Security

Each school under the direction of the Superintendent of Buildings and Grounds as well as the involved construction manager will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement includes maintaining sufficient and appropriate emergency egress routes and notifying building occupants of any changes.

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Section 4.0 Preparedness

4.1 Preparedness / Components

The Caledonia-Mumford Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Much of the information relative to Preparedness is detailed in other areas of this report and is referenced below.

- **School Safety Plans**

In this District-Wide School Safety Plan there is description of an overall response protocol for emergencies as well as several more detailed situational response procedures.

The concept of operations and the relationship between this District-wide School Safety Plan and each school building's Building-level Emergency Response Plan is described in Section 1.3.

- **Faculty and Staff Emergency Response Procedures Manual**

Each classroom teacher is provided with a **Faculty and Staff Emergency Response Procedures Manual** that must be maintained where it can be accessed easily and without delay. This manual has the definitions of several key protective action directives that may be implemented during an incident along with a brief list of instructions and expectations associated with each term.

- **Building Floor Plans**

Current floor plans for each school building are maintained and readily available in the event of a crisis. These floor plans should include the location of alarm panels, utility shut-offs, chemical storage areas, science rooms, custodial closets and any other areas where hazardous chemicals may be stored or used regularly. They may also identify the locations of video cameras, electronic access controlled entrances, AEDs, Areas of Rescue Assistance, and fire extinguishers.

The Buildings and Grounds office maintains an updated version of all of these floor plans. The floor plans of each building are included as an appendix to the District-wide School Safety Plans. Each building also maintains an updated copy of their respective floor plans as well.

- **Emergency Equipment**

Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, and first aid/medical supplies.

- Two-way radios.
- Flashlights – battery operated and/or rechargeable flashlights to compliment emergency lighting
- Battery-operated AM/FM radios w/ extra batteries to monitor emergency announcements during a power outage

- NOAA (National Oceanic Atmospheric Administration) Weather radio to receive weather related watches and warnings directly from the National Weather Service. If not available at each building then a district level office will monitor the Weather Radio and will utilize internal communication means to notify each building in a timely manner.
- Orange / reflective traffic vests
- Barrier tape
- Megaphone / Bullhorn
- **Emergency Operations Team (EOT)**

The Caledonia-Mumford Central School District has established an Emergency Operations Team (EOT) comprised of the following titles that will assist the Incident Commander in the response to and resolution of incidents occurring within the District.

 - Superintendent of Schools
 - Business Administrator
 - Superintendent of Buildings and Grounds
 - Director of Transportation
 - Director of Pupil Services
 - Director of Technology
 - Building Administration
- **District Stakeholders**

The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. The members of the District-wide School Safety Team are referenced in Section 1.2.

The members of each building's Building-level School Safety Team(s) are identified in the Emergency Planning Summaries of the Elementary School and the Middle School / High School building.

4.2 The Role of the Incident Command System (ICS)

Incident Command System – definition and general discussion

The Command and Management component of the **National Incident Management System (NIMS)** – see page 4, section 1.4) is designed to enable effective and efficient incident management and coordination by providing a flexible, standardized incident management structure. The structure is based on three key organizational constructs: the **Incident Command System**, Multiagency Coordination Systems, and Public Information.

*The Incident Command System, (ICS), is defined as a standardized on-scene, all-hazard incident management approach. ICS:

- Is based on proven incident management practices
- Defines incident response organizational concepts and structures
- Consists of procedures for managing personnel, facilities, equipment, and communications.

- Is used throughout the lifecycle of an incident (e.g., from threat to parent reunification).

ICS is designed to help school personnel ensure:

- The safety of students, staff, responders and others.
- The achievement of incident objectives.
- The efficient use of resources.

ICS:

- Meets the needs of incident of any kind or size
- Allows school personnel and responders to meld rapidly into a common management structure
- Provides logistical and administrative support to operational staff.
- Is cost effective by avoiding duplication of efforts.

(* FEMA, Emergency Management Institute's *"Introduction to Incident Command System / ICS-100 for School"* training course.)

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, EMS) become involved, it is acknowledged that, based upon the specific nature of the event, the appropriate lead emergency response agency will assume command and will manage their particular aspect of the incident.

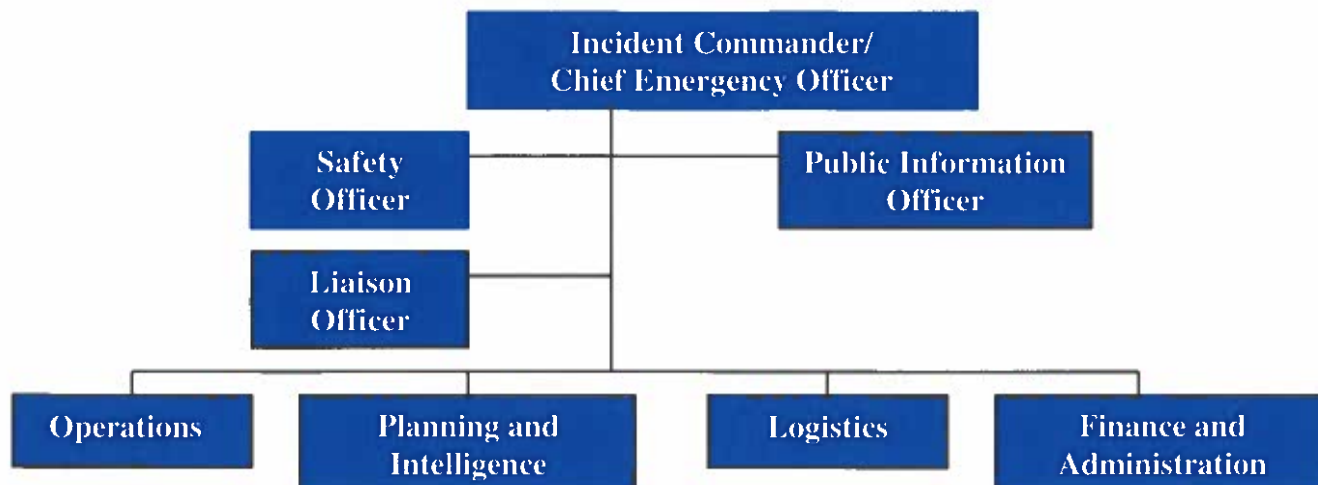
It is the responsibility of the initial Incident Commander (IC) to manage the incident until such time that they are relieved of that designation by the Superintendent, other district-level EOT member or the appropriate Emergency Response Command Officer. At that point the initial IC would likely assume another role within the ICS structure.

4.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the **Incident Command System is driven by functions being performed, not people manning positions**. As such, each function does not have to be assigned to a different person. One member of the Building-level Emergency Response Team or the EOT may be able to handle several functions at once in an efficient and timely manner. Should any team member become overwhelmed the team can simply be expanded to assist.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accident.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.



4.4 ICS titles and responsibilities

Incident commander (IC)/Chief Emergency Officer (CEO)

- **Generally** – The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. This person manages the entire incident and will very often begin as the **Building Principal or in their absence the pre-determined Designee**.
- **CMCSD** – The Building Principal would initially assume this role. If the event is of a serious or protracted nature, the **Superintendent of Schools, or in the absences of the Superintendent, the Business Manager/Administrator** may respond and assume this role. The building Principal may then assume the role of the Deputy Incident Commander or another role within the ICS. Ultimately, a Command Officer from the lead Emergency Response Agency would likely become the IC.

Public Information Officer (PIO) / Public Information Specialist

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting accurate and timely information to families and community members.
- **CMCSD** - The **Superintendent or the appropriate school building Principal or their Designee** are typically the only personnel authorized to make statements to the press or release information to the community. This function may also be delegated totally to another district staff member at the discretion of the Incident Commander.

Safety officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene including the safety of all response personnel. His or her role might include determining whether students have been evacuated far enough from the school.
- **CMCSD** - Initially an appropriate **member of the Building-level Emergency Response Team** should be assigned this role who is familiar with CMCSD Situational Response Guidelines and that school's specific protective action options. The **Superintendent of Buildings and Grounds in conjunction with the School Physician and School Nurses** may also assist. Once again, depending on the severity of the incident, an emergency responder may ultimately fill this role in consultation with school officials.

Liaison officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information to responders about the situation or the school facility and to school staff about necessary actions.
- **CMCSD** – Initially this may be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team or District EOT**.

Operations officer

- **Generally** - This person develops and implements strategies and tactics to carry out incident objectives. This person may also organize, assign, and supervise all the tactical or response resources assigned to the incident.
- **CMCSD** - An appropriate member of the **Building-level Emergency Response Team or District-level Emergency Operations Team** with the greatest technical and tactical expertise should be assigned this role.

Planning and intelligence officer

- **Generally** - This person is responsible for collecting, evaluating, and displaying incident intelligence information and for documenting the event, analyzing what has transpired thus far, and planning for possible further action.
- **CMCSD** - An appropriate member of the **Building-level Emergency Response Team should be assigned this role, i.e. another building administrator (Designee) or non-instructional staff**.
This person should act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the events and our response will be critical to our after action reporting and debriefing. See Appendix O

NOTE: Maintain all documentation, notes and records.

Logistics officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.
- **CMCSD** - Initially this will likely be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team, i.e. another building administrator (Designee), or District EOT member, Cafeteria Manager, Transportation Supervisor, or the Superintendent of Buildings and Grounds.**

Finance and Administration

- **Generally** – Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analysis.
- **CMCSD** – The Incident Commander or the Superintendent will determine if there is a need for someone to fill this role and if so will designate an appropriate individual with the proper business acumen and resources – the **Business Manager/Administrator.**

4.5 Additional ICS Terms and definitions

Unified Command – The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions
- A single set of incident objectives
- Collaborative strategies
- Improved internal and external information flow
- Less duplication of efforts
- Better resource utilization.

Change of Command – Incident direction will remain with the involved Caledonia-Mumford CSD Incident Commander unless the Incident Commander requests another individual to assume control, the District Superintendent, another member of the District EOT or a public safety official assumes command.

4.6 Command Post (CP)

Command Post / generally- A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Building-level CP- Depending on the nature of the event, a building-level CP could be established at the following locations: the Main Office, another administrative office within the building, at a designated location outside of the building, in a school bus on the property but outside of the danger zone or in an adjacent building. Each Building-level Response Plan will identify building-specific CP locations.

District-level CP- A district-level CP will be established at the direction of the Superintendent of Schools / Incident Commander.

Primary District-level CP location:

District Office	538-3410
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Alternate District-level CP locations

Elementary School	Main Office	538-3415
Middle/High School	Main Office	538-3455
Transportation Dept.	Director's Office	538-3412
Buildings and Grounds	Office	538-3425

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Section 5.0 Response

5.1 Response Actions for Emergencies / Multi-Hazard Response - Introduction and general discussion

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. In the Situational Response Procedures section of this Plan, many specific emergency situations are identified and standard response procedures detailed. However, given the afore-mentioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every District employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

The Building Principal is designated as the person in charge – the **Incident Commander** – during the initial response to any emergency at their respective school. The Principal will provide leadership, organize activities and disseminate information with the assistance of the Building-level Emergency Response Team and the EOT if needed. If the Principal is unavailable or not on site, the **designated alternate** will act in their absence with the same authority and responsibility.

5.2 Protective Action Options

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold in Place
- Lockdown
- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration

- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

5.3 Notifications / Communications..... *“Who do I call?”*

Internal – w/in school, w/in district

External – emergency responders, community, other institutions...

Internal Notifications– Building Principal or designee must ensure that the proper persons are notified within the building and within district level offices and departments in a timely manner to keep them informed as to the nature of the incident as well as potential danger zones to be avoided, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

*****Always notify the Superintendent’s Office at the earliest opportunity*****

Building level – Public Address system, building e-mail, conventional landline or cellular telephones, or a runner.

District level – Conventional landline or cellular telephones, district e-mail.

In order to notify the Emergency Operations Team (EOT) and activate the emergency response protocol at the district level –contact the Office of the Superintendent.

Plain Language – The Caledonia-Mumford Central School District uses plain language which refers to the use of simple, common, direct words, terms and phrases in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.

See Section 9.0: Appendices, for a complete listing of all CMCSO facilities with contact names and numbers.

External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary, direct someone to **call 9-1-1** and to stay on the line. Provide the operator with as much information as possible. **If safe to do so**, remain on the line and have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

In Livingston County, all requests for Police, Fire or Emergency Medical Services are received and dispatched by calling **9-1-1**. Based on the nature of the event, the 9-1-1 Communications Center will dispatch the appropriate emergency personnel.

Police / Fire / Emergency Medical Services	9-1-1
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Notifications to Other Educational Agencies - This includes all Educational Agencies, Public and Non-Public.

- The Incident Commander will evaluate the potential impact of an emergency on other educational agencies located within the boundaries of the CMCSO.

- If the impact is evident, the Incident Commander will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- If such contact cannot be made for whatever reason, the Incident Commander will contact 9-1-1 and request assistance in making the necessary notifications.

See Section 9.0: Appendices, for a complete listing of all educational facilities with contact names and numbers.

Public Information: Parents / Community / Media – Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of accurate information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of cell phones and other electronic communication devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy all parents will be notified of the circumstances of the incident as soon as possible.

The Superintendent of Schools will serve as the primary emergency public information officer during most emergencies and the appropriate building level principal will be the alternate when the Superintendent is not available. The overall functions of a public information officer will be:

- To present a positive, competent image of the school district while providing accurate information to the public regarding any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, etc...) or any event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.
- A mass communication / call management system will be employed if available to notify specified groups of any event that could affect that particular group.
- In the absence of the afore-mentioned call management system, if a building has established a parental phone tree, they may use that means to inform parents and guardians. Ideally a written script should be used to ensure consistency of message. Phone trees may also be used to compliment the media information being released concurrently.

Additional Parent(s)/Spouse(s) Communication Issues

If parents, spouses or other family members are arriving at a district building in response to an unplanned event and will need to be addressed:

- Designate a reception center at the location away from the incident that will accommodate a media conference. (District Office, East side of driveway)
- Ensure that the site does not permit media access to the Command Post or student population.
- Choose a location that permits direct access to rest rooms, telephones, electrical outlets, and enough space for equipment.

- Several rooms should be made available for grieving family members and counseling sessions.
- If the situation warrants, station counselors, clergy, medical personnel, law enforcement, emergency personnel and Critical Incident Stress Debriefing Team at the reception center.
- The Superintendent should assign a staff member as liaison/information specialist to work with parents/spouses during a crisis. (Principals/Counselors)
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.

Media / Press Conference Plan

- As media personnel arrive to cover a story, Building Principals should direct the media to the designated staging/reception area that will accommodate a media conference. Large scale event location will be the Village Office area.
- The media should not be allowed to interview students without expressed permission.
- Ensure that the site does not permit media access to the Command Post or student population.
- Choose a location that permits direct access to rest rooms, telephones, electrical outlets, and enough space for equipment.
- Coordinate with information officers from police and/or other emergency service agencies.
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.
- Provide updates to the media as events unfold.

5.4 Protective Action Options..... “How to best protect my school?”

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

Remember it is always much easier to downgrade or cancel a protective action than it is to try and elevate your response in the middle of an event.

Each Building-level Emergency Response Plan includes an Emergency Planning Summary along with additional documentation that details that building’s specific plans relative to how these protective actions will be implemented. There are many variables that must be considered and incorporated into each plan if these protective actions are to be successfully implemented.

Note regarding Cell Phones: Once any protective action is directed you can anticipate that many students and staff will begin using their personal **cell phones** to notify family members. It is critical at the onset that a directive is given and enforced that **NO cell phones shall be used until further notice**. The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property – all of which will make the task of managing the event much more difficult.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold In Place
- Lockdown
- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

Cancel School Prior to Start

Standard Sequential Procedures

When there is any doubt about conducting school due to inclement weather conditions or hazardous roads, the procedure outlined below shall be followed:

The Superintendent or his designee will be responsible for the determination and announcement for all emergency and weather related school closings. He will make this decision based upon discussions with the Director of Transportation who will also be in communication with the head mechanic, local law enforcement agencies and local highway departments serving the school district.

Once the decision has been made to close school, the Superintendent will initiate the established phone call procedures to cancel school and all activities for the day. This will include internal district notifies as well as notifies to local news media.

Superintendent of Schools calls:	Director of Transportation calls:	Supervisor of Bldgs & Grounds calls:
Sue Voos Admin Team BOCES Official WHAM 1180 AM WHEC TV Chan 10 WROC TV Chan 8 WHAM TV Chan 13 Spectrum News WBEE 92.5FM Area Superintendents All call to Cal-Mum learning community	Caledonia Highway Dept. Caledonia Village DPW Wheatland Highway Dept. Caledonia Village Police Sheriff's Department Julia Porcelli Crossing Guards	Paul Brandes

See Section 9: Appendices, for administrative phone tree.

Early Dismissal (Execute Go Home Early Procedure)

Standard Sequential Procedures

As soon as it has been determined that an emergency exists which requires transporting pupils home prior to scheduled dismissal times, the following procedures will be initiated by the Superintendent of Schools:

1. Building administrators, Superintendent of Buildings and Grounds, and the Director of Transportation, and the Cafeteria Manager will be notified.
2. Director of Transportation will call: Caledonia Highway Department, Caledonia Village DPW, Wheatland Highway Department and Crossing Guards.
3. Director of Transportation will call in all drivers and prepare the buses.
4. Superintendent of Schools or his designee shall notify all area radio and TV stations.
5. Building Principals will inform office staff, faculty and students of closing procedures to be followed by PA announcement and cancel all remaining interscholastic and other activities. The Middle/ High School Principal will notify the BOCES Career and Technical Schools at Mt. Morris and Batavia.
6. A 100% accounting of students will be completed and verified immediately preceding the dismissal.
7. The Athletic Director shall notify other schools and coaches regarding the cancellation of interscholastic activities.

8. The Athletic Director will notify any groups authorized to use school facilities of the cancellation.
9. The Director of Pupil Services will notify the BOCES and other Special Education centers.
10. The Elementary Principal or his designee will contact the parents of students in the Universal Pre-Kindergarten program.

Order of Dismissal

1. Buses will be sent to pick up students attending BOCES programs and out-of-district non-public schools.
2. Regular buses should report to the Elementary School for students in grades K-5. Immediately thereafter, buses will pick up MS/HS students in the HS loop; then deliver students to designated emergency location(s).
3. Students in the Universal Pre-Kindergarten Program will be dismissed at a time that is not dependent on the K-12 bus run. The afternoon class will be cancelled in the event of an early dismissal.

Hold in Place and Lockdown

Hold In Place - A protective action that may be implemented when a situation warrants keeping all students, staff and visitors behind locked doors while an incident is being investigated and addressed – **NO IMMINENT THREAT** (i.e. non-threatening intruder, medical emergency). Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable room or office. Exterior doors may also be locked depending on the specific circumstances. Students involved in activities outside of the building may be instructed to move to a secure area away from the building. Classroom activities may continue as normal pending further instructions.

NOTE: There may be times when a limited Hold In Place would be reasonable and appropriate (i.e. one wing, a hallway). However, if in doubt, direct an entire building Lockdown –you can always scale it back as the event unfolds if deemed appropriate.

Lockdown and/or the activation of the Westminster Chimes (Panic Button) - A protective action that may be implemented when there is an immediate and **IMMINENT THREAT** to the building population (i.e. **armed** intruder). All steps for a Hold In Place are completed, classroom activities will cease and students will be instructed to utilize duck and cover techniques usually along interior walls while remaining out of the line of sight. Lights and window coverings remain as they are unless instructed otherwise. Students involved in activities outside of the building will be instructed to move to a secure area away from the building.

Standard Sequential Procedures

- Lockdown directive is given (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Teachers/Staff follow instructions consistent with level of Lockdown indicated

- All persons behind a **locked door**
- Students/ staff / visitors to nearest classroom or office
- Clear restrooms / commons areas / areas not able to be secured
- Take attendance / note missing and “extra” students and staff
(Wait to be asked for attendance.)
- **Hold In Place**
 - Continue with normal classroom activities
 - Students involved in activities outside of the building may be instructed to move to a secure area away from the building.
- **Lockdown**
 - Duck and Cover outside of the line of sight / maintain calm and silence
 - **If unable to lock door, barricade the doorway using classroom furniture**
 - **Do not respond to fire alarm unless imminent sign of fire**
 - Students involved in activities outside of the building will be instructed to move to a secure area away from the building—may utilize Alternate Evacuation Site
- Releasing or canceling a Lockdown
 - Hold In Place – by most efficient means available
 - Lockdown – in person by Administrator or Police Officer ONLY
 - Westminster Chimes – in person by Administrator or Police Officer ONLY

Lockout

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and ground floor windows closed and locked. All internal school day activities (including passing between classes) may continue as normal pending further instructions.

Standard Sequential Procedures

- Lockout directive is given (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Outside Activities curtailed
 - Students and Staff who are outside immediately return to building
 - Pre-determined staff locks all exterior doors
 - Teachers / office staff close and lock all ground floor windows

NOTE: Parents, visitors, vendors, etc...who are in the building when the Lockout is implemented and wish to leave should be informed as to the circumstances and be encouraged to remain in the building but not detained.

An objective assessment of the specific circumstances – possibly in consultation with Law Enforcement will assist in determining how to deal with the many other potential variables: early dismissal, student drivers, field trip buses, etc...

Limited Access Option

- The Main Entrance remains locked, however, based upon the specific circumstances, the IC may direct that the main entrance be monitored by trained staff to allow limited access by authorized persons only*.

*If the IC has determined that it is reasonable to provide such limited access, it would be important that the person(s) assigned to monitor the main entrance be provided with as much information as possible (names, photos, descriptions) regarding the person or persons of concern who are not to be granted access as well as who to contact if such an attempt is made.

No Access Option

- If the IC has directed that no discretionary access (other than emergency responders) be allowed based upon the IC's assessment - or at the direction of the Superintendent or Emergency Responders then all exterior doors will remain closed and locked. The outdoor strobe lights will be activated.

If safe to do so - Pre-printed "LOCKOUT" signs should be posted conspicuously at the Main Entrance bearing a brief explanation of a lockout along with a phone number to call for more information.

Shelter –In- Place (Short-term)

Shelter-In-Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been deemed appropriate and safe. This action may be implemented due to an actual or threatened severe weather event (i.e.: High winds, Tornado – windowless rooms, interior hallways...), or during any emergency (i.e.: non-specific Bomb threat) when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

Such a directive may also be given if there is a threat that the outside air may be unsafe due to chemical, biological or radiological contaminants. In this circumstance all windows and doors will be secured and all HVAC (Heating, Ventilation, Air Conditioning) systems will be shut off to minimize the influx of outside air.

Standard Sequential Procedures

- Pre-assigned staff responds to and inspects pre-determined shelter locations within the building based upon the nature of the threat to ensure that area is safe.
- Shelter-in-Place directive is given (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Students and Staff proceed to their designated locations in an orderly fashion
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location

- Student attendance taken noting/reporting missing and extra students
- Shelter locations are locked (if appropriate)
- If directive is given relative to the potential of chemical, biological or radiological contaminants in the air:
 - All exterior doors and windows will be secured
 - Assigned / designated personnel will turn off all HVAC systems to cease the influx of outside air.

Sheltering **(Possible extended duration)**

Sheltering – possible extended duration – This involves keeping students, staff and visitors in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. This could be the result of a severe, extended weather event and may involve providing meals and overnight accommodations.

In the event that it becomes necessary to provide such shelter the Principal or designee will initiate arrangements to provide adequate supervision of the students under his/her direction

NOTE: The decision to provide sheltering for a possible extended duration will always be made by a District level authority.

Standard Sequential Procedures

- Notify the Superintendent of Schools who will activate the EOT
- The Principal or Designee along with the EOT will make provisions for:
 - Health related needs through the Nurse
 - Food Services through the Director of Food Service
 - Building Maintenance through the Superintendent of Buildings and Grounds
 - Parental and Community notification through the Public Information Specialist
- The Incident Commander will also notify:
 - Livingston County Office of Emergency Planning
 - Red Cross
 - Law Enforcement

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Fire Evacuation

Fire Evacuation – An evacuation of the building by pre-determined routes to a pre-determined assembly location as the result of a fire alarm activation or actual fire event.

Standard Sequential Procedures

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately. **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so**, the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
 - Students walk out designated exit in a quiet, orderly manner.
 - NO unnecessary talking by students and staff.
 - All must exit – NO exceptions
 - Visitor / Volunteer sign-in books should be taken out to assembly location
 - If a door is hot to the touch, do not open, use alternate route or escape windows
 - In the event of smoke, stay low and close to the floor
 - Classroom windows and doors should be closed but not locked once last person leaves
 - Take attendance at pre-determined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors. Elementary and Middle/High plans are different based on Red and Green cards. Please refer to building plans for more specific information.
 - Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
 - Provide traffic control to limit access to campus to emergency vehicles only.
 - Assist those occupants with special needs to evacuation location or to the pre-determined "*Rescue Areas*"
 - **If safe to do so**, pre-determined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to specific location and assist as requested.
- Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

* Utilize the **red** card / **green** card procedure to indicate your attendance status by prominently displaying the appropriate color card.



= "I have all the students I should have at this time"



= "I am missing a student(s) I should have at this time", **OR**
= "I have extra students at this time"

Building evacuation

- Outside of building but remaining on campus -

Building evacuation - outside of building but remaining on campus – An evacuation of the building wherein the population is moved to a pre-determined location away from the building but remaining on campus / school property. Fair weather and foul weather locations must be established. An evacuation may be directed as the result of a fire alarm, bomb threat, gas leak, haz-mat spill or other internal emergency.

NOTE: based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no two-way radios during a bomb threat, the desired distance from the building during a gas leak or bomb threat, etc.

Standard Sequential Procedures

- Building evacuation directive is given specifying the designated re-assembly location(s) along with reason for evacuation and if applicable, routes of egress to be avoided (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Actual evacuation preceded by a visual inspection by pre-assigned personnel of routes of egress and planned re-assembly location(s)
- Students and Staff evacuate to assigned location(s)
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location
 - Student *attendance taken noting/reporting missing and extra students

Building Evacuation Plans are detailed within each Building-Level Emergency Response Plan.

* Utilize the **red** card / **green** card procedure to indicate your attendance status by prominently displaying the appropriate color card.



= "I have all the students I should have at this time"



= "I am missing a student(s) I should have at this time", **OR**
= "I have extra students at this time"

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Building evacuation **- Moving to an Alternate Site off-campus -**

Building evacuation - moving to an Alternate Site off-campus – An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed. Students may walk or be transported by busses.

Each Building-level Emergency Response Plan Summary should identify multiple Alternate Evacuation Sites for that particular school – including at least one non-Caledonia-Mumford Central School District site.

When necessary, school officials will seek the advice of the Genesee Valley BOCES District Superintendent and the Livingston County Emergency Services Director before making any decisions on evacuation.

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby school or church while a minor natural gas leak is addressed or it may involve a protracted relocation of the entire school population to an alternate site due to a facility failure or an incident of violence and from where the students may be dismissed or ultimately be reunited with their parents/guardians.

The CMCSDD has a standing agreement with three local facilities that could be used by any district school. The following represent the standard assignments which are detailed within their respective Building-level Emergency Response Plan:

Standard Sequential Procedures

- Identify most appropriate Alternate Site(s) based upon totality of circumstances
- Coordinate with other CMCSDD schools if more than one school affected
- Notify appropriate CMCSDD administrators to include the Superintendent of Schools.
- Contact those identified as contact persons for site(s) – or – if close by and we have access (keys and alarm codes...) direct personnel to go to the site(s) to:
 - Ensure availability and access
 - Assess and address any immediate concerns
 - Prepare location for students arrival
- Notify 9-1-1 of plans, routes and destinations and request assistance with traffic control
- Notify Transportation Department of plans if buses will be necessary:
 - The number of buses necessary for school population and the location where the buses will be staged to board the students will have been pre-determined.
- If buses cannot be waited for and / or site is within walking distance
 - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,

-OR-

- Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation
- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Students and Staff evacuate to assigned Alternate Site(s)
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location
 - Student attendance taken noting/reporting missing and extra students
 - **Teachers remain responsible for all persons under their control.**
 - Attendance logs and other essential, important records should be transported to evacuation site.
- Prepare for the possibility of:
 - Returning to your home school
 - Dismissal from Alternate Site
 - Reunification with family at Alternate Site
- Family Reunification Plans
 - An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such case it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. Standard “sign-out” procedures must not be compromised in this setting. We must still confirm identification and legal access to the student before releasing.
 - In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
 - Student rosters / hard copy / electronic records
 - Emergency Notification / Contact Cards (records)
 - Current lists involving Court issued Custody Orders or Orders of Protection that specify whether or not a particular person is authorized to have custody or contact with a particular child.
 - Sufficient Personnel to coordinate this process and maintain order.

5.5 Emergency Evacuation Non-Ambulatory Disabled Individuals and other persons with disabilities

It is the responsibility of the Director of Pupil Services, the Building Principals, Special Education Teachers, teacher aides, School Nurses, and the Superintendent of Buildings and Grounds to develop plans to provide emergency evacuation of non-ambulatory disabled individuals and other persons with disabilities including those who may be on floors above or below the level of exit discharge. These plans will typically include

identifying “Rescue Areas” (safe areas) where non-ambulatory individuals can go in the event of an evacuation emergency as well as assigning staff to assist these individuals. The Health Office at each school will maintain a running list of individuals within their building who would require such assistance.

ADA definition: *Area of Rescue Assistance* is an area, which has direct access to an exit, where people who are unable to use stairs remain temporarily in safety to await further instructions or assistance during emergency evacuation.

Affected schools will work with the appropriate fire department to develop this plan and incorporate these details in their respective Building-Level Emergency Response Plans.

This aspect of these plans would include all three of the Caledonia-Mumford Schools as each are multi-story buildings.

In addition to the identification of appropriate Rescue Areas, these plans should also include:

- Pre-planning for the use of ramps and exits with appropriate curb cuts.
- Training of designated staff:
 - Lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
- Notification plan for deaf students
- Assignments to check restrooms and special education areas
- Identifying and making plans for the specific medical needs of this population
- Including persons with disabilities in all emergency drills.

5.6 CMCSO Multi-Hazard General Response Outline during the regular school day

- **Initial Responder**
The first Caledonia-Mumford CSD employee on the scene of an incident, or the first employee who becomes aware of an incident will:
 - Notify **9-1-1** if police, fire or ambulance assistance is clearly and obviously needed immediately
 - Initiate immediate actions to protect students, staff and property within their immediate area
 - **Notify the Building Principal or designee** who will assume the role as Incident Commander
- **Building Principal or designee – as Incident Commander**
The building Principal or designee upon being notified of the event will:
 - **Assess** the level of threat
 - Ensure proper **notifies** have been made both internal and external – including the **Superintendent of Schools**
 - Implement the **protective actions** appropriate for level of threat
 - Make assignments consistent with established response plans and ICS

- If appropriate - activate the Emergency Operations Team (EOT) by notifying the Superintendent of Schools and be prepared to provide the following information:
 - Specific location and nature of Incident
 - Protective Actions Implemented
 - Telephone number as a call back
 - Injuries or property damage
 - Immediate needs
- **Superintendent of Schools or other Emergency Operations Team (EOT) member – as Incident Commander**

Upon being notified of an incident, the following actions will be taken initially:

 - Gather all available information
 - Insure all appropriate initial response actions have been taken
 - Go to scene or emergency area if appropriate
 - Establish Command Post if not already done
 - Identify yourself as Incident Commander/take command/make assignments
 - Notify / update the Superintendent if applicable
 - Give directions to resolve situation
 - Make Notifications and Request Assistance
 - Local and county officials
 - Affected educational institutions
 - Other CMCS D Administrators and EOT
 - Other School districts
 - Outside agencies
 - Stage resources at one or more locations to support the operation
 - Coordinate efforts with community response agencies and District departments to resolve the incident
 - Provide for proper recovery and review of event

5.7 CMCS D Multi-Hazard General Response Outline outside of normal school hours

This section is intended to provide direction to those involved in responding to any emergency or crisis-type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays and recess periods.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building-level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they have charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary as long as they are actually in the building.

Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present for extended periods of time while various activities continue within the building and on campus. It is therefore important that the handing off of this responsibility be as clear during off-school hours as it is during the normal school day.

Adults involved in the supervision of these approved, off-hours activities (coaches, music/drama teachers, club advisors, Community Education teachers, etc...) need to understand that they are responsible to a great extent for the safety to those students and others involved with their activity.

Typically the responsibility for the building during these hours falls to a member of the Buildings and Grounds staff. As such, these persons must again know that they have the responsibility to respond to an unplanned event and the authority and the means to initiate actions to protect persons and property from harm. Appropriate training will be provided to Buildings and Grounds.

For any unplanned event or emergency that occurs outside of the normal school day the CMCS D will follow the same protocols described and detailed previously in this section. These protocols are based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, Making the proper **Notifications** and initiating the appropriate **Protective Action** Options.

How these tasks will be accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

5.8 Emergency Communications

The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones, internal e-mail, runner(s), fax service, district website, and the news media.

The **Public Information** function is described in detail in:

Section 5.3: Notifications / Communications

Public Information: Parents / Community / Media

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5.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District are needed; the Superintendent, his/her designee will contact the 9-1-1 center of Livingston County who will assist in coordinating the delivery of necessary assistance and services from local and County agencies.

See Section 9.0: Appendices, for Government Agencies / Emergency Response Agencies / Community Resources

5.10 District Resources Available for Use in an Emergency

The CMCS D has identified District-based resources, which may be available during an emergency. These resources include facilities, buses, trucks and other equipment.

See Section 9.0: Appendices, for a vehicle inventory.

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Section 6.0

Situational Response Procedures

This section will outline general response procedures to be adhered to relative to specific emergency situations.

This section is organized into the following general categories of occurrences. Specific situations are organized alphabetically within each category.

- Civil Disturbances / Criminal Actions
- Environmental / Weather Emergencies
- Facility Related Emergencies
- Medical Emergencies
- Transportation Emergencies

Example:

Quick Reference Box

Assess:	Abduction (kidnapping / custodial interference)
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants (Lockdown directive)
Protective Actions:	Hold In Place and Lockout Take direction from responding Police

These are only designed to be a quick reference and are not intended to be absolutes. The text that will follow will provide more details on the variables to be considered relative to the proper response actions.

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6.1 Civil Disturbances / Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Anthrax Threat
- Bomb Threat
- Explosive Device Suspected
- Fight
- Firearm
 - Suspected Only
 - Displayed and Threatened
 - Discharged
- Hostage
- Intruder
- Missing Student
- Riot
- Sexual Assault
- Student demonstration
- Suicide threat
- Threats of Violence– Direct or Implied
- Weapon (other than firearm)
 - Suspected
 - Displayed and Threatened

Abduction

Definition / background

Abduction involves a person being taken away by unlawful force or by fraud against their will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removing of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess: Abduction (kidnapping / custodial interference)

Initial Notifications: 9-1-1
Building Emergency Response Team
Building Occupants (Lockdown directive)
Superintendent

Protective Actions: Hold In Place and Lockout
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last known direction of travel.
- Implement a **Hold In Place and Lockout**.
While an abduction may imply that the suspect has taken the victim away from our building or campus it is still prudent to direct that a Hold In Place and a Lockout be implemented for the following reasons:
 - to be certain that the situation is contained
 - to ensure that all other students and staff are accounted for
 - and to not cause any delay or distraction to responding Police
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators...
- Secure and protect any area that may be a crime scene or contain evidence
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who were with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.
- Assist Police with investigation

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Anthrax Threat

Definition / Background

The CDC defines anthrax as an acute infectious disease caused by spore-forming bacterium *bacillus anthracis*. Anthrax most commonly occurs in warm-blooded animals, but can also infect humans and, if left untreated may cause death. Anthrax organisms can cause skin infection, gastrointestinal infection, or pulmonary infection. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled. All forms of the disease are generally treatable with antibiotics.

Reports of anthrax threats have often involved envelopes or packages containing a powdery substance.

Quick Reference Box

Assess:	Potential Anthrax threat
Initial Notifications:	9-1-1 Superintendent of Buildings and Grounds Superintendent
Protective Actions:	Hold In Place and Lockout Take direction from Emergency Responders

What types of letters or packages may be suspect.

The following list represents some of the individual factors that should be considered when handling mail. However, the totality of circumstances must be considered when determining if a letter or package should be treated as “suspicious”.

- Any letter or package that has a suspicious or threatening message written on it
- Letter or packages with oily stains
- Envelopes that are lopsided, rigid, bulky, discolored or have a strange odor
- Envelopes with no return address
- Unexpected envelopes or packages from foreign countries
- No postage or non-canceled postage
- Improper spelling of common names places or titles

Standard Response Steps

How to respond to a suspicious envelope or package.

- Do not open the envelope or package
- Leave it and evacuate the room
- Do not allow others to enter the room
- Notify your building administrator or supervisor

**How to respond if an envelope or package is opened
that contains suspicious material**

- DO NOT PANIC
- Close or cover the envelope or package to limit additional exposure
- Do not attempt to clean up powder
- Immediately evacuate the room involved, closing and locking doors and windows
- Notify 9-1-1
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Do not evacuate the building unless directed to do so by emergency responders
- Do not allow anyone to enter or leave the building until emergency responders arrive and approve
- **Initiate a Hold In Place and Lockout to assist in containing the exposure**
- If possible, shut down the building's HVAC system
- Instruct room occupants not to touch their eyes, nose or any other part of their body
- If possible, all room occupants should wash their hands and other exposed skin thoroughly with soap and water
- If clothing is heavily contaminated, don't brush vigorously
- Compile a list of all persons who had actual or suspected contact with the powder or suspicious substance
- Follow the directions given by the emergency response personnel until the termination of the emergency

Bomb Threat

Definition / background

A bomb threat is defined as any correspondence – verbal, written, electronic..., which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment

No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans. The decision whether or not to **evacuate, compartmentalize, or shelter-in-place** is dependent upon information received in the threat, and how detailed and credible that information is perceived to be. **Law Enforcement should be consulted to assist with this decision.**

Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat – this would most likely involve a **General Lockdown**.

Quick Reference Box

Assess: Bomb Threat

Initial

Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place, then...
Pre-evacuation “sweep” of egress route and destination
Building Evacuation – min. 500’ from buildings/vehicles, or
Building Evacuation – Alternate Site, or
Sheltering-In-Place within building, or
Compartmentalize (maintain General Lockdown)

Note: If a device is found, **NO Two-way radios and cellular phones** are to be used during the emergency response. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, e-mail, bullhorns and person-to-person conversation to communicate.

Do not activate the fire alarm to facilitate an evacuation

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the New York State Police Bomb Threat Instruction Card. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
See Section 9.0: Appendices for a copy of said card.
- Record the call if the phone set allows for that feature
- Contact CMCS D I.T. Department at EXT #3498 to inquire as to call tracing
- Do not use that phone again until Police tell you it is okay to do so

- Provide information to responding Police Officers.

Bomb Threat received in written form:

Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would however be prudent to photograph the written threat.

Bomb Threat received electronically (e-mail, text,...):

Do not respond to the sender and cease use of that computer, cell phone or other electronic device until Police arrive and then take direction from them regarding the device in question.

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the “**Explosive Device –Suspected**” portion of this section followed.

Standard Response Steps

- Call 9-1-1 and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans if applicable, i.e.: traffic control.
- **Notify the Superintendent.**
- Notify the Director of Transportation to prepare for the possibility that buses may be needed for shelter or transport.
- The building Principal or designee will immediately use the Public Address System to direct that a **Hold In Place** be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all potential routes of egress from the building and the location where the school population may be moved should a full building evacuation ultimately be directed.
- Assign pre-determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators, etc...
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by PA, landline telephone or runner. **No one should touch, handle or attempt to move any suspicious object**
- If no suspicious items, packages or persons are initially observed a decision has to be made regarding how to best protect the building occupants while the investigation continues.

- **Evacuation of building option:**
 - The Principal will use the PA system to call for an evacuation of the building to the pre-determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alternate site).
 - If any suspicious items, packages or persons had been observed then the evacuation order will be preceded by a PA announcement detailing the areas and routes to avoid (staff assigned to block access to these areas).
 - Students should not be allowed to have access to their lockers to retrieve coats
 - Close but do not lock classroom doors.
 - Assist students and staff with special needs
 - Check attendance / report any missing or extra students and staff
- **Compartmentalization option:**
 - Students and Staff remain in their present locations pursuant to the lockdown level directed.
- **Shelter-In- Place option:**
 - Students and Staff move to a pre-determined Shelter-In-Place location within the building that has been “cleared and sanitized” (thoroughly searched by school staff for any suspicious packages, objects or individuals).

Once the appropriate option has been taken to safeguard students and staff:

- With Police on scene, coordinate a search of the building with pre-determined teams of volunteers.
- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building and / or normal operations.
- Assist Police with investigation.

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Explosive Device – Suspected

Definition / background

A suspected explosive device is any device that by appearance and /or an accompanying threat appears to be capable of detonating and causing injury and property damage.

The discovery of a suspected explosive device may occur during the normal, routine inspection of classrooms and workspaces by staff or as the result of a search conducted during a Bomb Threat investigation.

Regardless of how such an item is discovered, the entire building **MUST** be evacuated as soon as possible. **No school staff should remain in the building** –that includes the volunteer Bomb search teams comprised of District and school personnel.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box

Assess:	Explosive Device – Suspected
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Building Evacuation – min. 1000' from buildings/vehicles, or Building Evacuation – Alternate Site, or Staging Area to await bus transportation

Note: If a device is found, **NO Two-way radios and cellular phones** and are to be used when dealing with a suspected explosive device. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on conventional landline telephones, the public address system, bullhorns and person-to-person conversation to communicate.

DO NOT activate the **fire alarm** to facilitate the evacuation

Standard Response Steps

- **Do not touch or disturb the possible explosive device**
- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

Note: Given this 1000' distance and the likelihood that the resolution of this event will be protracted (hours), anticipating the need to utilize one of the pre-determined Alternate Evacuate Sites may well be appropriate.

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.
- **Notify the Superintendent.**
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff
- Walking the school population to a pre-determined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.
- Assign pre-determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators.
- Assist Police with investigation.

Fight

Definition / Background

A physical altercation involving two or more persons (not necessarily students) occurring either inside the school, outside of the school but still on school property or off school property at a school sanctioned or organized function.

An active fight may well result in injuries to the combatants and others. If not contained quickly the fight could escalate in intensity and in the number of persons involved.

Quick Reference Box

Assess: **Fight**

Initial

Notifications: **9-1-1 - if necessary**
 Building Emergency Response Team- conflict mgmt. trained
 Nurse
 Building Occupants

Protective Actions: **Fight inside building – Hold In Place**
 Fight outside building – Lockout

Standard Response Steps

- Administrator should respond to scene along with the appropriate Response Team members (Conflict Management trained)
- Verbally direct the combatants to “STOP” and for all others to “CLEAR THE AREA”.
- ASAP direct that a Hold In Place (or Lockout) take place to disperse the “audience” and contain the situation. (The refusal to disperse could result in disciplinary charges for those refusing to comply with a reasonable directive).
- Notify 9-1-1 to request Police if fight does not cease, increases in intensity or numbers, involves a weapon or injuries have occurred or are imminent – or at the discretion of the Principal or designee. **Err on the side of safety.**
- Avoid physically intervening if at all possible – unless they are causing harm to themselves or others.
- Attempt to get combatants to separate and away from any onlookers to allow them to calm down.
- Understand that violence is time-lined; if you can delay long enough, it will often subside.
- Do not leave them alone.
- Provide necessary medical treatment / first aid

Firearm –Suspected Only (Not threatened or displayed)

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that there may be a firearm on campus. This could involve it being in the actual possession of someone or perhaps in a locker, a vehicle or in a backpack. This report may be based upon information received or on the personal observations of the person reporting.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.**

The management of this situation initially involves containing the situation without alerting, alarming or agitating the person suspected of possessing the firearm while arranging for a low-profile Police response.

Quick Reference Box

Assess: Suspected Firearm in the building/on campus

**Initial
Notifications:** 9-1-1
Building Emergency Response Team
Superintendent

Protective Actions: Hold In Place or Lockdown and / or Lockout

Standard Response Steps

- Call 9-1-1 and provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent.**
- Assemble the appropriate Response Team members
- If safe to do so and depending on specific circumstances consider:
 - Implementing a discrete total or partial building Hold In Place, Lockdown or a Lockout implemented by a runner or other discrete means.
 - Evacuating adjacent areas
 - Maintaining discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Threatened and Displayed

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that a person has actually threatened the use of a firearm and has displayed the firearm in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.**

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a “hero” in these situations because; if the effort fails tragic results could occur.

Quick Reference Box

Assess: Firearm – Threatened and displayed

**Initial
Notifications:** 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place, Lockdown or Lockout directed by safest means possible given the specific circumstances.

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent.**
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place, Lockdown or Lockout. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Discharged

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance, it has been reported that a firearm has actually been discharged on campus. There is an imminent danger to students and staff.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible discharge of a firearm in the building or on the property **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing or discharging a firearm without the actual presence of Police.**

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a “hero” in these situations because; if the effort fails tragic results could occur

Quick Reference Box

Assess:	Firearm – discharged
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Lockdown and/or Lockout Take direction from responding Police

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect’s description and location and any known information as to location and condition of any injured persons. Determine a safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Contain the situation by immediately implementing an Lockdown.**
- **Notify the Superintendent**
- **If safe to do so** assemble the appropriate Response Team members – However, it is likely in this scenario that you would not want anyone moving about the building – including administrators and Response Team members. Any directive given should be clear and specific on this subject.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Hostage Situation

Definition / background

A hostage situation involves a person is being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened or implied to maintain control of the hostage(s) and to deter any attempts to free them.

A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), students, staff, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

Comment

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants. The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess: Hostage situation

Initial

Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place or Lockdown or building evacuation
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- **Notify the Superintendent**
- If safe to do so, assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Implement the appropriate **protective action** to minimize the risk to the unaffected portion of the school population.
- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
 - Obey the hostage taker's orders and do not become antagonistic
 - Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
 - Avoid abrupt movements.
 - Stay calm

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Intruder

Definition / background

For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment

By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

Quick Reference Box

Assess:	Intruder (as defined above)
Initial Notifications:	Depending on totality of circumstances Building Emergency Response Team 9-1-1 Building Occupants
Protective Actions:	Intruder generally – approach and assess Intruder suspicious or uncooperative –Hold In Place Take direction from responding Police

Standard Response Steps

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person's intentions is to approach and inquire as to their business.
- All staff members are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
 - May I help you with anything?
 - Who are you here to see?
 - What is the purpose of your visit?
- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator along with security (if available) should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed. Ask the person to leave the building and observe to ensure that they actually exit the property. Avoid detaining or getting into any physical contact with the individual. If the circumstances warrant, call 9-1-1 to report the (suspicious) person. If not able to resolve proceed to the directions below.

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.
- Call 9-1-1, note the individual's description, and last know location and direction of travel.
- Initiate a **Hold In Place**.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- **Notify the Superintendent** and the appropriate Response Team Members
- Assist the Police upon their arrival

Missing Student

Definition / background

A student who is not able to be located and whose last known location was at school during the regular school day, at a field trip, or during an after school activity, on or off school grounds.

Comment / Notes

The age of the missing student as well as any known information regarding the surrounding circumstances will likely impact the nature of our response, i.e. an 18 year-old High School Senior who frequently walks away from school versus a 10 year-old 5th grader involved in a parental custody dispute with no such history.

Should the circumstances suggest that the incident may be a possible abduction or custodial interference adhere to the protocols under: **Abduction – page 49.**

If **at any point** during this investigation information surfaces indicating that the student may be in danger (mental health, substance abuse, self-harm issues, etc...) a parent or guardian and 9-1-1 should be called without delay and the Superintendent notified.

Should the student be missing **but not from school** – assist the family and Law Enforcement in any way possible.

Quick Reference Box

Assess:	Missing Student
Initial Notifications:	Building Emergency Response Team Building Staff Superintendent
Protective Actions:	Possibly a Hold In Place to control movement during search.

Standard Response Steps

- Notify other administrators and any other available support staff as to the identity and description of the missing student and direct that a search of the building and the immediate school grounds commence – record efforts and results.
- **Notify the Superintendent.**
- Initiate a building e-mail to all staff with information on the missing student including a photo if available – preceded by a PA announcement to “check your e-mail”.
- It may be prudent to direct a **Hold In Place** to allow for a controlled, uninterrupted search of the building should a passing time be near.
- Interview the student’s friends, classmates, teachers and others with potential information.
- If above efforts are unsuccessful – or if a substantial amount of time has passed since the student was last accounted for -contact a parent or guardian. Check the student’s lockers, desks, materials for possible indications of intent including computer/internet records and communications.
- If appropriate, call 9-1-1 and provide as much detail as possible as to the description and last know whereabouts of the missing student.

Riot

Definition / background

A Riot involves a violent public disorder. For purposes of this section there are three general kinds of riots we may encounter: student riots on campus, riots by strangers on campus, and riots in the surrounding community.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a riot occurring on district property requires Law Enforcement involvement immediately.

<u>Quick Reference Box</u>	
Assess:	Riot
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Riot <u>inside</u> building – Hold In Place or Lockdown or building evacuation to an alternate site. Riot <u>outside</u> building - Lockout Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to location and extent of activities.
- **Notify the Superintendent.**
- Depending on location and overall circumstances, initiate the appropriate **protective actions** as referenced above to safeguard the school population.
- If safe to do so, assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Take direction from responding Police.

Sexual Assault

Definition / background

A Sexual Assault may involve a rape or other sexual contact committed without the consent of the victim. Lack of consent may result from factors such as forcible compulsion, or incapacity to consent due to age, or other mental and physical conditions.

Comment

A rape or sexual assault only becomes a crisis to be managed by school staff when one or more of the following conditions exist:

- *The rape or sexual assault occurs on school grounds
- The victim and / or parents of the victim requests school intervention
- Rumors are widespread and damaging
- Students observe police action or emergency services response

*** Any reference to a possible sexual assault occurring on district property requires Law Enforcement involvement. If said assault is in progress or has just occurred the appropriate protective actions should be directed.**

When a school is informed that a rape or sexual assault has occurred to a student or staff member, the School Safety Team and the school must act to protect the identity and right to privacy of the victim as well as the alleged perpetrator. Information relative to the incident should be contained as much as possible. Appropriate response by school and district staff will be directed at minimizing the fears of fellow students and quelling the spread of rumors while not interfering with the criminal investigation.

Quick Reference Box

Assess: Sexual Assault

Initial

Notifications:

9-1-1

Building Emergency Response Team

Building Post-Incident Response Team – counselors

Superintendent

Protective Actions: If the sexual assault is in progress or just occurred, a Hold In Place would be appropriate to contain the situation, protect building occupants and to protect the victim and the crime scene.

If we were just now learning of an assault that occurred sometime in the past (several hours or days) no protective action would probably be necessary or appropriate. However the protection of the crime scene and any evidence would be necessary and appropriate.

Take direction from responding Police

Standard Response Steps - Sexual Assault / Just occurred

- Alert Principal and School Nurse immediately.
- Call 911 for Police and EMS response. Provide as much information as possible regarding the event and the description, location and condition of those persons involved.
- Provide privacy for victim – but do not leave victim alone
- If appropriate direct a Hold In Place to contain the situation and protect the school population and the crime scene.
- Isolate suspect if possible.
- **Notify the Superintendent**
- Assign responsible staff to protect crime scene.
- Call School Nurse to treat and remain with victim. Provide first aid for serious injuries until EMS arrives.
- May also notify Counselor to remain with victim.
- Do not allow victim to wash him or herself or clothing as such actions could destroy potential evidence.
- Isolate any witnesses and do not allow them to talk to anyone or among themselves.
- Principal and Counselor to notify a parent in person, if possible after consultation with Police.
- Assist administration and law enforcement as directed.

Student Demonstrations

Definition / background

A Student Demonstration involves a public display by all or a portion of the student population to express their collective opinion on a particular subject. Such an event may be well organized and pre-planned or a spontaneous response to an event.

If a student demonstration is pre-planned or strongly suspected, it would be important to consult with the local Police in advance to discuss response strategies to minimize disruption and reduce the risk of potential escalation of the situation.

Quick Reference Box

Assess: Student Demonstration

Initial

Notifications: Building Emergency Response Team
Superintendent
Building Occupants
9-1-1 if directed to do so or situation warrants
immediate response due to imminent safety concerns

Protective Actions: Hold In Place – demonstration inside building
Lockout – demonstration outside of building

Take direction from Superintendent and responding Police

Standard Response Steps

- **Notify the Superintendent**
- Assemble appropriate Building Response Team members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Determine appropriate **protective action** – if any
- Determine need for and role of local Police

Suicide Threat

Definition

A threat, implied or expressed to take one's own life.

Comment:

Your objective in such a situation is to keep the person from committing the act, OR if he or she has already hurt himself / herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy and tact. The longer you delay the act, the more likely is it that the person will be rescued and receive the professional help they need.

Quick Reference Box

Assess: Suicide Threat

Initial

Notifications: 9-1-1 for Police and / or EMS
Building Emergency Response Team – counselors
Superintendent

Protective Actions: If a weapon is involved – appropriate Lockdown level
If no weapon or threat to others – no protective action necessary

Take direction from responding Police

Standard Response Steps

- Do not leave suicidal student alone.
- Do not jeopardize your personal safety.
- If a firearm or other weapon is involved – follow that protocol which may include a Lockdown or other protective action to safeguard the school population.
- Call 911.
- Notify School Nurse
- Notify Counselor to respond if scene is safe.
- **Notify the Superintendent**
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify student's parents/ guardians.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.
- Work with established BOE protocols.

Threats of Violence – Direct or Implied Threat Assessment protocol

Definition

A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be implied by other behaviors or communications.

Comment

Acknowledging that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the CMCS D to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff is also responsible for relaying to their respective school administration information about any student behaviors or communications that imply or suggest that a dangerous or threatening situation is possible.

It has been found that most school attackers did not threaten their targets directly. Therefore while it is important to respond to all students who actually *make* threats it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: The Caledonia Police Department shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the District:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building's Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.

- Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District's Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence

**See Section 9.0: Appendices, Threat Assessment Model
Threat Assessment Data Collection Guide**

Weapon (other than a firearm) – Suspected only

Definition / background

For purposes of this section the term weapon shall refer to any instrument –**other than a firearm** - designed to cause physical injury or death

Comment

Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and may well be a violation of NYS Penal Law.

The nature of the weapon suspected would have a substantial impact on the response as well as whether the weapon is merely suspected or has been displayed and/or threatened. Also the age and background of the student involved should also be considered when determining a reasonable course of action.

A tenth grader with a history of assaultive and aggressive behavior suspected of having a knife on his person should generate a more involved response than a first grader with no history of violent or disruptive behavior suspected of having a jackknife in his backpack – although “on paper” both students are in violation of the same rules.

However, if any weapon type situation arises, it is always in the discretion of the Principal or their designee to involve the Police immediately upon receiving such a report if they believe it is appropriate given the circumstances to ensure the safety of all involved. Also, as stated above, the possession of a weapon will likely be a violation of NYS Penal Law and will require Police involvement regardless of the perceived actual danger.

Quick Reference Box

Assess:	Weapon (other than a firearm) suspected only
Initial Notifications:	Building Emergency Response Team and / or 9-1-1 Superintendent
Protective Actions:	<i>Possibly</i> a Hold In Place Take direction from responding Police

Standard Response Steps

- Call 9-1-1 if deemed appropriate and notify Police of pending situation
- If deemed safe to do so, have the person involved escorted to a private office by at least two adults, one of which may be a Police Officer
- Advise the person what is suspected and ask if they are in fact in possession of a weapon
- **Do not allow the person to retrieve the weapon themselves**
- Instead, carefully locate, remove and secure the weapon with the aid of Police or Security
- If weapon not located on subject, consider checking locker and other personal effects – consistent with established search policies and procedures.

Weapon (other than a firearm) – Displayed and Threatened

Definition / background

For purposes of this section the term weapon shall refer to any instrument –other than a firearm - designed to cause physical injury or death

In this instance it has been reported that a person has actually **threatened the use of a weapon and has displayed the weapon** in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the displaying and threatening of a weapon in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the search, questioning, or escorting of any person who has displayed and threatened the use of any weapon without the actual presence of Police.**

Comment

Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property and being displayed and threatened poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and a violation of NYS Penal Law.

Quick Reference Box

Assess: **Weapon (other than a firearm) displayed and threatened**

**Initial
Notifications:** **9-1-1
Building Emergency Response Team
Building Occupants (protective action)
Superintendent**

Protective Actions: **Possible Hold In Place or Lockdown
Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and weapon involved. Determine a discrete location for Police to respond and enter the building. Have a copy of building floor plans available.
- **Notify the Superintendent**
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place or Lockdown. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video / PA)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

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6.2 Environmental / Weather Emergencies

Guidelines are included in this section for the following environmental problems.

- Earthquake
- Flood
- Hazardous Material Spill
- High Winds
- Radiological Incident
- Snow / Ice Storm
- Thunderstorm (severe)
- Tornado

Earthquake

Definition

An earthquake is the shaking or trembling of a portion of the earth, which results from the sudden shifting of rock beneath the earth's crust.

Comment:

Earthquakes usually occur without warning. While Upstate New York has not been plagued with earthquakes there are several fault lines throughout upstate.

Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety, is recommended based on research.

Quick Reference Box

Assess: Earthquake

Initial Notifications: 9-1-1 for any necessary emergency services (Fire, Injuries...)
Building Emergency Response Team

Protective Actions: FEMA – “Drop, Cover and Hold On”
Monitor and take direction from Office of Emergency Preparedness

Standard Response Steps

- The Federal Emergency Management Agency (FEMA) reiterates its long-standing advice for staying as safe as possible during an earthquake. It's easy to remember and even easier to do: **Drop** to the ground; take **Cover** by getting under a sturdy table or other piece of furniture; **Hold On** until the shaking stops.
 - Indoors: seek shelter under a desk or heavy table.
 - Outdoors: move away from the building, utility poles, and trees.
 - In school vehicle: stop the vehicle and remain inside it.
- Monitor and take direction from Office of Emergency Preparedness or Emergency responders.
- Anticipate the need to shelter or evacuate school population.

Flood

Definition

A flood occurs when a river or stream overflows its bed. Floods can be slow to develop, or in the case of flash floods, they can occur suddenly with little warning and devastating power.

Comment:

Each Building-level Safety Team should identify their respective building's vulnerability to a flooding situation – proximity to rivers, stream, drainage systems, etc.

Quick Reference Box

Assess: Flood

Initial

Notifications: 9-1-1 as needed
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Evacuate to safe location / higher ground
Alternate Site
Early Dismissal
Take direction from Emergency Responders

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Listen to a radio for the latest storm information.
- If local authorities instruct you to do so, turn off all utilities at the main power switch and close the main gas valve.
- If threat of building flooding is obvious or imminent, evacuate by the most efficient and appropriate means available seeking higher ground.
- If told to evacuate by local authorities / emergency responders, do so immediately.
- Depending on the scope of the flooding (very localized versus widespread), evacuation to an Alternate Site or an Early Dismissal may be directed.

Hazardous Material Spill

Definition

Hazardous materials are chemical substances, which if released or misused can pose a threat to the environment or health. These chemicals are used in industry, agriculture, medicine, research, and consumer goods. Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants. Many products containing hazardous chemicals are routinely used and stored in homes and schools.

Comment:

A hazardous materials accident can occur anywhere. Communities located near chemical manufacturing plants are particularly at risk. However, hazardous materials are transported on our roadways, railways and waterways daily, so any area is considered vulnerable to an accident. Each Building-level Safety Team should identify their respective building's vulnerability to a hazardous material spill.

Quick Reference Box

Assess:	Hazardous Materials Spill
Initial Notifications:	9-1-1 for Police / Fire / EMS Building Emergency Response Team Superintendent of Buildings and Grounds Superintendent
Protective Actions:	Evacuate immediate area / contain release Take direction from Emergency Responders

Standard Response Steps

- For hazardous release inside building:
 - **Evacuate people from immediate area of a hazardous material release. Do not enter a hazardous area to rescue those who cannot rescue themselves. (Await professional rescue).**
 - **Establish perimeter and begin evacuating away from release site.**
 - Do not walk into or touch any of the spilled substance. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
- For hazardous release outside:
 - Seek immediate shelter and follow shelter- in - place guidelines – including shutting down the HVAC if appropriate; or
 - Evacuate area by a safe route uphill and upwind of release.
- Call 911 for fire department or police, as appropriate.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Keep contaminated students, staff, etc. separate from main population and allow EMS Response Team to conduct decontamination procedures.
- **Take direction from Fire Department's Hazardous Material Team on whether to shelter in place or to evacuate during a hazardous material release.**

High Winds

Definitions

HIGH WIND ADVISORY: Announcement issued by the National Weather Service for sustained winds exceeding 25 mph (19 knots).

HIGH WIND WATCH/WARNING: A high inland wind watch/warning issued by the National Weather Service when either of the following occurs or are expected to occur in the near term: 1) Sustained surface winds (1-minute average) of 40 mph (35 knots) or greater lasting for 1 hour or longer; or 2) Sustained winds or gusts of 58 mph (50 knots) or greater for any duration.

Comment

The concern about high winds includes possible loss of electrical power, potential structural damage that could result in injuries and impact the use of the building or cause mechanical failure, flying debris that could cause injuries to persons out of doors (i.e. PE classes, co-op students, walkers)

Quick Reference Box

Assess: High Winds

Initial

Notifications: 9-1-1 as needed
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Cancel School prior to start / Early Dismissal
Lockout
Sheltering procedures
Take direction from County OEP / Monitor NOAA radio

Standard Response Steps

- Consult with the Superintendent and the Superintendent of Buildings and Grounds as to proper steps to take that may include:
 - Curtail all outside activities by implementing a Lockout
 - Moving part of the school's population to a less vulnerable part of the building based upon the direction of the winds and potential injury threat due to flying glass from broken windows or wind thrown debris
 - Early Dismissal w/all students bused – **No Walkers**
 - Normal dismissal w/all students bused – **No Walkers**
 - Cancellation of all after-school activities
 - Accommodations for possible protracted (overnight) Sheltering
- The Superintendent will consult with the Livingston County Office of Emergency Preparedness and monitor the NOAA radio for information and direction.

Snow / Ice Storm

Definitions – Winter Storm Watches and Warnings

A **winter storm watch** indicates that severe winter weather may affect your area.

A **winter storm warning** indicates that severe winter weather conditions are definitely on the way.

A **blizzard warning** means that large amounts of falling or blowing snow and sustained winds of at least 35 miles per hour are expected for several hours.

Quick Reference Box

Assess:	Snow / Ice Storm
Initial Notifications:	Building Emergency Response Team Superintendent
Protective Actions:	Cancel school prior to start Early Dismissal Monitor NOAA radio Sheltering procedures

Standard Response Steps

- Prior to the school day: **(Cancel school prior to start)**
 - Snow Emergencies will generally be declared prior to the beginning of the school day. Radio and television stations will be notified in a timely manner of the decision to cancel school or delay the start of the school day due to a winter storm.
- During the school day: **(Early Dismissal)**
 - A snow emergency will be declared at the discretion of the Superintendent, generally after consulting with the Supervisor of Transportation, local and State Police.
 - Communication Tree will be followed to ensure that all buildings and departments are notified.
 - The Superintendent as the Public Information Officer will make the appropriate notifications
 - The status of after-school activities will also be determined and made public.
 - Severe/protracted event could result in need to implement Sheltering procedures

Thunderstorm (severe)

Definition

A thunderstorm is formed from a combination of moisture, rapidly rising warm air and a force capable of lifting air such as a warm and cold front, a sea breeze or a mountain. All thunderstorms contain lightning. Thunderstorms may occur singly, in clusters or in lines. Thus, it is possible for several thunderstorms to affect one location in the course of a few hours. Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.

A **severe thunderstorm watch** is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds 58 miles per hour or more, or hail three-fourths of an inch in diameter or greater) is likely to develop. This is the time to locate a safe place in the home and tell family members to watch the sky and listen to the radio or television for more information.

A **severe thunderstorm warning** is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place, turn on a battery-operated radio or television, and wait for the "all clear" by the authorities.

Quick Reference Box

Assess: Thunderstorm (severe)

Initial Notifications: Building Emergency Response Team
Superintendent

Protective Actions: Curtail all outside activities
Monitor NOAA radio

Standard Response Steps

- If indoors
 - Close and secure all windows and outside doors.
 - Listen to a (battery operated) radio for the latest storm information.
 - Do not handle any electrical equipment or telephones because lightning could follow the wire. Television sets are particularly dangerous at this time.
 - Avoid bathtubs, water faucets, and sinks because metal pipes can transmit electricity.
- If outdoors:
 - Attempt to get into a building or car.
 - If no structure is available, get to an open space and squat low to the ground as quickly as possible – **Do not lie flat on the ground**
 - Bend forward and crouch with hands on knees.
 - Avoid tall structures such as towers, tall trees, fences, telephone lines, or power lines. Remove all metal objects
 - Stay from rivers, lakes, or other bodies of water.

Tornado

Definition

A tornado is a violent windstorm characterized by a twisting, funnel-shaped cloud. It is spawned by a thunderstorm (or sometimes as a result of a hurricane) and produced when cool air overrides a layer of warm air, forcing the warm air to rise rapidly. The damage from a tornado is a result of the high wind velocity and wind-blown debris. Tornado season is generally March through August, although tornadoes can occur at any time of year. They tend to occur in the afternoons and evenings: over 80 percent of all tornadoes strike between noon and midnight.

When a tornado threatens, individuals need to have a safe place to go and time to get there. Even with advances in meteorology, warning times may be short or sometimes not possible. Lives are saved when individuals receive and understand the warning, know what to do, and know the safest place to go.

Quick Reference Box

Assess: Tornado

Initial Notifications: 9-1-1 for Police and / or EMS
Building Emergency Response Team - counselors
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Move all occupants to safe interior location (see below)
Monitor NOAA radio
Take direction from Livingston County OEP

Standard Response Steps

- If indoors:
 - Go at once to a windowless, interior room; storm cellar; basement; or lowest level of the building utilizing hallways that are at rights angles to path of storm
 - If there is no basement, go to an inner hallway or a smaller inner room without windows, such as a bathroom or closet.
 - Get away from the windows.
 - Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.
 - Use arms to protect head and neck.
 - Avoid places with wide-span roofs such as auditoriums, cafeterias, or large hallways.
- If outdoors:
 - If possible, get inside a building.
 - If shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building. Be aware of the potential for flooding.
 - Use arms to protect head and neck.

6.3 Facility Related Emergencies

Guidelines are included in this section for the following events:

- Asbestos Fiber Release
- Electrical System Failure
- Explosion
- Fire
- Heating System Failure
- Natural Gas Leak
- Roof Failure / Leak
- Structural Failure
- Water System Failure

Asbestos Fiber Release

Definition

Asbestos containing materials become a health risk when they break up or crumble and release asbestos fibers into the air. (Flaking or loose and fragmented asbestos containing materials are called "friable.") The more tightly the material holds together, the less chance there is for the release of asbestos fibers. Materials like roofing shingles or floor tiles will release fewer fibers during abatement than pipe insulation or sprayed on asbestos that has to be scraped off structures.

Over a prolonged period of time, once asbestos fibers enter the lung, two major types of health problems occur. The lung may react to the fibers by forming fibrous or "scar" tissue around each microscopic fiber, and, over time, this scar tissue may lead to breathing problems. Fibers also may cause changes in the body that may eventually lead to cancerous growth.

Quick Reference Box

Assess:	Asbestos Fiber Release
Initial Notifications:	Superintendent of Buildings and Grounds Asbestos Designee School Nurse Superintendent
Protective Actions:	Hold In Place (contain area of exposure) Evacuate (if directed to do so)

Standard Response Steps

- Remove all persons from area of suspected fiber release and close off access to area by closing doors or windows.
- Direct a Hold In Place
- Shut down HVAC systems
- Make appropriate contacts as above and follow their directions
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Document all those possibly exposed
- Prepare for an evacuation that may be prolonged or for an early dismissal.

Electrical System Failure

Definition / Comment:

Loss of electric power to all or part of the building. May be short term and impact only one building or could involve the immediate, surrounding neighborhood due to an accident or lightning strike or could be more widespread and protracted in nature. The loss of electric power could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	Electrical System Failure
Initial Notifications:	Building Emergency Response Team-custodian Superintendent of Buildings and Grounds Superintendent Rochester Gas and Electric / Niagara Mohawk
Protective Actions:	Short-term: Hold In Place Protracted: Hold In Place, then... Alternate Site Evacuation or Early Dismissal

Standard Response Steps

- Initiate a **Hold In Place** to account for and protect building occupants
- Gather and distribute flashlights
- Open classroom doors to hallway to help illuminate the halls
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Depending on information from the electrical service provider a decision will be made as to whether we remain in Hold In Place until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted or widespread problem)
- If necessary, activate the Media Notification Plan.

Explosion

Comment:

An explosion within a school building poses an immediate and serious threat to the safety of all occupants whether or not the explosion was accidental or intentional in nature. Heating fuels, chemical storage areas, chemistry and technology classrooms, and custodial closets all may present an explosive type risk.

As in our response to a Fire, determining the cause of an explosion is secondary to the welfare of the students, staff and visitors.

Quick Reference Box

Assess: Explosion

Initial

Notifications:

Activate / Pull Fire Alarm
9-1-1 for Fire, Police and EMS
Building Emergency Response Team
Superintendent
Superintendent of Buildings and Grounds

Protective Actions: Fire / Building Evacuation
Take direction from Emergency Responders

Standard Response Steps

- Upon learning of an explosion, activate the building fire alarm immediately.
- Do not delay activating the alarm to attempt to determine cause of explosion.
- Evacuate the building following established fire evacuation procedures where possible.
- **It is critical that we identify and communicate areas to avoid if time allows**
- Assist those occupants with special needs to evacuation location or to the pre-determined "rescue areas".
- Call 9-1-1 if possible to provide details regarding the apparent explosion
- Have someone meet the Fire Department to direct them to specific location
- Account of all students, staff and visitors
- Provide first aid and summon assistance for those injured
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Take direction from Emergency Responders
- Prepare to take additional protective action, i.e. alternate site evacuation.

Fire

Comment:

A fire within a school building poses an immediate and serious threat to the safety of all occupants.

<u>Quick Reference Box</u>	
Assess:	Fire
Initial Notifications:	Activate / Pull Fire Alarm 9-1-1 for Fire, Police and EMS Building Emergency Response Team Superintendent Superintendent of Buildings and Grounds
Protective Actions:	Activate Fire Alarm and call 9-1-1 if possible Follow established Fire evacuation procedures Take direction from Emergency Responders

Standard Response Steps

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately.
- **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so**, the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
 - Students walk out designated exit in a quiet, orderly manner.
 - NO unnecessary talking by students and staff.
 - All must exit – NO exceptions
 - Visitor / Volunteer sign-in books should be taken out to assembly location
 - If a door is hot to the touch, do not open, use alternate route or escape windows
 - In the event of smoke, stay low and close to the floor
 - Classroom windows and doors should be closed but not locked once last person leaves
 - Take *attendance at pre-determined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors.
 - Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
 - Provide traffic control to limit access to campus to emergency vehicles only.
 - Assist those occupants with special needs to evacuation location or to the pre-determined "Rescue Areas"
 - **If safe to do so**, pre-determined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to specific location and assist as requested.
- Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

* Utilize the **red** card / **green** card procedure to indicate your attendance status by prominently displaying the appropriate color card.



= "I have all the students I should have at this time"

= "I am missing a student(s)" --- **OR** --- "I have extra students"

Heating System Failure

Comment:

Depending on the weather, the failure of a building's heating system could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	Heating System Failure
Initial Notifications:	Building Emergency Response Team- custodian Superintendent of Buildings and Grounds Superintendent Rochester Gas and Electric and Niagara Mohawk if necessary
Protective Actions:	Cancellation of School Prior to Start Early Dismissal Alternate Site Evacuation

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted problem).
- If necessary, activate the Media Notification Plan.

Natural Gas Leak

Definition

Natural gas possesses a very narrow range of flammability allowing for combustion in a concentration of 4-5 percent per volume of air. Natural gas leaks, however, pose a potential danger that may require an immediate evacuation of the building.

Comment:

There are several warning signs that you can see, hear and smell. Warning signs include:

- Unusual behavior or yellowish-color flame on gas fired device
- A hissing sound or unusual noise from a gas fired device
- A distinctive odor which is the result of an additive to natural gas for detection purposes

Quick Reference Box

Assess: Natural Gas Leak

Initial

Notifications: 9-1-1
Rochester Gas and Electric / Niagara Mohawk
Building Emergency Response Team – custodian
Superintendent
Superintendent of Buildings and Grounds

Protective Actions: Follow established evacuation procedures
Take direction from the Natural Gas Provider and Emergency Responders

Standard Response Steps

- Upon discovery or detection of a natural gas leak:
- Evacuate the building to a designated location at least 500' from the building taking advantage of any available cover. This order should be **verbally communicated**.
 - **DO NOT activate the Fire alarm system**
 - **DO NOT use landline or cellular phones within the building**
 - **DO NOT turn on or off or unplug any electrical connections**
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- The Building Custodian, insofar as possible, will assess the situation and, if possible and safe to do so, will shut off the gas supply and open windows and doors to ventilate the affected area to prevent a concentration of natural gas.
- Anticipate and begin to pre-plan for the possibility of an evacuation to an Alternate Site or an Early Dismissal.
- Take direction from the Fire Department and Rochester Gas and Electric.

Roof Failure / Leak

Comment:

A roof failure that results in a leak can pose a danger from falling debris, slips on wet floors or potentially a collapse of a portion of the roof structure.

The immediate objective is to move students and staff away from the problem area and summon the proper facilities assistance. The problem may be more serious than what it appears, i.e. potential structural failure, so err on the side of safety.

Quick Reference Box

Assess: Roof Failure / Leak

Initial

Notifications: 9-1-1 - as necessary
Building Emergency Response Team - custodian
Superintendent
Superintendent of Buildings and Grounds

Protective Actions: Possibly: Hold In Place and / or Evacuation (partial)
Remove students and staff from immediate area
Take direction from Operations and Maintenance and
Emergency Responders

Standard Response Steps

- Remove all students and staff from immediate area
- Consider a Hold In Place or partial evacuation if deemed necessary to contain the situation and keep students and staff away from danger.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on the extent of the leak, the building custodian will attempt to mitigate the problem to the extent he can safely do so. He may also deem it appropriate to shut off electric power to the area(s) involved.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (not a major leak or threat to safety) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

Structural Failure

Comment:

A structural failure could involve the discovery of an imminent structural failure – or the actual collapse of a wall, floor, ceiling, roof or any other structural part of a school building.

Such an event poses a substantial threat to the health and safety of the building's occupants not only due to falling debris and building materials but also due to other hazards that could result from a structural failure. Such resultant hazards may not be readily obvious but could include damage to electrical systems exposing live wires or igniting a fire, or damage to gas supply lines that could cause a leak of natural gas into the facility.

Quick Reference Box

Assess: **Structural Failure**

Initial

Notifications: **9-1-1 for Fire, Police and EMS**
Building Emergency Response Team-custodian
Superintendent
Business Manager
Superintendent of Buildings and Grounds

Protective Actions: **Evacuate affected area(s) or entire building**
Hold In Place
Take direction from Operations and Maintenance
Take direction from Emergency Responders
Possibly -Early Dismissal, Alternate Site Evacuation

Standard Response Steps

Depending on nature and scope of problem:

- Evacuate the affected area(s) of the building
- Consider initiating a **Hold In Place** to contain the situation and control movement throughout the building until the scope of the problem can be determined
- **If in doubt as to the extent of the problem or related risks, evacuate the entire building unless or until advised otherwise by the Incident Commander or Emergency Responders.**
- Call 9-1-1 if possible to provide details as to the specific nature and location of the problem
- Assist those occupants with special needs to evacuation location or to the pre-determined "rescue areas".
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Anticipate and begin to pre-plan for the need to implement additional protective actions such as an Early Dismissal or an evacuation to an Alternate Site.
- If necessary, activate the Media Notification Plan.

Water System Failure

Comment:

Although the failure of the water system would not likely pose an immediate threat to health and safety it could impact our ability to open or continue the school day. Our ability to provide food service and functioning sanitary systems would likely be adversely impacted by such a failure

Quick Reference Box

Assess: **Water System Failure**

**Initial
Notifications:** **9-1-1 if needed
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent**

**Potential
Protective Actions:** **Cancellation of School Prior to Start
Early Dismissal
Alternate Site Evacuation**

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on information from Buildings and Grounds and the Livingston County Water Authority a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (short term) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).
- If necessary, activate the Media Notification Plan.

6.4 Medical Emergencies

Guidelines are included in this section for the following medical problems.

- Cardiac arrest - Public Access Defibrillation (PAD) Program
- Food Poisoning
- Medical Emergencies – Code Blue
- Pandemic Flu

Cardiac arrest Public Access Defibrillation (PAD) Program

**NOTE: See Section 9.0: Appendices, for the District's complete
"Procedure for Emergency Use of Automatic External Defibrillators".**

Cardiac arrest defined:

Cardiac arrest is an abrupt disruption of the heart function causing lack of blood flow to vital organs. Abnormal heart rhythms are the cause of most cardiac arrests. Ventricular fibrillation, a specific type of chaotic heart rhythm, is the most common abnormal rhythm associated with cardiac arrest. The treatment for ventricular fibrillation is defibrillation, shocking the heart into a regular rhythm. Untreated cardiac arrest due to ventricular fibrillation ultimately leads to cardiac death.

Quick Reference Box

Assess:	Possible Cardiac Arrest
Initial Notifications:	9-1-1 Nurse / CPR and AED trained staff Building Emergency Response Team Superintendent
Potential Protective Actions:	Hold In Place

When a victim is found to be unconscious:

- 9-1-1 will be called immediately to request an ambulance
- An AED unit will be brought to the victim
- Trained CPR/AED responders will go to the victim and will provide the appropriate care consistent with their training.
- A Hold In Place may be implemented to provide privacy for the victim and unobstructed access for emergency medical services.

PAD Program information:

The CMCSO will comply with following required components included in the 2002 legislation - Section 917 of the Education Law.

The NYS legislation requires public school officials and administrators responsible for public school facilities to ensure the presence of **at least one staff person** who is trained in the operation and use of an AED:

- whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities, or
- whenever a school-sponsored athletic contest is held at any location.

School sponsored and school approved curricular and/or extracurricular events/activities are all activities of the LEA associated with its instructional curriculum or otherwise offered to its students: for example, classroom instruction, school clubs, and athletics.

Activities related to the LEA that are **not curricular in nature are excluded from this mandate**: for example, Board meetings, PTA meetings, school-based management team meetings, etc.

Other activities sponsored by outside groups such as 4-H, Girl/Boy Scouts, Community Youth Groups including physical activity, etc. **are not included in this mandate**, even if the school process includes board or administrative approval.

- Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site.
- Each instructional school facility should have as its goal a specific response plan that targets a victim's collapse to defibrillation time less than or equal to **4 to 5 minutes**.

Each CMCS D school facility has been equipped with sufficient AED units to meet this standard. All district AED users will be trained and certified in CPR/AED and the list of trained staff maintained at both the building and district level.

Food Poisoning

Definition / Comment:

Food Poisoning is an acute illness following the eating of foods contaminated by bacteria, bacterial toxins, natural poisons, or harmful chemical substances. The symptoms, in varying degree and combination, include abdominal pain, vomiting, diarrhea, headache, and prostration; more serious cases can result in permanent disability or death.

Quick Reference Box

Assess: **Food Poisoning**

Initial

Notifications: **School Nurse**
 9-1-1 for ambulance if needed
 Director of Food Services
 Superintendent
 Livingston County Health Department

Protective Actions: **Cease serving food in Cafeteria**
 Lockdown Cafeteria and Kitchen

Standard response steps:

- Send ill students to the School Nurse
- If a pattern of multiple -similar illnesses is noted, report suspicions to School Nurse and Principal or Designee.
- Retain any suspected food for testing; do not allow anyone to continue eating until suspected source is found and an investigation conducted.
- Close cafeteria, cease serving food and interrupt those currently eating
- Notify the Director of Food Services
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Determine severity of illness and how widespread.
- Notify the Livingston County Health Department
- If a severe problem:
 - Call 911 for ambulances.
 - Administer first aid until medics arrive.
 - File appropriate reports with district and Livingston County Public Health Dept.
- If not a severe problem:
 - Administer first aid until parents arrive.

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Medical Emergencies

Comment:

A medical emergency may involve a relatively minor illness or injury causing the victim discomfort or pain or it can be of such severity as to be life threatening. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured.

The School Nurse will generally take charge of addressing any injuries or illnesses that occur within the school and will summon additional assistance as deemed appropriate – Ambulance, parental response.

A list of all building staff members who are trained in First Aid (or beyond) and CPR/AED should be maintained and be readily available to the Building Principal or Designee should the School Nurse not be available, additional assistance is required or when more than one person needs to be attended to.

Community-based Emergency Medical Services (ambulance) will be summoned when necessary to attend to persons who are in need of treatment beyond First Aid.

Medical Code Blue

In the event of a life-threatening medical emergency, the appropriate emergency action will be implemented by the **Medical Code Blue Team**. The Purpose of the Medical Code Blue Team is to provide a comprehensive response plan to a life-threatening medical emergency on school grounds during school hours.

Each School's Building-Level Emergency Response Plan will identify their respective Medical Code Blue Team members and their specific assignments.

If a Medical Code Blue is implemented, teachers should not send students to Health Office for routine medications or minor illness or injury.

Quick Reference Box

Assess:	Medical Emergencies / Code Blue
Initial Notifications:	School Nurse, Medical Code Blue Team 9-1-1 for ambulance if needed Superintendent
Protective Actions:	If appropriate: Hold In Place

Standard response steps:

- Assess injury / illness and the need for emergency assistance
- Summon School Nurse
- Implement a **Medical Code Blue** if appropriate
- Retrieve an AED if appropriate and identify trained AED/CPR staff to respond and assist
- Call 9-1-1 for ambulance if needed
- If student has an emergency plan on file due to chronic health condition, follow plan.
- Comfort the stricken person and administer appropriate first aid consistent with level of training until resolved or additional medical assistance arrives
- If circumstances seem appropriate, i.e. crowd gathering, congested hallways, lack of privacy, implement a **Hold In Place** to provide unobstructed and quick access to victim by School Nurse or Ambulance personnel and to provide a measure of privacy for the victim.
- Ensure that the **Superintendent** has been notified of your situation.
- Make appropriate parental notifications and complete proper documentation of event.

Pandemic Flu

NOTE: See Appendix M for the District's complete "Pandemic Planning Model and Action Guide".

Definition / Comment:

Pandemic Flu is a global epidemic that could occur if a new influenza virus emerged that was able to spread rapidly from person to person. Three influenza pandemics occurred in the 20th century, and scientists warn that another is inevitable.

When a pandemic occurs the number of people who get sick will be much larger than during a normal flu season and their illness will be much more severe. That is because few of us would have any natural immunity to a new virus. Every segment of society would be profoundly affected, including schools. In a pandemic, schools may have to close to limit the spread of the illness, or because of excess absenteeism. Such a closure could last for an extended period of time – perhaps as long as 12 weeks.

Influenza-like illness case definition:

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of more than 100 degrees Fahrenheit.
- **and** cough and /or sore throat (in the absence of a known cause)

Other symptoms may include nasal congestion, muscle aches and fatigue.

A student with flu-like symptoms must be sent to the nurse for screening. If the student meets the case definition as described above, he/she must be excluded from school until symptom free.

Response:

Our response to a Pandemic flu will be under the direction of the Livingston County Department of Public Health Emergency Manager and the CMCSD School District Physician.

Caledonia-Mumford Central School District will utilize the New York State Department of Health –Pandemic Flu Action Kit For Schools in New York State should a pandemic flu be threatened.

This action kit provides directions / suggestions for school districts to take in the following circumstances:

- Prior to outbreak of pandemic flu
- Pandemic flu is identified in other parts of the world/US – but not in NYS
- Pandemic flu outbreak worsens - threat becomes regional (school closure advised)
- Pandemic flu ends (schools reopen)

6.5 Transportation related Emergencies

Guidelines are included in this section for the following transportation related problems.

- School Bus Accident
- Weapon on a School Bus

School Bus Accident

Definition / Background

Every bus driver must report promptly any school bus accident involving death, injury, or property damage. All accidents, regardless of damage involved, must be reported at once to the Director of Transportation.

Comment

Determining the amount of damage is not the job of the driver - the requirement of a Police Report would fall under normal NYS Vehicle and Traffic standards. If the bus is not damaged but there is damage to other public or private property, that entity would always retain the right to make a Police report regardless of damage to district or bus company property.

Quick Reference Box

Assess: School Bus Accident

Initial

Notifications: Transportation Department / Director of Transportation
9-1-1 as necessary
Superintendent

Protective Actions: Evacuate if possibility of fire or other imminent danger

Standard Response Steps

- The driver will contact by radio the Director of Transportation immediately with any type of bus accident. The district uses these codes:

Code # Bus # And Your Location

Code	Minor Accident with No Injuries
Code	Minor Accident – Injuries to Other Vehicle - No Bus Injuries
Code	Minor Accident – Injuries on the Bus
Code	Major Accident – Disaster Type
Code	Fire In bus – Fire Department Required

(Code Red – weapon – will be discussed in next section)

- The driver will then ensure children are out of the danger area and request through the Director of Transportation office assistance for ambulance, fire or another vehicle to transport students. The driver will take and report student attendance.
- The Director of Transportation will call 911. He will notify the district office of the incident and then he or his designee will drive out to accident scene. The Director of Transportation shall make sure that someone is operating the base radio at the Bus Garage during this emergency.
- The District Office will contact the Business Manager, Building Principal, and School Nurse.
- The Director of Transportation will update the Superintendent every 20-30 minutes.

- If the situation requires, the following steps will be implemented:
 - A spare bus and driver will be sent to off load and to transport home students who are uninjured.
 - The Business Manager and the appropriate School Nurse will accompany the Director of Transportation to the scene.
 - The School Nurse will help with injured students, the driver; and take attendance.
 - The Director of Transportation will help with mechanical problems.
 - The Business Manager will coordinate with emergency support personnel.
 - The School Nurse will list the names of all students with injuries and note the disposition of each case, which hospital, etc.
 - If the students need to be transported to the hospital the Superintendent will assign a designee to go to the hospital to be on-site.
- While at the scene of the emergency, district staff should follow direction of EMS providers in rendering appropriate care and/or transportation for injured students.
- Any student presenting with no complaint or injury will be released to the school nurse or district official at the scene for further evaluation and transportation. Once the student has been released by EMS providers to school personnel, the district personnel assume responsibility for the student and any further assessment, treatment, or transportation to the a hospital as needed.
- The building administrator will be responsible for notifying the parents of children who are injured or will be late arriving home.
- Secretaries should remain in the District Office and the respective school main office to answer questions that come in by phone and to help contact the parents of uninjured students.
- If necessary, the Superintendent or his designee will implement the Media Notification Plan and/or the Parent(s)/Spouses Notification Plan.

Weapon on a School Bus (Weapon suspected or actually observed)

Comment

Any type of weapon (firearm, knives, brass knuckles, bludgeon, etc.) being brought onto School District property – including a school bus poses a threat to the safety of our students and staff and is a serious violation of District policy and the Code of Conduct and may well be a violation of the NYS Penal Law.

School Bus Drivers will respond in a manner that best ensures the safety of all the bus occupants. Maintaining a calm demeanor and notifying Dispatch in an accurate and timely manner will greatly enhance the likelihood of a safe resolution.

Quick Reference Box

Assess:	Weapon on a School Bus (Weapon suspected or actually observed)
Initial Notifications:	Transportation Department Dispatcher Director of Transportation 9-1-1 Superintendent
Protective Actions:	Stop bus in a safe location – await assistance

The following standard response steps may best be utilized when a possible weapon has not yet been threatened or used / discharged.

Standard Response Steps

Driver:

If occurs on the way to school:

- DO NOT pick up any more students.

If occurs on the way home from school:

- You MAY continue to drop off students.

- REMAIN CALM
- Notify Dispatch: "CODE [REDACTED] – WEAPON"
- If possible and safe to do so, provide additional details as to type of weapon, whether suspected only, displayed or threatened, student(s) involved, descriptions and any other important information
- Determine a safe place to stop the bus away from traffic – notify dispatch
- Advise students that you have a mechanical problem and you will be on the way shortly
- If you are about to enter the school site, stop the bus immediately upon entering school property and await the arrival of Law Enforcement.
- **DO NOT APPROACH THE MAIN ENTRANCE OF THE SCHOOL**
- Absent exigent circumstances, drivers should NOT attempt to confiscate the weapon
- Comply with directions being relayed from 9-1-1 to dispatch and that of responding Law Enforcement.

Transportation Dispatcher:

- Notify Director of Transportation
- Notify 9-1-1 of event, available details and the location of bus – request a discrete response (no lights, siren) so as to not alert or agitate the involved student(s)
- Relay instructions from 9-1-1 dispatcher to driver

Director of Transportation:

- Respond to scene if appropriate – do not intercede until Law Enforcement is on scene
- Notify Home School Administrator
- Assist in protecting scene, student accountability and welfare
- Assist Law Enforcement
- Make appropriate internal notifications
- Arrange for another bus to complete student run if necessary
- Coordinate with home school to make necessary notifies to parents of incident if appropriate, possible delays, etc.
- Identify witnesses, complete appropriate reports and referrals for involved school

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Section 7.0 Recovery

7.1 District Support for Buildings

In addition to response and support during and emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.2 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSO may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.3 District Support for Buildings

In addition to response and support during and emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.4 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSO may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.5 Post-Incident Response Guide

Introduction

The following guide provides suggestions on how the CMCSO may want to proceed after a crisis has occurred and there is no longer an imminent threat to the school or its occupants. Not all of the following suggestions would be necessary or appropriate in every crisis. **These are suggestions only.**

See Section 9.0: Appendices: Crisis Checklist (abbreviated)

Building-level Post-incident Response Team - generally

The Building-level Post-incident Response Team will have the responsibility of assisting the school community in coping with the aftermath of a serious violent incident or emergency. Post-incident Response Team members will be among the first to be notified.

- Convene at the earliest possible time following the crisis for a meeting in Room No. ____ to help the Principal prepare a written statement for the staff to be

presented at the *(insert time)* Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident. Room No. _____, when needed, will serve as the coordination site for student support.
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family, and community.
- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.
- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Caledonia-Mumford Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:
 - a. A statement of personal sorrow and sense of loss
 - b. Statement of basic facts
 - c. In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
 - d. The way in which the administrators, faculty, staff and students have responded to the tragedy
 - e. The types of interventions that have occurred and those planned for the foreseeable future
- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

Administrative Team

The responsibilities of the Administrative Team as part of the Post-incident Response Team include:

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies the assistant Principals, secretary, the Superintendent of Schools, when a critical incident occurs.
- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team at *(insert time)* in the Auditorium.
 - The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
 - A statement will be prepared by the Principal to be shared with the public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- Principal informs staff of the locations of the Crisis Counseling Rooms. Room # _____ will serve as the Coordination Site for student support when needed.
- Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.
- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.

- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.
- Post-incident Response Team members with a homeroom will request that their rooms be covered while members provide support to the most involved.
- Along with psychologist and/or counselors will offer to meet with the family of the injured/deceased and provide assistance as needed.
- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.
- Principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.
- Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.
- Make arrangements to have the personal belongings of the deceased returned to the family.
- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.
- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.
- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.
- Principal is responsible for expressing thanks to all who helped.

Psychologists / Counselors

The psychologist and/or counselors, as members of the Post-incident Response Team:

- Will attend a *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to

students and staff throughout the day.

- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.
- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.
- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.
- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.
- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.
- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.
- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and in the weeks following.
- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.
- Arrange a presentation for students who are planning on attending the funeral home and/or church service to prepare them for these events.

Nurse

The school nurse, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Prepares to receive an influx of students who may appear with a wide range of symptoms.

- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.
- Receives support as needed from a member of the Post-incident Response Team.

School Secretary

The school secretary, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.
- Staffs the "Information Center", providing information regarding:
 - Where Post-incident Response Team can be contacted
 - Location of counseling rooms
 - Whereabouts of the Principal
 - Funeral arrangements and wishes of the family, when available
 - Any other information deemed necessary by the Principal
- Fields and documents all calls from the media and directs them to the Superintendent of Schools, Principal, Public Information Specialist or other designated media response person, as directed by the Principal.
- Along with office personnel, will be provided a written statement in order to provide consistent information to the community
- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.
- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

Teachers and Staff

The teachers and staff listed as members of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

All other teachers and staff:

- Will be invited to attend a *(insert time)* Emergency Staff Meeting in the event of a critical incident.

- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.
- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.
- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.
- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.
- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.
- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.
- Will gather the personal belongings of the deceased and give to the Principal for return to the family and will delete the name of the deceased from all listings.
- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age appropriate books and materials for children, which deal with the subjects of death, loss, and bereavement, to be housed in a special section of the library.

Safety and Security

- Upon request, security personnel will be deployed for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.

Custodian

- Upon an assessment of the situation, the Superintendent of Buildings and Grounds will provide additional custodial resources for the purpose of restoring the building to a condition deemed to be safe for occupancy by staff and

students.

PTSA Representative

The PTSA Representative, as a member of the Post-incident Response Team:

- Will attend the *(insert time)* Post-incident Response Team Meeting prior to the Emergency Staff Meeting for the purpose of learning the basic facts and to help prepare a written statement to be given at the *(insert time)* Emergency Staff Meeting.
- Acts as a liaison to the PTSA Executive Board, to disseminate basic facts and the Post-incident Response procedures.
- PTSA Executive Board and the PTSA Representative can act as liaison to parents in the community, as needed, to provide basic facts and mutual support.

Section 8.0 Building-level Emergency Response Plans

Caledonia-Mumford Central School District Building-Level Emergency Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Each school building within the Caledonia-Mumford Central School District must conform to the standard procedures and protocols detailed in the District wide School Safety Plan. As each building is unique in population, layout, and location, each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Caledonia-Mumford Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District wide cooperation and support of Project SAVE.

General Considerations and Planning Guidelines

Purpose

Each school's Building-level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Caledonia-Mumford Central School District's Board of Education, the Principal of each school has appointed a Building-level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

Identification of School Teams

Each school has developed three emergency teams:

- Building-level School Safety Team
- Building-level School Emergency Response Team
- Building-level Post-incident Response Team

These teams are comprised of personnel from within the school itself and the CMCSO as well as representatives of other stakeholder groups within the school and the Caledonia-Mumford CSD community. The role of each team is briefly summarized in the Plan Summary section of this document.

Concept of Operations

The initial response to all emergencies at all District schools will be by the appropriate members of the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent will be notified and, where appropriate, local emergency officials will also be notified.

Plan Review and Public Comment

- These plans will be reviewed periodically during the year and will be maintained by each Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of these plans will be made available for public comment at least 30 days prior to its adoption. The District wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- 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 280 I-a.
- Copies of all of the Building-level Emergency Response Plans, including each building's Emergency Planning Summary have been supplied to the Caledonia Police Department and the New York State Police. All of these plans will also be maintained in the office of the Superintendent.

Plan Summary

Risk Reduction/Prevention and Intervention

Designation of School Teams

- Building-level School Safety Teams, including the members required by regulation, have been established at each school building. Members of these teams include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education. These teams are tasked with the development and maintenance of their respective school's Emergency Response Plan.

- Building-level Emergency Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; local law enforcement officials; representatives from local, regional, and/or state emergency response agencies; and other appropriate incident response teams. The actual persons who would respond to an emergency will vary on the nature of the emergency (bomb threat search teams as opposed to staff trained in conflict intervention).
- Building-level Post-incident Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or crisis

Note: In most instances, there is a core membership on all three building-level teams with additional members added for the skills and expertise they can provide in specific situations.

Prevention/Intervention Strategies

Training for emergency teams and security personnel including de-escalation training will be provided.

Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills focus on our standard response actions to a potentially threatening incident to include: our Lockdown and Lockout procedures, fire evacuations, bomb threat evacuations, and alternate site evacuations. The use of tabletop drills to accomplish or complement this training will be utilized when live drills are impractical or not sufficient to meet the training goals.

Identification of Sites of Potential Emergencies

Each School Safety Team will continue to work to identify both internal and external hazards unique to their building and campus that may warrant protective actions, such as the evacuation and sheltering of the school population. The Safety Team shall assess all potential on-campus hazards, as every building is unique in student and staff population, physical layout and geographical location. Potential hazards generated by locations off of the campus that could endanger the school's occupants also have been identified and potential protective actions pre-planned.

General Response Procedures

Assignment of Responsibilities / Continuity of Operations

The building Principal is designated as the person in charge during a crisis situation – the Incident Commander (IC). The Principal will provide leadership, organize activities and disseminate information with the assistance of the School's Emergency Response Team. In the event that the Principal is unavailable at the time of the crisis, the designated alternate(s) will provide the necessary leadership and coordination.

As described in the District wide School Safety Plan, the building Principal or the designated alternate is directed to contact the Superintendent at the earliest opportunity. The Superintendent, depending on the nature and severity of the event may notify and assemble the appropriate members of the Emergency Operations Team (EOT) to provide additional support for the affected school. The Superintendent may also assume the role of the Incident Commander.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive. The Principal or designated alternate acts as the Incident Commander throughout the event or until such time he/she is relieved by the Superintendent, another member of the EOT or the appropriate emergency response agency on-scene supervisor (Police, Fire, and Emergency Medical Services). If relieved as the Incident Commander, the Principal may remain at the Command Post as the School and District representative providing resources and support to the emergency response agencies.

Access of Floor Plans

The District wide School Safety Plan includes floor plans for every school building in the District. The District wide Plan is distributed to all local emergency response agencies. Each Building-Level Emergency Response Plan includes floor plans for their respective building. Copies of which are readily available in the Main Office and in the offices of the Superintendent of Buildings and Grounds.

Notification and Activation

- All staff are familiar with how and when to call 9-1-1 for emergency services (Police, Fire, EMS)
- Internal and external communication systems have been developed that will be used in emergencies.
- The Superintendent of Schools or his designee will serve as the primary resource when disseminating information relative to a crisis or emergency outside of the District.
- Procedures are in place for notification and activation of the Building-level Emergency Response Plan. Staff and students have been instructed on how to quickly and correctly respond to specific directions given by the Principal or designated alternate.

Hazard Guidelines

The District wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific response guidelines and procedures that may expand upon the District wide guidelines in order to meet the needs of that building and its population.

Sheltering and Evacuation Procedures

Procedures have been developed for the safe sheltering or evacuation of students, teachers, other school personnel and visitors to the school in the event of any type of emergency. The following areas have been considered when developing these procedures:

- Evacuation before, during and after school hours
- Evacuation routes (internal & external)
- Sheltering sites (internal - Lockdown/external - Alternate Site)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students

Security of Crime Scene

Once it appears that there is no longer an imminent threat to anyone's safety and 9-1-1 has been called; it is critical that the scene of a crime not be disturbed. The Principal or the designated alternate will assign an Emergency Response Team member to be responsible for securing the crime scene. The following is a brief list of responsibilities for the assigned team member:

- Don't touch anything.
- Clear away uninvolved people.
- Establish a perimeter using barrier tape, cones, desks...whatever is at your disposal. The scene may be an entire classroom, the gym, or a hallway. (It is always better to cordon off too large a scene than too small. The Police can always shrink the scene after they make their assessment. It may be more difficult for them to expand it into contaminated areas. For example, instead of taping off the bathroom stall where an assault has taken place, secure the entire restroom.)
- Limit access to emergency responders only (Police, Fire, EMS).
- Don't eat, drink, smoke, or use the phone or bathroom facilities within the area of the scene.
- Document observations and keep a running chronology of events.

Emergency Planning Summary

An Emergency Planning Summary has been developed for use by each School Safety Team to assist them in assembling some of the basic information necessary for their plans and to act as a quick school-specific reference in the event of an emergency.

Each building provides a copy of their Emergency Planning Summary and any updates to the Superintendent of Schools.

Recovery

Each school will coordinate with District and other local community resources to assist in recovering from a violent incident.

Actions for recovery may include, but are not limited to: (examples)

Mental health counseling (students and staff)

- Provided and coordinated by District counseling staff
- Coordinated by District counseling staff supported by resources within the Caledonia-Mumford CSD community

Building security

- Coordinated through the Superintendent's Office at the District level
- Coordinated at the building level by the Principal or designee

Facility restoration

- Coordinated through the Superintendent of Buildings and Grounds

Post-incident response critique

- Coordinated at the building level by the Principal. This critique may involve other involved District departments including Operations and Maintenance, Transportation and Security depending on the degree and nature of the incident.

Post-Incident Response Guide

- Post-incident Response Teams may utilize all, or part of, the Post-Incident Response Guide located in the Recovery section of the District wide plan depending on the nature and degree of the incident.
- Should the event be of such a nature and degree that District, local and contracted services for any of the above recovery actions are not sufficient, the District will assist in coordinating with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources.

APPENDIX A

→ CMCS D District and Building-level Administrative Personnel

→ Emergency Operations Team (EOT) Members

<u>Building Name</u>	<u>Address</u>	<u>Contact Name</u>	<u>Telephone #</u>
Caledonia-Mumford District Office	99 North Street Caledonia, NY 14423	Superintendent Robert Molisani	585-538- 585-538-3450 fax
Caledonia-Mumford District Office	99 North Street Caledonia, NY 14423	Business Administrator Jeremy Nardone	585-538-3401 585-538-3450 fax
Caledonia-Mumford Bus Garage	99 North Street Caledonia, NY 14423	Transportation Ronald Otto	585-538-3412 585-538-3424 fax
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Buildings/Grounds Richard Ganino	585-538-3425 585-538-3430 fax
Caledonia-Mumford Elementary School	99 North Street Caledonia, NY 14423	Principal David Bulter	585-538- 585-538-3460 fax
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Principal Rebekah Chenaille	585-538- 585-538-3470 fax

APPENDIX B

→ Administrative Phone Tree

Building Name	Address	Contact Name	Telephone #
Caledonia-Mumford District Office	99 North Street Caledonia, NY 14423	Superintendent Robert Molisani	585-538-3410 585-538-3450 fax 585-303-██████
Caledonia-Mumford District Office	99 North Street Caledonia, NY 14423	Business Administrator Jeremy Nardone	585-538-3401 585-538-3450 fax 585-794-██████
Caledonia-Mumford Bus Garage	99 North Street Caledonia, NY 14423	Transportation Ronald Otto	585-538-3412 585-538-3424 fax 585-303-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Buildings/Grounds Richard Ganino	585-538-3425 585-538-3430 fax 585-205-██████
Caledonia-Mumford Elementary School	99 North Street Caledonia, NY 14423	Principal David Bulter	585-538-3415 585-538-3460 fax 585-303-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Principal Rebekah Chenaille	585-538-3455 585-538-3470 fax 585-704-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Director of Pupil Services Megan Rogers	585-538-3455 585-538-3470 fax 585-216-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	MS/HS Assistant Principal Tim McArdle	585-538-3173 585-538-3470 fax 716-498-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Elem. Assistant Principal Michele Meyer	585-538-3433 585-538-3460 fax 716-812-██████
Caledonia-Mumford Middle/High School	99 North Street Caledonia, NY 14423	Director of Technology Wendy Villone	585-538-3455 585-538-3470 fax 585-749-██████

APPENDIX C

→ Cafeteria Inventories – by school

Formula = Number of students x ½ hour time periods to eat.

Normal daily feeding capacity for district = 650

Average food supply in storage is for 1 week.

Elementary School:

<u>Time</u>	<u>Grade Level</u>	<u>Number of Students</u>
10:20-11:00	K	50
11:00-11:50	1 & 2	130
11:30-12:10	3	50
11:40-12:30	4 & 5	125

Middle / High School:

<u>Time</u>	<u>Grade Level</u>	<u>Number of Students</u>
10:47-11:17	11 & 12	110
11:30-12:00	9 & 10	120
12:04-12:34	6, 7 & 8	190

APPENDIX D

Vehicle and Fuel Inventories

- **Heavy Equipment Inventory**
- **Transportation Department Vehicle Inventory**
- **Fuel Inventory**
- **Transportation / bussing needs by school**

Heavy Equipment Inventory

Year	Description
2003	Rain Reel model 1015 (replaced Honda engine 2016)
2004	North Star Portable Generator (4500 watts)
2006	Kubota BX 1850 small Tractor with Broadcast Spreader
2013	John Deere Field Groomer
2013	Titan Power Liner paint sprayer
2015	Ford F-250 4X4 with Fisher 8-10 Snowplow
2015	Land Pride All Flex Gang Mower
2016	Kubota M6060 4X4 Tractor with Loader, Forks and Snow Blower
2016	Land Pride 5ft 3 point snow blower
2016	John Deere Gator
2007	Chrysler Town and Country Van (Driver Ed)
2007	Dodge Grand Caravan CV (Bus Garage)
2017	Ford F-250 Pickup Truck with 8' snowplow (Bus Garage)
2021	John Deere 970 zero turn lawn mower
2021	Kubota RTV 1100 with V-plow, broom and drop spreader

Transportation Department Vehicle Inventory

The District currently operates a fleet of 20 school buses. (wc) = wheelchair bus

Bus #	Year	Make	Capacity	Bus #	Year	Make	Capacity
86	2007	International	65/54/WC	89	2009	International	66
90	2010	International	66	91	2011	International	66
92	2012	International	66	93	2013	International	66
94	2014	International	66	95	2015	International	66
96	2015	International	66/54-1WC	97	2016	International	66
98	2016	Thomas/Freightliner	66	99	2017	International	66
100	2016	Ford Microbird Van	Bus-12	101	2017	Ford Transit 150 Van	9
102	2018	Thomas/Freightliner	66	103	2019	Thomas/Freightliner	66
104	2020	Thomas/Minitour	20	105	2020	Thomas/Minitour	24/1WC
106	2022	Bluebird	65	107	2022	Kia Sedona LX	8
108	2022	Bluebird	65				
	2006	Ford Pickup (Blue Service Truck)					
	2007	Chrysler Town & Country white van					
	2015	Ford 250 (Gray Maintenance Truck)					
	2017	Ford 250 (Gray Maintenance Truck)					
	2020	Dodge Durango (Driver Ed)					

Fuel Inventory

1. One 4,000 gallon above ground tank containing diesel fuel.
2. One 2,000 gallon above ground tank containing gasoline fuel.

Transportation / bussing needs by school

Elementary School:	333 students + 68 staff	=	6 buses	(60 each)
Middle School:	184 students + 29 staff	=	4 buses	(45 each)
High School:	236 students + 50 staff	=	6 buses	(45 each)
Middle and High School			10 buses	(45 each)

APPENDIX E

- **CMCSD Floor Plans of each district building**
- **CMCSD campus / site plan**
- **CMCSD District Map**

Maps are enclosed on the following pages.

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APPENDIX F

→ **Neighboring School Districts**

→ **Genesee Valley (GV) BOCES**

District name: Avon Central School
Address: 191 Clinton St., Avon NY 14414
Contact name(s): Mr. Ryan Pacatte, Superintendent
Phone numbers: 585- [REDACTED]

District name: LeRoy Central School
Address: 2-6 Trigon Park, LeRoy NY 14482
Contact name(s): Merritt Holly, Superintendent
Phone numbers: 585- [REDACTED]

District name: Wheatland-Chili Central School
Address: 13 Beckwith Ave., Scottsville NY 14546
Contact name(s): Dr. Deborah Leh, Superintendent
Phone numbers: 585- [REDACTED]

District name: York Central School
Address: PO Box 102, Retsof NY 14539
Contact name(s): Mr. David Fuletti, Superintendent
Phone numbers: 585- [REDACTED]

District name:
Address:
Contact name(s):
Phone numbers:

District name:
Address:
Contact name(s):
Phone numbers:

Genesee Valley BOCES

GV BOCES Superintendent
GV BOCES Health & Safety Office
CSHN Center

Kevin MacDonald
Carol Rinere
Kim McLaughlin

585- [REDACTED]
585- [REDACTED]
585- [REDACTED]

APPENDIX G

→ Educational Facilities associated with CMCS D other than Public Schools

Facility name: School of the Holy Childhood
Address: 100 Groton Pkwy, Rochester, NY 14623
Contact name(s):
Phone numbers: 585 359-3710

Facility name: Hillside Crestwood
Address: 2075 Scottsville Road, Rochester NY 14623
Contact name(s):
Phone numbers: 585 429-2710

Facility name: Monroe 1 Bird Morgan
Address: 120 East Avenue, east Rochester, NY 14445
Contact name(s):
Phone numbers: 585-586-1850

Facility name: Monroe 2
Address:
Contact name(s):
Phone numbers:

Facility name:
Address:
Contact name(s):
Phone numbers:

Facility name:
Address:
Contact name(s):
Phone numbers:

APPENDIX H

→ Emergency Response Agencies

Law Enforcement

Village of Caledonia Police	Jared Passamonte	538-6200
Livingston County Sheriff's Dept.	Sheriff Thomas Dougherty	243-7120

NYS Police Troop A	EMNCO	585-344-6200
4525 West Saile Drive	SCOC	716-699-2657
Batavia, NY 14020		

NYS Police Troop E	EMNCO	585-398-4100
1569 Rochester Road	SCOC	585-398-4129
Canandaigua, NY 14425		

NYS DEC Hotline	Oil and HAZMAT Spill	1-800-457-7362
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New York State Intelligence Center Counter Terrorism Zones (CTZ)
Zone 11 (Wayne, Cayuga, Seneca, Ontario, Livingston and Yates Counties)
585-398-4100

Zone 10 (Niagara, Orleans, Genesee, and Wyoming Counties)
716-297-0755

Livingston County Emergency Management

Emergency Management Office	Andrew Brodell	585-243-7160
3360 Gypsy Lane		
Mt. Morris, NY 14510		
Newark, NY 14513-9201		

Fire / Emergency Medical Services

Caledonia Fire Department	RJ Kantowski	585-538-6130
Mumford Fire Department	Mike Burnside	585-538-2330

APPENDIX I

→ Government Agencies

Town of Caledonia Offices:	Daniel Pangrazio	585-538-4927
Village of Caledonia Offices:	Scott DiLiberto	585-538-6565
Town of Caledonia Highway Dept.	Mark Schroeder	585-538-2288
Village of Caledonia DPW	Christopher Buckley	585-538-2253
Town of Wheatland Highway Dept.	Josh Davis	585-538-6535
Livingston County Supervisor:	Eric Gott	585-243-7030
Livingston County Mental Health	Jennifer Rodriguez	585-243-7250
Livingston County Dept. of Health	Jennifer Rodriguez	585-243-7270

APPENDIX J

→ Utility Companies

Rochester Gas & Electric
Contact:

Gas Odor

585-546-1100

National Grid
Contact:

Emergency
Avon Office

1-800-867-5222
585-226-4000

Water Authority
Contact:

585-538-2253

APPENDIX K

→ Medical Resources

District Physician(s):	Northern Star Medical		585-359-3200
Poison Control:	Liv. Co. Health Dept.	Jennifer Rodriguez	585-243-7270
Hospital:	Strong Memorial		585-275-2100
Hospital:	Rochester General		585-922-4000
Hospital:	United Memorial Batavia		585-343-6030
Livingston County Mental Health		Jennifer Rodriguez	585-243-7250
Livingston County Dept. of Health		Jennifer Rodriguez	585-243-7270

APPENDIX L

**→ Procedure for Emergency Use of Automatic External Defibrillators
(AED PLAN)**

PROCEDURE FOR EMERGENCY USE OF AUTOMATIC EXTERNAL DEFIBRILLATORS

PURPOSE: The **Caledonia-Mumford CSD** acknowledges the importance of automatic external defibrillation (AED) in the event of a sudden cardiac arrest and thus supports the implementation of a solid Public Access Defibrillation (PAD) Program pursuant to the New York State Department of Health Laws of 1998, Chapter 552 (The State Education Department/The university of the State of New York, James Butterworth, 2001. Public Access Defibrillation in Schools, attached.) The purpose of this law is to make available in schools portable defibrillator units that can be utilized by community members and school staff (who have been trained and certified in CPR/AED by a Nationally-Recognized Organization) in the event of a life threatening cardiac emergency.

OVERVIEW: The **Caledonia-Mumford CSD** will follow the requirements of PAD Program policies as set forth by the New York State Department of Health (DOH), Bureau of Emergency Medical Services, 9/4/98. Accordingly, the **Caledonia-Mumford CSD**:

1. Has identified in written contract, **Workfit Medical**, to serve as the District's "Emergency Health Care Provider (EHCP)" which includes a Collaborative Agreement signed by both this **Caledonia-Mumford CSD** and its EHCP.
2. Has chosen to utilize the Department of Health approved CPR and AED training courses for AED users by the **American Red Cross**.
3. Has the fully executed Collaborative Agreement with the EHCP which:
Includes written procedures providing training requirements for AED users;
Directs immediate notification of 9-1-1;
Directs ready identification of AED location;
Provides for regular maintenance and checkout procedures of AEDs per manufacturer recommendations;
Details documentation requirements;
Defines participation in a regionally approved quality improvement (QI) program as per the EHCP or his/her designee.
4. Has filed a copy of "The Notice of Intent to Provide PAD" (DOH 4135) and a signed copy of the Collaborative Agreement with the Regional Emergency Medical Services.
5. Forwarded an Intent Form Letter with marked floor plans (stating the location of each AED unit) is on file with all responding Fire Responding Departments (EMS/Fire/Police Departments).
6. Has developed QI Participation, Data Submission and Documentation Requirements.

PROCEDURE:

1. Location and Storage:

Wall Cabinets: AEDs will be held in an affixed wall cabinet in a central location in each building, accessible to all persons anytime during the day or evening hours (including weekend hours) when the building is open. The wall cabinets will comply with all fire code and ADA policies. Each AED unit will be stored with all necessary Infectious Control Equipment (razor, one-way pocket airway mask, vinyl gloves, scissors, towel or gauze dressings) as well as an extra set of electrodes, an incident report and a writing utensil.

Athletic Trainer Unit: An AED in the care of the athletic trainer will be kept for the purposes of coverage during athletic events (practice or contest events) for use as needed on athletes or other bystanders. The athletic trainer will have specific storage accommodations for this designated AED and its accessories.

2. Notification Process

Notification of a medical emergency involving the use of the AED may occur anytime during the day, evening or weekend by anyone of the following:

Removal of AED from wall cabinet. Anytime the AED cabinet is opened, an alarm is activated from the wall cabinet;

Notification of the main office by telephone or in person of the type and location of incident;

Notification of employees by visitors to teacher or other staff;

Discovery of a cardiac related emergency by employee.

3. Response Process

The Response Process with the AED unit will vary depending on the time of day and Building status. Accordingly, the applicable following procedure will be followed:

a. Day Response (When Main Office is Open)

Emergency Recognition/Removal of AED from Wall Cabinet: Witness will be designated to notify Main Office and (if trained) retrieve AED. Removal from cabinet will cause the cabinet to emit an audible alarm.

Notification of the Main Office: Once notified by witness, the clerical staff in the main office will perform the following:

Notify AED Team and nurse of the location of the incident for their assistance in the emergency, and

Notify 9-1-1 and provide the following information:

Name and address of school;

Nature of incident and location;

Most accessible entrance for Emergency Responders;

Instruct an employee to meet the Emergency Responders and direct them to the incident.

Caller is to remain on the line until the 9-1-1 dispatcher instructs the caller to hang up.

Notification of Next of Kin: Once the 9-1-1 call is completed, all attempts should be made by the main office to contact next of kin that an emergency is in progress and that the patient will be transported to the closest facility. Family or significant others may be advised to meet at the treating emergency department.

AED Usage: AED usage is outlined in the section of this document entitled: Usage.

Defibrillator Incident Report Form: Once the AED is used and the victim is transferred to EMS, the AED Team/Nurse is to complete the Defibrillator Incident Report Form and provide the completed form to the main office.

Re-inventory: Once wall cabinets are opened for any reason or a portable AED unit is used, they must be re-inventoried by the Caledonia-Mumford CSD's PAD Coordinator for return-to-service status. This process ensures that all components of the AED are in service and that necessary accessories are complete.

b. **When Main Office is Not Open (Weekends, Evenings, Before School)**

Emergency Recognition/Notification of AED Responder: Once notified of an incident, the Employee in building or on school grounds (i.e. athletic trainer, coach, etc.) will perform the following:

1. Notify 9-1-1 and provide the following information:
 - a. Name and address of school;
 - b. Nature of incident and location;
 - c. Most accessible entrance for Emergency Responders;
 - d. Instruct an employee to meet the Emergency Responders and direct them to the incident.

Caller is to remain on the line until the 9-1-1 dispatcher instructs the caller to hang up.

AED Response: Once the 9-1-1 call is completed, Employee will remove the AED from the wall cabinet and proceed to the incident location. Responder will then follow section of this document entitled "Usage".

Defibrillator Incident Report Form: Once the AED is used and the victim is transferred to EMS, the Worker is to complete the Defibrillator Incident Report Form and provide the completed form to the main office.

Re-inventory: Once wall cabinets are opened for any reason or a portable AED unit is used, they must be re-inventoried by the Caledonia-Mumford CSD's PAD Coordinator for return-to-service status. This process ensures that all components of the AED are in service and that necessary accessories are complete.

4. **Usage:**

The AED unit is a device to treat patients in cardiac arrest until the emergency personnel arrive and take over patient care. Responders are only to operate under their scope of training. The Standard AED Procedure is as follows:

NOTE: If AED is not immediately available, perform CPR until LIFEPAK 500 unit arrives on scene. Use of the AED is authorized for emergency response personnel trained in CPR and use of the AED.

Assess the scene for safety.

Determine unresponsiveness.

Activate 911/Main Office & give all pertinent information.

Open Airway (A).

Check for Breathing (B) –

If breathing, assist breathing if necessary.

If no breathing, give two breaths.

Check for pulse (C).

- a. If pulse is present, continue to monitor breathing.
If no pulse, start CPR and apply AED immediately.

Apply AED to victim.

Turn on AED.

Apply electrodes to patient's bare chest according to diagram on electrodes. (Note: Shave chest hair if it is so excessive it prevents a good seal between electrodes and skin. Remove nitro patches and wipe area dry with cloth. Wipe chest area dry if damp.) Press firmly. Stand clear of victim while machine analyzes heart rhythm.

Follow AED Prompt:

SHOCK ADVISED

Clear area, making sure no one is touching the victim.

Push the Shock button when instructed.

Device will analyze and shock victim up to three times.

After 3 shocks, device will prompt to check pulse & if no pulse, start CPR.

If no pulse, perform CPR for one minute. Device will countdown one minute of CPR and will analyze when CPR time is over.

NO SHOCK ADVISED

Device will prompt to check pulse and if no pulse, start CPR.

If pulse is absent, do CPR for one minute.

If pulse is present, check breathing. If victim is not breathing or breathing abnormally, assist with ventilations at a rate of 12 per minute (1 breath every 5 seconds).

AED will reanalyze after one minute.

Continue cycles of analyses, shocks (if advised) and CPR until professional help arrives. Leave AED attached until EMS arrives and disconnects AED.

5. Maintenance and Testing:

Unless in use, the AED will be stored in their designated wall cabinets or with the portable athletic director. The function of the equipment will be evaluated by the PAD Coordinator or designee anytime the AED is used. Monthly AED audits will be conducted and recorded by the PAD Coordinator or designee to ensure that equipment is not missing and/or damaged. Any unusual damage or use will be reported to the PAD Coordinator or designee and attended immediately. Disposable supplies must be replaced immediately after use. The AED unit will be considered out-of-service until the supplies are replaced and the unit is fully functional and available. An Inventory Readiness Form will be kept with the units for completion upon audits.

APPENDIX M

→ Pandemic Planning Model and Action Guide

Caledonia-Mumford Central School District

Public Employer Health Emergency Plan



This plan has been developed in accordance with NYS legislation S8617B/A10832

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Promulgation

Caledonia-Mumford Central School District

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of Caledonia-Mumford Support Staff Association, Caledonia-Mumford Administrators Association and Caledonia-Mumford Teacher Association as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of Caledonia-Mumford Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day: 2/23/2021

By: Mr. Robert Molisani

Signature: _____

Title: Superintendent

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Caledonia-Mumford Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately and go home.
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations daily and as needed throughout the day.
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

Concept of Operations

The Superintendent of Caledonia-Mumford Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of Caledonia-Mumford Central School District shall be notified by email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and District Messaging System. Other interested parties, such as vendors, will be notified by phone

and/or email as necessary. The Superintendent or his/her designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Caledonia-Mumford Central School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of Caledonia-Mumford Central School District, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Caledonia-Mumford Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of Caledonia-Mumford Central School District

The Caledonia-Mumford Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Caledonia-Mumford Central School District have been identified as:

Caledonia-Mumford Central School District

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions ensuring compliance with all CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	1
School Business Administrator	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.	1
Director of Curriculum and Instruction	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Report to the Superintendent of Schools directly. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	1
Administrators	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	1
Superintendent of Buildings and Grounds	Coordinates functions with the Superintendent of Schools, Business Official, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures and methods of reporting and receiving issues and	1

	<p>concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates and trains staff on proper handling and use of tools and chemicals as per the manufacturer, CDC, DOL and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL and DOH policies while on school district property.</p>	
Custodians	<p>Coordinates activities with and updates the Superintendent of Buildings and Grounds. The Superintendent of Buildings and Grounds and Custodians will oversee and ensure school buildings are being cleaned properly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products and protocols. Provides a direct line of communication from custodial staff to the Superintendent of Buildings and Grounds. Keeps records of and controls inventory. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet District needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.</p>	1
Building Maintenance Worker	<p>Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Superintendent of Buildings and Grounds. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times. The Superintendent of Buildings and Grounds will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.</p>	1

Caledonia-Mumford Central School District

Technology Department	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day-to-day operations, and educational needs.	1
Nurses	Assists with the goals of the District. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinated activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	1
Clerical Team	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while onsite. Administration will provide the necessary means and materials to safely and effectively work in a remote setting as well.	1
Instructional	Provide required Prek-12 Instruction as required by Commissioner Regulations.	1
Food Service	All Food Service operations will be determined by the School Business Administrator. All District protocols will be initiated by the District Food Service Contractor.	1

Transportation	Transportation will provide services directed by the School Business Administrator. The Transportation Coordinator will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and the Transportation Supervisor has received proper training for cleaning and sanitizing buses. The Transportation Supervisor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Supervisor will schedule staff and bussing pickup and drop off according to the needs of the district. The District will continually inform staff and parents of changes to procedures as necessary.	1
B.O.E	The Board of Education and Superintendent of Schools will develop and implement school policy and procedures.	1
Cleaners	Custodial staff will work as directed by the Superintendent of Buildings and Grounds. The Superintendent of Buildings and Grounds will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitization and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols as well as those required by the CDC, DOL (PESH), and DOH while providing services and on breaks.	2
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Superintendent of Buildings and Grounds. All outside contractors will notify the Superintendent of Buildings and Grounds when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the	3

	proper PPE to comply with District policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	
Outside Deliveries	Deliveries will be coordinated with the Superintendent of Buildings and Grounds. The Superintendent of Buildings and Grounds will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at District and strictly adhere to district policy while on site.	3

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/ Titles	Justification
Information Technology	<ul style="list-style-type: none"> Director of Technology IT Technician 	<ul style="list-style-type: none"> The Director of Technology establishes all priorities for IT tasks and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support
Administration	Superintendent of Schools	The Superintendent is the decision maker for the entire district.
Operations	School Business Official Accounts Clerk/Treasurer	The School Business Official ensures all essential functions are maintained.
Education	General Education Teachers Special Education Teachers Special Area Teachers	Responsible to deliver the District's Continuity Instructional Plan.

	Library Media Specialist	
Facilities	Superintendent of Buildings and Grounds	The Superintendent of Buildings and Grounds maintains the necessary level of cleaning and sanitizing
Administration	Principals	The Principals are the liaisons between student, families, and employees in the building
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodians and Cleaners	Performs all cleaning and sanitization and necessary upkeep of the buildings
Support	Clerical Team	Provides necessary support for all Administrators
Health Services	Nursing	Directs all Health Services

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the District Administrative Staff will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Caledonia-Mumford Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week.

Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Superintendent of Buildings and Grounds will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation
 - b. Employees and contractors must have immediate access to PPE in the event of an emergency

- c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Superintendent of Buildings and Grounds will be responsible for ensuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six-month supply of PPE as directed above for all faculty and students. An extra supply of PPE will be available in the buildings for the Principals, Nurses or Custodial staff. The Caledonia-Mumford Central School District participates in the Genesee Valley Cooperative Bid Purchasing Agreement. It provides a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secure central location. Access to the surplus PPE can only be made by the Superintendent of Buildings and Grounds as this will ensure the accurate accountability of all supplies on hand. The Superintendent of Buildings and Grounds will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 - 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 10 days or other current CDC/public health guidance for the communicable disease in question.
 - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. All necessary parties will be notified of staff exposure through contact tracing
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
 - 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.

- c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
- d. If at any time they exhibit symptoms, refer to item B below.
- e. The Superintendent of School or his/her designee, in the organization is the decision maker in these circumstances and who is responsible for ensuring these protocols are followed.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

- 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
- 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
- 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
- 4. Caledonia-Mumford Central School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
- 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
- 6. The Superintendent of School or his/her designee must be informed in these circumstances and who is responsible for ensuring these protocols are followed.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

- 1. Apply the steps identified in item B, above, as applicable.
- 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.

- 3. Identification of potential employee and contractor exposures will be conducted.

If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools or his/her designee should inform all contacts of their possible

exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).

a. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

4. Superintendent of Schools, and/or his/her designee

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces daily and as needed throughout the day.
- a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected as per CDC/public health guidelines.
- b. The Custodian under supervision from the Superintendent of Buildings and Grounds will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Caledonia-Mumford Central School District is committed to reducing the burden on our employees and contractors. Provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Caledonia-Mumford Central School District, and as such are not provided with paid leave time by Caledonia-Mumford Central School District, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by Caledonia-Mumford Central School District to support contact tracing within the organization and may be shared with local public health officials.

APPENDIX N

➔ **New York State Police - Bomb Threat Instruction Card**



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:

Sex of caller: _____ Race: _____
Age: _____ Length of call: _____

Additional Information on Reverse

BOMB THREAT
INSTRUCTIONS

Number at which
call was received: _____

Time: _____ Date: _____

CALLER'S VOICE:

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

If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

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

THREAT LANGUAGE:

Well spoken/educated	Incoherent
Foul	Taped
Irrational	Message read by threat maker

REMARKS:

Report call immediately to: _____

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number _____

New York State Police
Bomb Threat Instruction Card

As a community service, the New York State Police invites you to download, duplicate and distribute this information for educational and safety purposes and non-profit use.

Please do not alter the cards in any way.

The Bomb Threat Instruction Card should be printed double-sided, four across on 11 x 14-inch, card stock with .25-inch border.

APPENDIX O

→ **Emergency Action Journal**

APPENDIX P

→ Quick Reference Guides

✓Faculty and Staff

✓School Building Administrator

Caledonia-Mumford Central School District Faculty and Staff Quick Reference Guide

Note regarding Cell Phones: Once any protective action is directed you can anticipate that many students and staff will begin using their personal **cell phones** to notify family members. It is critical at the onset that a directive is given and enforced that **NO cell phones shall be used until further notice**. The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property – all of which will make the task of managing the event much more difficult.

Hold In Place

Definition: A protective action that may be implemented when a situation warrants keeping all students, staff and visitors behind locked doors while an incident is being investigated and addressed – **NO IMMINENT THREAT**. Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable classroom or office. Classroom activities may continue as normal pending further instructions.

○ **Instructions:**

- Maintain calm
- Remain in your classroom / supervise students
- Clear hallways
- Close and lock classroom door
- Take and note attendance – wait to be asked for attendance
- Check classroom e-mail for any additional information
- Continue instruction
- Hold In Place can be cancelled by PA or other conventional means

Lockdown or Activation of Westminster Chimes (Panic Button)

Definition: A protective action that may be implemented when there is an immediate and **IMMINENT THREAT** to the building population. All steps for a Hold In Place are completed, classroom activities will cease and students will be instructed to utilize duck and cover techniques usually along interior walls while remaining out of the line of sight. Lights and window coverings remain as they are unless instructed otherwise.

○ **Instructions:**

- Maintain calm
- Remain in your classroom / supervise students
- Clear hallways
- Close and lock classroom door
- **If unable to lock door – attempt to barricade the doorway using classroom furniture**
- **Cease instruction**
- **“Duck and Cover” out of the line of sight of door window**
- **Maintain silence**
- Take and note attendance – wait to be asked for attendance
- Lights and window coverings remain as they are unless instructed otherwise
- Do not respond to fire alarm unless imminent sign of fire is observed
- Do not respond to the phone
- Do not respond to the door
- Lockdown can only be cancelled by a school administrator or police officer **IN PERSON**. Once visited by police officer or administrator, do not release students until the time designated by the officer or administrator. (All students will be released at once.)

Lockout

Definition: A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). All students and staff involved in outside activities will be brought inside and **all exterior doors and ground floor windows closed and locked**.

All internal school day activities may continue as normal – including passing between classes - pending further instructions.

- **Instructions:**

- Maintain calm
- Close and lock classroom windows
- Remain in your classroom / supervise students and continue instruction
- Check classroom e-mail for any additional information
- Lockout can be cancelled by PA or other conventional means

Medical Code Blue

Definition: A Medical Code Blue means that the school nurse and others are responding to a **life-threatening medical emergency**. It does not necessarily imply that an act of violence has occurred or that there is a threat to anyone's safety. A Medical Code Blue may be accompanied by a **Hold in Place**.

- **Instructions:**

- Maintain calm
- Remain in your classroom / supervise students and continue instruction
- If you are a member of the Medical Code Blue Team, obtain coverage for your classroom if necessary and report as directed
- Check classroom e-mail for any additional information
- Do **NOT** send students to the health office for routine medications or minor illness or injury
- Medical Code Blue can be cancelled by PA or other conventional means

Bomb Threat

Definition: A correspondence or a call, which leads a receiver of that information to believe that there may be an explosive device in the facility.

- **Instructions:**

- **If preceded by a Lockdown directive – follow those instructions.**
- Visually inspect classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the main office by PA, traditional landline telephone or runner.
- **No one should touch, handle or attempt to move any suspicious object**
- **Once a suspected explosive device is found, no cellular phone or two-way radios should be used in close proximity to the suspected device.**
- Await further instructions as to whether you will need to prepare to either:
 - Evacuate the building, - or -
 - Move to a shelter location within the building - or -
 - Remain in Lockdown / Compartmentalize

Building Evacuation / Alternate Site Evacuation

Definition: An evacuation of the building wherein the population is moved to a pre-determined location away from the building but remaining on school property or to a pre-determined alternate site that will provide shelter while an event is being addressed. Population may walk or be bussed.

An evacuation may be directed as the result of a fire alarm, bomb threat, gas leak or other emergency.

- **Instructions:**

- Maintain calm
- Remain with and supervise students at all times
- Take and note attendance – wait to be asked for attendance
- Prepare students for evacuation - **Students are NOT allowed to access their lockers unless instructed otherwise**
- Close, but do NOT lock your classroom door

Caledonia-Mumford Central School District

School Building Administrator's Quick Reference Guide

Assessment – determine the level of threat and totality of circumstances

WHAT is the nature of the apparent emergency?

WHERE is it taking place?

WHAT is the apparent level of threat to anyone's safety?

HOW much time do I have?

If it appears that there is a **serious, imminent-type threat** – your response must be immediate and proportionate.

Notifications – to inform and request assistance

Ensure that the proper persons are notified within the **building and at the Central Office** in a timely manner to keep them informed as to the nature of the incident as well as **potential danger zones to be avoided**, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

Internal Notifications – within School / within School District

Contact without delay:

- **Superintendent: Robert Molisani**
- **Business Administrator: Jeremy Nardone**

ext:

ext:

cell: 585-

cell: 585-

Building level – Public Address system, building e-mail, two-way radios, conventional landline or cellular telephones, or a runner. Immediately notify and provide the appropriate amount of information on the event to the following building occupants so that they may respond correctly:

- Other administrators within your building
- Other administrators in other building
- Main Office staff
- School Resource Officer
- Custodian
- Nurse
- Teachers and Support Staff

Phone Paging information – Use the following tables to select the area(s) you want to page from a District IP phone.

Building/Locations	Dial/Action Code
Cal-Mum HS only	7777 ##005
Cal-Mum MS only	7777##006
Cal-Mum MS and HS	7777##000
Cal-Mum ES	7676##00

District level – Conventional landline or cellular telephones, district e-mail, two-way radios.

You may assemble the necessary information and delegate some of the appropriate notification tasks to: **Sue Voos, Secretary to the Superintendent at District Office at extension 3400**. Mrs. Voos will have the appropriate contact information for each entity.

Caledonia-Mumford School District / Two – way radio channels

Channel #1	Building Emergency Response Channel
Channel #2	Cal-Mum Administrative Team

The following district personnel represent the District's **Emergency Operations Team (EOT)** that would assist the respective Building Principal.

Superintendent	Robert Molisani	x 3410	cell:	
Business Administrator	Jeremy Nardone	x 3401	cell:	
Superintendent of Buildings and Grounds	Richard Ganino	X3425	cell:	
Director of Transportation	Ronald Otto	x 3412	cell:	

External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary direct someone to call 9-1-1 and to stay on the line. Provide the operator with as much information as possible including the safest and most direct access to the location of the incident including the driveway to enter and the specific door to enter. If safe to do so, remain on the line and have someone meet the first responders at the designated location to direct them to the scene.

In any case when 9-1-1 is contacted for a Police, Fire or EMS response, the Office of the Superintendent should be notified as soon as possible.

For ambulance requests, be very specific regarding the injured or ill person's condition. If the patient's condition worsens, call back 9-1-1 to update them – which could hasten the response of the Emergency Medical Services.

Protective Action Options – how to best protect building occupants

Based upon the initial assessment of the situation, determine what, if any, appropriate protective action should be initiated to protect students and staff from harm. **Err on the side of safety.**

Critical initial question to answer: Would it be safer to remain inside the school or would it be safer to evacuate the building?

- **Safer to remain within the building? - OPTIONS:**

- **Hold In Place– No imminent threat** – all behind a locked door – limited movement by response team
- **Lockdown – Activation of Westminster Chimes (Panic Button) - Imminent threat** –all behind a locked door – NO MOVEMENT
 - Notify students and staff who are outside
 - Notify students and staff in areas that cannot hear PA announcement
 - Implement plans to secure students and staff in areas of the building that cannot be secured
- **Lockout** – potential danger *outside* of building - secure perimeter only
- **Shelter-in-Place** – generally for a short duration – i.e.: severe weather event / bomb threat during bad weather
- **Sheltering** – possible extended duration – i.e.: protracted weather event

- **Safer to evacuate the building? - OPTIONS:**

- **Fire Evacuation**
- **Building Evacuation** (Bomb Threat, Gas leak, etc...) – **outside of building but remaining on campus**
 - Consider your fair and foul weather options
- **Building Evacuation** – moving to an **Alternate Site off-campus** – or – to a staging area
 - Initiate plans to move to pre-determined site(s)
 - Transportation considerations
 - Walking to site
 - Being bussed to site
 - Walking to staging area to board or await buses
 - Notification of site
 - Students / staff with special needs

- **Traffic control** - based upon the nature of the event, determine if it would be prudent to assign someone limit vehicle traffic entering the campus to authorized vehicles only.

Utilize the specific plans outlined in your Building's Emergency Planning Summary to implement the appropriate protective action options.

APPENDIX Q

- ➔ **New York State Police - Threat Assessment Model**
- ➔ **Threat Assessment Data Collection Guide**

New York State Police Threat Assessment Model, (2007)

Threat reported to principal

Assemble school threat assessment team

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

Evaluate threat

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

Decide whether threat is clearly *transient* or *substantive*

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

Threat is clearly transient

Respond to transient threat

- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

Decide whether substantive threat is plausible or imminent

Plausible

Respond to plausible threat

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

Imminent

Respond to imminent threat

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

NEW YORK STATE SCHOOL SAFETY GUIDE THREAT ASSESSMENT

Types of Threats

1. **Direct**
 - Threat identifies a specific act against a specific target delivered in a straightforward, clear and explicit manner.
2. **Indirect**
 - Tends to be vague, unclear and ambiguous.
 - Violence is implied, but threat is phrased tentatively.
 - Suggests only that a violent act could occur, not that it will occur.
3. **Veiled**
 - Strongly implies but does not explicitly threaten violence.
4. **Conditional**
 - Often seen in extortion cases.
 - Warns a violent act will happen unless certain demands or terms are met.

Levels of Risk

1. **Low Level**
 - Possess a minimal risk to the victim and public safety.
 - Is vague and indirect.
 - Information is inconsistent, implausible or lacks detail.
 - Lacks realism or is not realistic.
 - Content suggests person is unlikely to carry out the threat.
2. **Medium Level**
 - Could be carried out, although it may not appear entirely realistic.
 - More direct and more concrete than a low level threat.
 - Wording suggests the individual has given some thought to how the act will be carried out.
 - Includes a general indication of place and time, but its signs still fall well short of a detailed plan.
 - No strong indication that the individual has taken precautionary steps.
 - Statements seek to convey that the threat is not empty: "I'm serious!" or "I really mean this!"
3. **High Level**
 - Direct, specific, and plausible.
 - Appears to pose imminent and serious danger to safety of others.
 - Suggests concrete steps have been taken (stalking or acquisition of a weapon)
 - Almost always requires bringing in law enforcement.

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

Star areas of concern	Eleven Key Areas
1.	What are the student's motive(s) and goals?
	What motivated the student to make the statement or take the actions that caused him/her to come to attention?
	Does the situation or circumstance that led to these statements or actions still exist?
	Does the student have a major grievance or grudge? Against whom?
	What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2.	Has the student shown inappropriate interest in any of the following?
	School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

3.	Have there been any communications suggesting ideas or intent to attack?
	What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and or intentions?
	Have friends been alerted or "warned away"?
4.	Has the student engaged in attack-related behaviors? These behaviors might include:
	Developing an attack idea or plan
	Making efforts to acquire or practice with weapons
	Casing or checking out, possible sites and areas for an attack
	Rehearsing attacks or ambushes
5.	Is the student's conversation and "story" consistent with his or her actions?
	Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

6.	Does the student have the capacity to carry out an act of targeted violence?
	How organized is the student's thinking and behavior?
	Does the student have the means: e.g., access to a weapon, to carry out an attack?
7.	Is the student experiencing hopelessness, desperation and/or despair?
	Is there information to suggest that the student is experiencing desperation and/or despair?
	Has the student experienced a recent failure, loss and/or loss of status?
	Is the student known to be having difficulty coping with a stressful event?
	Is the student now, or has the student ever been, suicidal or "accident-prone"?
	Has the student engaged in behavior that suggests that he or she has considered ending their life?

8.	Does the student have a trusting relationship with at least one responsible adult?
	Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	Is the student emotionally connected to-or disconnected from-other students?
	Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9.	Are other people concerned about the student's potential for violence?
	Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	Are those who know the student concerned about a specific target?
	Have those who know the student witnessed recent changes or escalations in mood and behavior?

APPENDIX R

→ Standard Crisis Response Checklist (ABBREVIATED)

Standard Crisis Response Checklist

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples are: death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis event or a natural disaster.

Throughout this process, sensitivity to the wishes of the family/families involved will be a primary concern.

The following checklist represents the more common tasks that will generally need to be addressed in some manner in the immediate aftermath of a crisis – and after it is determined that there is no active, imminent threat to anyone's safety .

Initial tasks for Building Principal and Superintendent of Schools:

- _____ Building Principal (or designee) receives notification, verifies the information, and determines initially what can be shared.
- _____ Building Principal contacts the Superintendent of Schools, Assistant Superintendent of Schools and Public Information Specialist.
- _____ Superintendent coordinates with the Public Information Specialist on the initial release / dissemination of known information to the appropriate school and community stakeholders to include the Board of Education.
- _____ Building Principal initiates the phone tree alerting the building-level crisis team of the event and schedules a meeting at the earliest convenience – including nights or weekends where necessary.

Crisis Team gathers the facts of the case and develops a plan of action:

- _____ Assesses necessary crisis support needs for students
- _____ Determines the necessary support for staff (e.g., substitute teachers, additional support staff).
- _____ Contacts other Crisis Teams within district and neighboring districts as appropriate to keep them informed and possibly to request assistance.
- _____ Designates support stations for students, faculty and staff and determines coverage as necessary.

With the assistance of the Public Information Specialist prepares a fact sheet to distribute to staff members and a script to respond to telephone calls.

Information *may* include:

- Available facts about the incident
- Suggestions for responding to students needs
- How to access support stations
- Identification of at-risk students
- Information about memorial services

Determines notification process for students, faculty, staff, parents and community in consultation with Superintendent of Schools and Public Information Specialist.

Assigns members of the building Crisis Team to monitor the student, staff member, or other impacted member's schedule for that day.

Schedules follow-up meeting to plan for ongoing needs.

Building Principal may initiate the faculty / staff phone tree to inform individuals and or to call a faculty / staff meeting.

If possible, such a faculty / staff meeting should be held before the start of the school day and where the following information should be distributed:

- A script/announcement for faculty and staff to read to their students or staff.
- A reminder that the school day should continue in as normal a routine as possible where appropriate.
- An announcement regarding the availability of the building Crisis Team for debriefing.
- A reminder that any communication with the public regarding the incident should be done only through the Public Information Specialist or designated spokesperson(s).

Evaluates the effectiveness of procedures and determine any follow-up steps and completes an evaluation form on the incident and our response.