

SWEET HOME CENTRAL SCHOOL DISTRICT



DISTRICT WIDE SCHOOL SAFETY PLAN

2023 - 2024
TABLE OF CONTENTS

INTRODUCTION

SECTION 1000: GENERAL CONSIDERATIONS

A. Purpose.....	1100	B.
District-Wide Safety Team Members.....	1200	C.
Concept of Operations.....	1300	D.
Plan Review and Public Comment.....	1400	

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of Sites of Potential Emergencies..... 2100 - 2102 B.
Plans for Taking the Following Actions in Response to an Emergency Where
Appropriate..... 2200 - 2240 C.
District Resources Available for Use During an Emergency..... 2300 - 2335 D.
Descriptions of Procedures to Coordinate School District Resources and Manpower During
Emergencies 2400 - 2410 E. Procedures for Annual
Multi-Hazard School Training for Staff and
Students..... 2500
F. Procedures for the Review and Conduct of Drills and Other Exercises to Test the Components of
the Plan..... 2600

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and Procedures for Responding to Implied or Direct Threats of Violence by Students,
Teachers, Visitors and Others..... By Policy Number
B. Standard Operating Procedures for Emergencies..... 3101 - 3151 C.
Policies and Procedures to Contact Parents, Guardians or Persons in Parental Relation in the Event
of a Violent Incident or an Early
Dismissal..... 3200 - 3210

TABLE OF CONTENTS - Continued

SECTION 4000: COMMUNICATION WITH OTHERS

A. Description of the Arrangements for Obtaining Assistance From
Emergency Responders and Local Government Agencies..... 4100
B. Article 2-B of the Executive Law..... 4200 C.
Non-Public School Information and Procedures to Contact..... 4300 - 4305

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and Procedures Related to School Building Security
B. Policies and Procedures for the Dissemination of Informative
Materials Regarding the Early Detection of Potentially Violent Behaviors
C. Appropriate Prevention and Intervention Strategies..... 5200 D.
Strategies for Improving Communication Between Students and
Staff and Reporting Potentially Violent Incidents
E. Description of Duties and Required Training of Hall Monitors and
Other School Safety Personnel..... 5400
F. Crisis Management Plan..... 5500

APPENDICES:

[Appendix I: Buildings covered by the District Plan](#)

[Appendix II: Outside Resources](#)

[Appendix III: Law Enforcement & Security Professional Services Contracts/MOUs](#)

[Appendix IV: Public Employer Health Emergency Plan](#)

[Appendix V: Cybersecurity Incident Response Plan](#)

SECTION 1000: GENERAL CONSIDERATIONS & PLANNING GUIDELINES A.

[Purpose](#) 1100 B.

[Identification of School Teams](#)1200 C.

[Concept of Operations](#) 1300 D.

[Plan Review and Public Comment](#) 1400

INTRODUCTION

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

recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

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

1100

A. PURPOSE

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Sweet Home Central School District Board of Education, the Superintendent of Sweet Home 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.

The Assistant Superintendent for Talent & Equity has been designated as the Chief Emergency Officer and is charged with coordinating between staff and first responders, ensuring staff understanding of the district-level safety plan, and ensuring that Building Level plans are updated yearly.

1200

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

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

[The Sweet Home Central School District - Safety Committee 2023-2024](#)

TBD SRO, Amherst Police Dept.
Ray Bailey High School Assistant Principal
JoAnn Balazs Assistant Superintendent for Talent & Equity
Kathryn Barillari Director of Special Programs
Sheryl Burke Heritage Heights Senior Clerk

Sheila Connors Ready Academy
Marissa Dauria Middle School Principal
Karen DeLaPlante Glendale Principal
Bob Ehlenfield Systems Engineer
Donald Feldmann Assistant Superintendent for Finance & Plant Services Michael Ginestre
Superintendent
Amanda Glenn Heritage Heights Teacher
Rebecca Harmon High School Senior Clerk
Wendy Januchowski Willow Ridge Counselor
Marianne Jasen Board of Education President
Scott Johnson Board of Education Member
David Kasprowicz Erie 1 BOCES
Lynn Kawa Glendale Counselor
Scott Kennedy Supervisor of Transportation
Matt LaRoach High School Teacher
Sherry McNamara Administrative Assistant, Superintendent
Ben Morton High School Assistant Principal
Kristen Piurek High School Teacher
Mallory Piwtorak Glendale Teacher Aide/Parent
Jason Phillips Middle School Custodian
John Radens Community Member
Stephen Rozler Supervisor of Buildings & Grounds
Christine Slagle Coordinator of Public Relations
Toyia Wilson Assistant Superintendent for Curriculum & Instruction Brittany Winiarski
Administrative Assistant, HR
Rob Woodford Parent/ Community Member

[The Sweet Home Central School District - Wellness Team 2023-2024](#)

Barbara Baer Lead/ High School Nurse
JoAnn Balazs Assistant Superintendent for Talent & Equity
Karen Barrett Maplemere Senior Clerk
Peter Bellanti Board of Education
Gilda Bonnevie Glendale Nurse
Christine Couvutsakis High School Physical Education Teacher Marissa
Dauria Middle School Principal
Karen DeLaPlante Glendale Principal
Donald Feldmann Assistant Superintendent for Finance & Plant Services Marcy Gerlach
Athletic Trainer
Shannon Hutchinson Middle School Nurse
Sara Juico Parent/ Community Member
Keli-Koran Luchey High School Counselor/ Social Worker Kailey McDonald
Board of Education
Anne Nowak Family Support Center Counselor Kristin Puff Willow
Ridge Nurse
Mary Rao Heritage Heights Teacher

1300

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school’s Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
 - 1) Asking for their input in the planning process. If possible, include them as a member of the district-wide and building teams.
 - 2) Include them in the training of staff and students.
 - 3) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
 - 4) Discussing all resources available if Article 2-B is invoked.
- Efforts may be supplemented by county and state resources through existing protocols.

1400

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.
- Pursuant to Commissioner’s Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police by October 15th of each year.

1810

COMMUNICATIONS RESOURCES

Title	Name Work	Cell
Superintendent:	Michael Ginestre 250-1402	
Assistant Superintendent for Talent & Equity:	JoAnn Balazs 250-1417	

Assistant Superintendent of Plant & Finance:	Donald Feldmann 250-1406	
Coordinator of Public Relations	Christine Slagle	

Supervisor of Buildings & Grounds: Stephen Rozler 250-1443

Transportation Supervisor: Scott Kennedy 250-1436

Food Service Supervisor Kristi Sajdak 250-1446

Custodians:		
Building	Name Work	Cell
High School	Thomas Rackl 250-1206	
Middle School	Jason Phillips 250-1469	
Glendale	Joshua Kapuszcak 250-1504	
Heritage Heights	John Shields 250-1530	
Maplemere	Kevin Hammett 250-1554	

Willow Ridge Nick Pordan 250-1579

Ready Academy Dave Radlich 693-8144

<u>Principals:</u>		
Building	Name Work	Cell
High School	Derek Baker 250-1202	
Middle School	Marissa Dauria 250-1452	
Glendale	Karen DeLaPlante 250-1502	
Heritage Heights	Antonio Perry 250-1525	
Maplemere	James Ryan 250-1552	
Willow Ridge	Robert Polino 250-1577	
Ready Academy	Steve Shepherd 250-1423	

<u>School Nurses:</u>		
Building	Name Work	Cell
High School	Barb Baer 250-1205	
Middle School	Shannon Hutchinson 259-1460	
Glendale	Gilda Bonnevie 250-1503	
Heritage Heights	Ashley Neuman 250-1528	
Maplemere	Yelena Suffoletto 250-1553	

Willow Ridge Kristen Puff 250-1578

Ready Academy Kim Thompson 961-4038

1810

OTHER SCHOOL DISTRICT PERSONNEL

Board of Education Members, Officers and Appointees:

Title	Name	Address	Phone
President	Amy Battaglia		
Vice-President	Peter Bellanti		
District Clerk	Sherry McNamara		
Treasurer	Nicole Kuss		

Trustees:

Name	Phone
Marianne Jasen	
Joshua Feldmann	
Scott Johnson	
Brian Laible	
Kailey McDonald	

A. [Identification of sites of potential emergency, including:](#)

- The process for identifying the sites (School Safety Audit Checklist) 2100
- Identification of Sites of Potential Emergencies Guideline 2101
- The location of potential sites 2102

B. [Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:](#)

- Emergency closing 2205 ●
- Early dismissal 2210 ●
- Evacuation 2215 ●
- Shelter in Place/Location 2220 ●
- Lockdown 2225 ●
- Lockout 2226 ●
- Sheltering sites (internal and external) 2230 ●
- Agreements 2235 - 2240

C. [The identification of district resources, which may be available for use during an emergency, including the identification of personnel and other resources:](#)

- Student/Staff Populations 2300 - 2301
- Nonpublic Schools 2305
- Communication Resources 2310
- Transportation Resources 2320
- Vehicle Inventory 2325
- Communication Recommendations 2330

D. [Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:](#)

- Identification of the officials authorized to make decisions
(Chain of Command) 2400
- Variations of Emergencies and Chain of Command 2401 ●
- Command Center Location 2402 ●
- Identification of the staff members assigned to provide
assistance during emergencies, district, building level 2403 - 2406
- Public Information/Media Notification Plan 2410

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING (Continued)

E. [Procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards](#) 2500

F. [Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and](#)

G. Tabletop Exercises 2601
 2100
 1 of 5

SCHOOL SAFETY AUDIT CHECKLIST Date: _____

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

Yes	Improve	No	Implement Safety and Security of Buildings and Grounds
			<p align="center"><u>School Exterior and Play Areas</u> School grounds are fenced. If yes, approximate height _____.</p>
			<p align="center">Gates are secured by good padlock and chains after hours.</p>
			<p align="center"><u>Signage:</u> Drug-free zone signs are posted.</p>
			<p align="center">Bus loading and drop-off zones are clearly defined.</p>
			<p align="center">Parent drop-off and pick-up area is clearly defined.</p>
			<p align="center">There is only one clearly marked and designated entrance <u>for visitors.</u> Signs are posted for visitors to report to main office <u>through a designated entrance.</u> <u>“Restricted” areas are properly identified.</u> <u>Landscaping</u> Shrubs and foliage are trimmed to allow for good line of sight (3’-8’ rule.)</p>
			<p align="center">All poisonous shrubs, trees and foliage have been <u>removed.</u> <u>Boundary edges are free from trees and telephone poles.</u> <u>School Bus Zone:</u> Access to bus loading area is restricted to other vehicles during loading/unloading.</p>
			<p align="center">Staff are assigned to bus loading drop off areas.</p>
			<p align="center"><u>Lighting</u> There is adequate lighting around the building</p>

			Lighting is provided at entrances and other points of possible intrusion.
			Accessible lenses are protected by some unbreakable material.
			Directional lights are aimed at the building.
			Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT CHECKLIST Date: _____

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

Yes	I m p r o v e	N o	Imple ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas - Windows and Doors</u> Entrances to school property can be observed from the school and are adequately secured after hours.
				If campus style, doors are locked when classrooms are vacant.
				Ground floor windows: no broken panes and locking hardware in working order.
				<u>Basement windows are protected with grill or well cover.</u> Outside hardware has been removed from all doors except at point of <u>entry.</u> <u>Play Areas</u> <u>Play areas are fenced.</u> <u>Good visual surveillance of play equipment is possible.</u> <u>Vehicular access to play areas is restricted.</u> <u>Vehicular and bicycle parking</u> Visual surveillance of bicycle racks is possible.
				Visual surveillance of parking lots from main office is possible.
				Driver education vehicles are secure.

				Students are issued parking stickers for assigned parking areas.
				Student access to parking area is restricted to arrival and dismissal times.
				Parking area has been designated for students who must leave school during regular hours to begin work.
				<u>Security</u> All areas of school buildings & grounds are accessible to patrolling security vehicles.
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system)
				Unused areas of the school can be closed off during after school activities.

SCHOOL SAFETY AUDIT CHECKLIST Date: _____

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

Yes	Im p r o v e	N o	Im p l e m e n t	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas - Security</u> All areas of school buildings & grounds are accessible to patrolling security vehicles.
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system).
				Unused areas of the school can be closed off during after school activities.

				<p>There is two-way communication between: <u> </u> Classroom and main office <u> </u> Duty stations and main office <u> </u> <u>Re-locatable classrooms and main office</u> Students are restricted from loitering in corridors, hallways, stairwells & restrooms.</p>
				<p><u>Students are issued identification badges.</u> There are written regulations restricting student access to school <u>grounds & buildings.</u> There is a schedule for maintenance for checking lights, locks/hardware, <u>storage sheds, portable classrooms.</u> The school ground is free from graffiti, trash and/or debris.</p>
				<p><u>School Interior</u> The entrance lobby is visible from the main office.</p>
				<p>Visitors are required to sign in.</p>
				<p>Proper identification is required of vendors, repairmen, etc.</p>

2100
4 of 5

SCHOOL SAFETY AUDIT CHECKLIST Date: _____

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

Yes	Im p r o v e	N o	Im p l e m e n t	Safety and Security of Buildings and Grounds
				Visitors are issued ID cards or badges.
				Full and part-time staff, including bus drivers, are issued ID cards or other identification.
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.
				Students are required to have written permission to leave school during school hours.
				<p><u>Lighting</u> The hallways are properly lighted.</p>

				Bathrooms are properly lighted.
				Bathrooms are supervised by staff.
				Stairwells are properly lighted.
				Switches and controls are properly located and protected.
				Access to electrical panels is restricted.
				The possibility of lower energy consumption and high lighting levels with <u>more efficient light sources has been explored.</u> <u>Doors</u> <u>Faculty members are required to lock classrooms upon leaving.</u> <u>Multiple entries to the building are controlled and supervised.</u> <u>Doors accessing internal courtyards are securely locked.</u> Mechanical rooms and other hazardous storage areas are kept locked.
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school.
				<u>Signage</u> Exit signs are clearly visible and pointing in the correct direction.

SCHOOL SAFETY AUDIT CHECKLIST Date: _____

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

Yes	Im p r o v e	N o	Im p l e m e n t	Safety and Security of Buildings and Grounds
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				<p><u>Miscellaneous</u></p> <p>Does vandalism take place? If yes, check all areas that apply: Classrooms Locker rooms Hallways Play areas Bathrooms Other _____</p> <p>Vandalism takes place during: (check all that apply): Before School During School hours After School Weekends Other _____</p> <p>Do assault and battery incidents take place? If yes, check all areas that apply: Classrooms Locker rooms Hallways Play areas Bathrooms Other _____</p>
				<p>During what periods of the day do assault and battery incidents happen? Before School Change of class After School Lunch period Other _____</p>

7/2016

2101

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

GUIDELINES

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

ON-SITE

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas

- paint spray booths
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

OFF-SITE

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

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

2102

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

LOCATIONS

OFF-SITE

BUILDING	SITE MATERIAL

ON-SITE

BUILDING	SITE MATERIAL

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

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations designated by the Board of Education. In addition, the Global Connect All Call System will be used to notify parents of such an emergency.

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

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

EARLY DISMISSAL PROCEDURE

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

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

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

EVACUATION PROCEDURE

An **Evacuation** should take place if it is determined that it is safer outside the building than inside the building (fire, explosion, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Objective:

- Minimize exposure to hazards within the building

Procedure:

Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or making an announcement over the intercom, Public Address (P.A.) System, or otherwise. The announcement of an Evacuation shall be:

- **YOUR ATTENTION PLEASE.**
- **WE NEED TO EVACUATE THE BUILDING.**
- **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA AND TAKE ATTENDANCE WHEN SAFE TO DO SO.**

- Immediately call 911 to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Evacuation – Building Only

- Follow predetermined evacuation routes to exit the building in a quiet and orderly manner.
- Evacuate Students/Staff with special needs per their individual plans.
 - Disabled/wheelchair accessible routes, area of refuge, etc.
- In the event that students find themselves out of the supervision of faculty or staff:
 - Students should exit through nearest exit.
 - Students should report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to your designated evacuation assembly area.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.
- If it is announced that the building evacuation will be “**a controlled evacuation**,” wait for further instructions. These instructions may include which exits to use when evacuating, which ones to avoid, and any other pertinent information that may be shared.

Designated Evacuation Assembly Areas

Building, Wing or	Assembly Area
Location	

Evacuation – Off-Site

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team has determined appropriate off-site evacuation areas prior to an actual incident. Off-site locations should offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Notify all assembly areas to proceed to the offsite location.
- Method of Travel

Off Site Location	Name/Address	Facility Contact Name and Number

Evacuation Site Instructions

- Once staff and students have reached the evacuation site, all will enter in an orderly fashion and proceed in a manner as instructed by building safety staff or administration. ● Each classroom will remain with their teacher/instructor, and be directed to a specific location by a member of the building safety staff or an administrator.
- Once an entire class is seated and accounted for, the teacher/instructor will take a class count. If all students are present, the teacher will hold up a **GREEN CARD** labeled “ **ALL PRESENT.**” If any student(s) are missing, hold up the **RED CARD.** This will notify a member of the building safety committee, who will then address that particular teacher/instructor and aid in locating the student(s).
- Once everyone is accounted for, all will remain silent and listen for further instructions from administration.

Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building. ● In the event that emergency response services (Police, Fire, EMS) are called, the Incident

Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

- The decision of when it is safe to re-enter the building or re-occupy a section of the school will be communicated by bell system, radio transmission, public address system, designated staff, or other means.
- Parent reunification procedures will be enacted if students will be dismissed rather than returning to school. **Students are not allowed to leave on their own.**

2220

SHELTER IN PLACE / LOCATION PROCEDURE

A **Shelter In Place** is used when students and staff are required to remain in their current or a designated location. If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires that student and staff movement be limited, a Shelter In Place may be initiated to keep students and staff out of the affected area until the situation can be rectified. Depending on the threat or hazard, students and staff may be required to move to a safe room or to a weather shelter.

Objectives:

- To facilitate emergency responses.
- To establish safe routes and designated areas.
- To locate and contain any device or weather threat.

Procedure:

A **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. The announcement of a Shelter In Place shall be:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN-PLACE.**
- **PLEASE REMAIN IN YOUR CURRENT LOCATION UNTIL FURTHER NOTICE.**

- **Provide specific incident instructions as needed.**

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- Students in-between classes or outside of their classroom for other reasons should be instructed to return to their class.
- Students in hallways, bathrooms or other common areas will return to their classroom. If the Shelter In Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All staff members will assist in maintaining order and accounting for students. Remain in your current location until further instructions are given or remaining in place compromises safety.

- Current activities may continue, if appropriate.
- Notify all concerned parties when the Shelter-in-Place is lifted.

2225

LOCKDOWN PROCEDURE

A **Lockdown** is used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger. A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Objectives:

- Minimize risk of injury or death
- Buy time for emergency responders

Procedures:

Where possible, a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. In events where an immediate threat to life and safety is recognized, ANY faculty or staff shall raise the alarm and initiate a Lockdown. The announcement of a Lockdown must be immediate and deliberate and shall be:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

- Contact 911
- Enact procedures to re-direct buses or visitors.
- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom. ● Lock/close your door(s)
- Have students/staff move to the designated safe area of the room out of view from the door.
- **REMAIN SILENT** – Noise may attract the attention of the intruder.
- Cover door window and shut off lights (if possible)
- Leave blinds as they are unless situation warrants it
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - o Do not allow anyone, under any circumstances, to enter or leave your secured area. o Do not answer or communicate through your door or classroom phone.
 - o Do not respond to Public Address (P.A.) system or other announcements.
 - o Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - o Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - o Document and attend to any injuries to the best of your ability.
 - o Take attendance and include additions and missing students' last known location. ● If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force to stop the intruder. Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.

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

2226

LOCKOUT PROCEDURE

A **Lockout** is used to secure school buildings and grounds during incidents that pose an actual or potential threat outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger. Normal school day activities may continue as normal except for the termination of all outside activities.

Objectives:

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

Procedure:

A **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
- **ALL OUTDOOR ACTIVITIES ARE CANCELED UNTIL FURTHER NOTICE.**
- **INDOOR ACTIVITIES MAY CONTINUE AS SCHEDULED.**

- Terminate all outdoor activities and immediately move indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors and windows shall be closed and locked.
- Building access shall be through a single monitored entrance only.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn off lights or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the Main Office.
- A lockout will be lifted when notification is made by administration.

2230

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

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/ STAFF RECEIVING SITE	# THAT CAN BE SHELTERED
High School		
Middle School		
Glendale		
Heritage Heights		

Maplemere		
Willow Ridge		
READY Academy		

*Student numbers include all pre-K students

ON-CAMPUS

EVACUATING SITE	RECEIVING SITE
High School	
Middle School	
Elementary Schools	

2235

FACILITIES AGREEMENTS

STATEMENT

The Sweet Home Central School District may adopt agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short term basis to house staff and students may be arranged.

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

Notification of facility use will be made by:

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

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

2240

Sweet Home Central School District

AGREEMENT

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

Facility Name

Hereby agrees that its facilities located at:

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

In consideration for the granting of such permission, the **Sweet Home Central School District** agrees that the following conditions shall prevail:

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

_____ Signature
Date

_____ Title

SCHOOL DISTRICT ENROLLMENT/STAFF

School	Grades	# Students # Teachers/Staff
Glendale	PreK-5	
Heritage Heights	PreK-5	
Maplemere	PreK-5	
Willow Ridge	PreK-5	
Middle School	6-8	
High School	9-12	
READY Academy	8-11	

2301

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

Contact Person and Phone Number: Kathryn Barillari, Director of Special Programs
250-1234

Lindsay Marcinelli, Assistant Director of Special Programs
250-1237

School	Grades	# Students # Teachers/Staff
Glendale	PreK-5	
Heritage Heights	PreK-5	
Maplemere	PreK-5	
Willow Ridge	PreK-5	
Middle School	6-8	
High School	9-12	
READY Academy	9-12	

High Need Special Evacuation Plans Required: Wheelchair students

	G	Heritage Heights	PreK-5
		Maplemere	PreK-5
Glendale	F		

Willow Ridge	READY Academy	9-12
Middle School		
High School	# Students	

2310

OTHER SCHOOL DISTRICT PERSONNEL

Name	Position School # School Email Address	Cell
District Office		
Ginestre, Michael	Superintendent 250-1402 mginestre@sweethomeschools.org	
Balazs, JoAnn	Assistant Superintendent for Talent & Equity 250-1417 jbalszs@sweethomeschools.org	
Feldmann, Donald	Assistant Superintendent of Finance 250-1406 dfeldmann@sweethomeschools.org	
Wilson, Toyia	Assistant Superintendent for Curriculum & Instruction 250-1426 twilson@sweethomeschools.org	
Kosakowski, Elizabeth	Director of Curriculum & Instruction 250-1419 ekosakowski@sweethomeschools.org	
Shaibi, Finune	Director of Human Resources 250-1414 fshiabi@sweethomeschools.org	
Slagle, Christine	Coordinator of Public Relations cslagle@sweethomeschools.org	
Barillari, Kathryn	Director of Special Ed./Pupil & Personnel Services 250-1234 kbarillari@sweethomeschools.org	
Kuss, Nicole	Treasurer 250-1401 nkuss@sweethomeschools.org	
Ehlenfield, Robert	Systems Engineer 250-1420 rehlenfield@sweethomeschools.org Athletic	
Schiumo, Christopher	Director 250-1362 cschiumo@sweethomeschools.org	
High School		
Baker, Derek	Principal 250-1203 smartin@sweethomeschools.org	
Morton, Benjamin	Assistant Principal 250-1215 bmorton@sweethomeschools.org	
Bailey, Ray	Assistant Principal 250-1364 rbailey@sweethomeschools.org	
Pilato, John	Assistant Principal 250-1214 jpilato@sweethomeschools.org	

Rackl, Tom	Custodian 250-1206 trackl@sweethomeschools.org	
Baer, Barbara	R.N. 250-1205 bbaer@sweethomeschools.org	
Middle School		
Dauria, Marissa	Principal 250-1454 mdauria@sweethomeschools.org	
Popovic, Natasa	Asst. Principal 250-1453 npopovic@sweethomeschools.org	

Phillips, Jason	Custodian 250-1469 jphillips@sweethomeschools.org	
Hutchinson, Shannon	R.N. 250-1460 shutchinson@sweethomeschools.org	
Glendale		
DeLaPlante, Karen	Principal 250-1502 kdelaplante@sweethomeschools.org	
Kapuscak, Joshua	Custodian 250-1504 dradlich@sweethomeschools.org	
Bonnevie, Gilda	R.N. 250-1503 gbonnevie@sweethomeschools.org	
Heritage Heights		
Perry, Antonio	Principal 250-1527 aperry@sweethomeschools.org	
Shields, John	Custodian 250-1530 jshields@sweethomeschools.org	
Ashley Neuman	R.N. 250-1528 aneuman@sweethomeschools.org	
Maplemere		
Ryan, James	Principal 250-1552 rjames@sweethomeschools.org Custodian 250-1554	
Hammett, Kevin	khammett@sweethomeschools.org R.N. 250-1553	
Suffoletto, Yelena	mpolokoff@sweethomeschools.org	
Willow Ridge		
Polino, Robert	Principal 250-1577 rpolino@sweethomeschools.org Custodian 250-1579	
Nick Pordan	npordan@sweethomeschools.org R.N. 250-1578	
Puff, Kristen	kpuff@sweethomeschools.org	
Ready Academy		
Shepherd, Steve	TOSA 250-1423 srshepherd@sweethomeschools.org	
Radlich, Dave	Custodian 250-1641 drachlich@sweethomeschools.org	
Thompson, Kim	R.N. 961-4038 kthompson@e1b.org	
Service Bldg.		

COMMUNICATION RECOMMENDATIONS

Within Buildings

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

NOTE: In case of electrical system failure, certain designated phone lines will still be operational.

Between Buildings

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

RECOMMENDATIONS:

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

COMMUNICATION SPECIFICS

BUILDING: All Buildings

MAIN SWITCHBOARD Yes No If yes:

1) Is it functional to all rooms? Yes No

2) Comments

PUBLIC ADDRESS SYSTEM Yes No If yes:

1) Is it functional to all rooms? Yes No 2) Is it functional

outside? Yes No

TELEPHONE SYSTEM Yes No If yes:

1) Number of Lines: 2 T1

2) Published Non-Published

SEE ATTACHED _____

3) Does each classroom have a telephone:

Yes No

4) Each classroom telephone can be used to make the following calls:

Internal Outside N/A

5) Are telephones operational in the event of a loss of electrical power? Yes

No

6) If no, list which telephones ARE operational:

CELLULAR PHONES

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

32 in District

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

SEE ATTACHED

TWO-WAY RADIOS

1) Are two-way radios available in this building?

Yes X No _____

2) If yes, how many? 100

Location(s) Bus Garage _____

3) What individuals are trained to use them?

Bus Drivers

BULL HORNS

1) How many are available in this building? 2

2) Where are they located? High School

MESSENGER SYSTEM

1) In the event of loss of power and time Yes No Is not essential, is there a messenger system in place to communicate with all occupants?

2) If yes, list responsibilities

Mail Delivery

COMPUTERS

1) Does each classroom have a desktop Yes No or laptop to receive email?

2) Can email be sent to all district staff Yes No at one time?

PAGERS

1) Are pagers available? Yes No

2) How many? _____

3) List the individuals in possession of pagers and numbers:

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

DISTRICT CELL PHONES

Name	Title	Cell Number
TBD	School Resource Officer	
Baer, Barbara	Head Nurse - High School	
Bailey, Ray	Assistant Principal - High School	
Baker, Derek	Principal - High School	
Balazs, JoAnn	Assistant Superintendent for Talent & Equity	
Barillari, Kathryn	Director Special Programs/Pupil & Personnel Svcs.	
Dauria, Marissa	Principal - Middle School	
DeLaPlante, Karen	Principal - Glendale Elementary	
Ehlenfield, Bob	System Engineer	
Ginestre, Michael	Superintendent of Schools	
Hammett, Kevin	Custodian - Maplemere	
Hughes, Jeff	Physical Education	

Kapuszcak, Joshua Custodian - Glendale

Kennedy, Scott Transportation Supervisor

Marcinelli, Lindsay	Asst. Director of Special Programs	
Michael, Francis	Head Maintenance Mechanic	
Perry, Antonio	Principal - Heritage Heights Elementary	
Phillips, Jason	Head Custodian - Middle School	
Plueckhahn, Dale	Head Bus Driver	
Polino, Robert	Principal - Willow Ridge Elementary	

Pordan, Nick	Head Custodian - Willow Ridge	
Rackl, Tom	Head Custodian - High School	
Radlich, Dave	Custodian - Dexter Terrace	
Martinelli, Frank	Head Groundsman	
Rozler, Steve	Buildings & Grounds Supervisor	
Ryan, James	Principal - Maplemere	
Sajdak, Kristi	Director of Food Service	
Sciria, David	HS Custodian (2nd shift)	
Shields, John	Custodian - Heritage Heights	
Transportation	Transportation Department	
Walker, Alex	TOSA – MS Dean of Students	
Wilson, Toyia	Assistant Superintendent for Curriculum & Instruction	
Elizabeth Kosakowski	Director for Curriculum & Instruction	

D. CHAIN OF COMMAND

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



Staff assigned to the District Incident Command and Operations Team and their duties are identified in Section 2403 of this Manual.

2401

VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

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

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

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

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

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

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

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

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

2402

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location:

Alternate Location:

2403

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

<p>Incident Commander (IC) <i>Superintendent / Emergency Response Officer (Police/Fire Chief)</i></p>	<p>Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.</p>
<p>Deputy Incident Commander IC Designee</p>	<p>Supports the Incident Commander in any capacity needed. For long term or large scale incidents, may act as Incident Commander during break periods/ rest periods.</p>
<p>Public Information Officer (PIO) <i>Superintendent</i></p> <p>Liaison Officer <i>Building Principal</i></p> <p>Operations Officer <i>Dir. of Buildings & Grounds</i></p>	<p>Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <u>ALL</u> media contact will be through this individual.</p> <p>Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.</p> <p>Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).</p>
<p>Logistics Officer <i>Supv. of Buildings & Grounds / Building Principal</i></p>	<p>Provides resources and all other services needed to support the incident.</p>

Planning Officer	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration <i>Business Official</i>	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

2406

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
Parent/Guardian Liaison	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.

<p>Site Management Attendance Coordinator</p> <p>Transportation Coordinator(s)</p> <p>Mechanical Services Liaison</p> <p>Off-Site Emergency Coordinator(s)</p>	<p>Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance <u>personnel when they arrive from the primary site.</u> Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement <u>to the teachers for dismissal and loading.</u></p> <p>Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are <u>relocated off the primary site.</u></p> <p>Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties.</p>
<p>Other Personnel</p>	<p>Will assist in the accounting process and maintenance of order.</p>

PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN

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

Media Site Selection

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

Physical Space: Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.

Containment: Ensure the site does not permit access by the media to the Command Post or student population.

Necessary Choose a location that permits direct access to restrooms Accommodations: and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

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

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

2410
2 of 3

Recommended Policy

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

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

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

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

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

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

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

Tips for the P.I.O.

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

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

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

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

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

2410
3 of 3

P.I.O. Guidelines

- Be brief.
- Avoid providing superfluous information or using professional jargon.
- Do not appear to be concerned mainly about the school's reputation.
- Anticipate questions, especially on potentially controversial issues.
- Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.
- Answer one question at a time and answer only the question that is asked. ● Do not treat anything as "off the record."
- As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."
- Do not reply "no comment." This infers that information is being withheld. ● Ignore abrasive comments made by reporters and maintain a professional attitude. ● Provide updates to the media as events unfold, even after the initial crisis is handled.
- Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

2500

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

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

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

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

2600

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

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

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

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

Events that should be reviewed for lessons learned may include:

- Evacuation/Fire Drills
- Shelter in Place Drills
- Lockdown Drills
- Lockout Drills
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks/Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals/Non-Scheduled Parental Releases

- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus)

2601

G. TABLETOP EXERCISES

What are they?

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

The exercise should be:

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

The Process

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

The Purpose

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

Discussion

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

Deliberate Attempt

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

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

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

- Code of Conduct See Attached
- School Conduct and Discipline Policy #7310
- Visitors on

School Property Policy #3211 • Threats of Violence Policy #3416 • Suspension of Students Policy #7313 • Weapons in Schools Policy #7360 • Unlawful Possession of a Weapon Policy #3415 • Alcohol, Tobacco, Drugs and Other Substances (Students) Policy #7320 • Alcohol, Drugs and Other Substances (Personnel) Policy #6150 • Corporal Punishment Policy #7350 • Searches and Interrogations Policy #7330 • Anti-Harassment Policy #3420

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

Building Related

• Emergency Utility Shut-Offs 3101 • Loss of Power 3102 • Natural Gas Leak 3103 • Heating System Failure 3104 • Loss of Building 3105 • Sewage System Failure 3106 • Water System Failure 3107 • Alarm Phone Numbers by Building 3108

Natural Disasters

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

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

Environmental

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

Civil Disturbances

• Bomb Threat 3140 • Biological Release Threat (Telephone) 3141 • Telephone Threat Form 3142 • Biological Release Threat (Letter/Package) 3143 • Hostage 3144 • Intruder 3146

Medical Emergencies

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

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

• Parent(s)/Spouse(s) Notification and Reception Center Plan 3200 • Emergency Closing 3210 • Delayed Plan 3210 • Early Dismissal Plan 3210 • Individual Incident Report (IIR) Form 3211

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

PLEASE REFER TO THE DISTRICT POLICY MANUAL FOR CURRENT INFORMATION

B. Identification of appropriate responses to emergencies, including protocols for responding to building related, natural disasters, environmental, civil disturbances and medical emergencies.

1. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS

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

LOSS OF POWER

Response Action: Person(s) Responsible

1. Upon discovery or detection of an electrical system failure:
 1. First person on the scene.
 - a. Sound fire alarm if there is any question as to the safety of the building occupants
 - b. Notify head of Building Maintenance
 - c: Notify Supv. of Buildings & Grounds or Director of Facilities

2. Notify Building Administrator 2. Head of Building Maintenance 3. Evaluate problem insofar as possible 3. Supr. of Buildings & Grounds 4. Notify Superintendent 4. Building Administrator

5. Curtail or cease building operations, as appropriate:
 5. Building Administrator appropriate:
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume Normal Activity
 - e. Make proper notifications

6. Evaluate problem and commence remedial action or Director of Facilities 6. Supv. of Buildings & Grounds appropriate

7. Termination of Contingency: 7. Superintendent Notify staff, parents and students

Comments:

NATURAL GAS LEAK

Response Action: Person(s) Responsible

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

Comments:

HEATING SYSTEM FAILURE

Response Action Person(s) Responsible:

1. Upon discovery or detection of heating system failure notify Head of Building Maintenance 1. First on scene
2. Notify Supv. of Buildings & Grounds or Director of Facilities Maintenance 2. Head of Building
3. Notify Building Administrator 3. Supv. of Buildings & Grounds or Director of Facilities
4. Evaluate problem insofar as possible 4. Supv. of Buildings & Grounds or Building Administrator
5. Notify Superintendent 5. Building Administrator
6. Curtail or cease building operations 6. Building Administrator as appropriate:
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume Normal Activity
 - e. Make proper notifications
7. Evaluate problem and commence remedial action 7. Supv. of Buildings & Grounds appropriate or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students 8. Superintendent

Comments:

3105

LOSS OF BUILDING

Response Action: Person(s) Responsible:

1. Relocate Education Program(s) displaced 1. Building Administrator, by an emergency which renders all or Superintendent

parts of a building unusable for school

2. Establish remedial response, as appropriate 2. Building Administrator for the day incident occurred Superintendent
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume normal activity
3. Revise pupil transportation system as 3. Superintendent, Building necessary Administrator, Transportation Supervisor
4. Notify school districts of any changes 4. Superintendent
5. Notify staff, parents, and students 5. Superintendent
6. Recovery 6. Board of Education a. Assess damage, cause, effect, Superintendent; Director of remediation Facilities or Business
 - b. Cleanup; following insurance Official company concurrence
 - c. Ascertain insurance settlement, if any
 - d. Develop architectural/engineering solutions as needed
 - e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency
 - f. Progress with work in accordance with procedures for any public capital project.

Comments:

SEWAGE SYSTEM FAILURE

Response Action: Person(s) Responsible:

1. Upon discovery or detection of a sewer 1. First at scene system failure, notify the Head of

Building Maintenance

- 2. Notify Supv. of Buildings & Grounds 2. Head of Building Maintenance or Director Facilities
- 3. Evaluate problem insofar as possible 3. Head of Building Maintenance, or Director of Facilities
- 4. Notify Building Administrator 4. Supv. of Buildings & Grounds or Director of Facilities
- 5. Notify Superintendent 5. Building Administrator
- 6. Curtail or cease building operations, as 6. Building Administrator appropriate:
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume normal activity
 - e. Make proper notifications
- 7. Evaluate problem and commence 7. Director of Facilities, Supv. of appropriate remedial action Buildings & Grounds, Superintendent, Board of Education, Business Official
- 8. Termination of Emergency 8. Superintendent
 - a. Notify staff, parents and students
 - b. Resume building operation

Comments:

WATER SYSTEM FAILURE



Response Action: Person(s) Responsible:

- 1. Upon discovery or detection of water 1. First on scene failure notify Head of Building Maintenance
- 2. Notify Supv. of Buildings & Grounds or 2. Head of Building Director of Facilities Maintenance

- 3. Evaluate problem insofar as possible. 3. Supt. of Buildings & Commence established remedial response. Grounds, or Director of Facilities; Head of Building Maintenance
- 4. Notify Building Administrator 4. Supv. of Buildings & Grounds or Director of Facilities
- 5. Notify Superintendent 5. Building Administrator
- 6. Curtail or cease building operations, as appropriate:
 - 6. Superintendent
 - a. Hold at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume normal activity
- 7. Termination of Contingency 7. Superintendent
 - a. Notify staff, parents and students
 - b. Resume building operation

Comments:

ALARM TELEPHONE NUMBERS BY BUILDING



SCHOOL: TELEPHONE NUMBER OF ALARMS:

Comments:

2. NATURAL DISASTER 3120

STORM-SNOW/ICE

Response Action: Person(s) Responsible: 1. Monitor weather and road

conditions 1. Superintendent

2. Close schools if conditions deteriorate. 2. Superintendent 3. Institute

Go-Home Plan 3. Superintendent

4. Notify parents via radio & television 4. Superintendent Comments:

3121

STORM-THUNDER/LIGHTNING

Response Action: Person(s) Responsible:

1. Monitor the closeness and intensity 1. Building Administrator of the storm

2. Curtail all outdoor activities if conditions 2. Building Administrator warrant

3. Summon all persons into building(s) 3. Building Administrator; Teachers 4. Termination

of contingency 4. Building Administrator Comments:

3122

TORNADO 1 of 2

Response Action: Person(s) Responsible:

1. Monitor any weather bureau tornado 1. Building Administrator; watch/warning Superintendent
2. If tornado is imminent, curtail all 2. Building Administrators outdoor activities; summon all persons into building(s)
3. Initiate SHELTER IN PLACE 3. Building Administrators
4. If tornado is sighted in vicinity of school, 4. Building Administrators: Teachers Initiate TAKE COVER PLAN
5. Termination of contingency 5. Building Administrator
6. Recovery: if building is damaged, refer 6. Superintendent to contingency plans for System Failures
7. Curtail or cease building operations 7. Superintendent as appropriate:
 - o Hold at School
 - o Early Dismissal
 - o Evacuate
 - o Resume normal activity

Comments:

3122

TAKE COVER PLAN 2 of 2

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

3123

EARTHQUAKE

Response Action: Person(s) Responsible:

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

Comments:

3124

FLOOD

Response Action: Person(s) Responsible:

1. Monitor weather and road conditions, 1. Superintendent contact local disaster coordinator
2. Curtail or cease building operations, 2. Superintendent as appropriate:
 - a. Early Dismissal
 - b. Hold at School
 - c. Evacuate
 - d. Resume normal activity
3. Notify parents via radio & television 3. Superintendent Comments:

3. ENVIRONMENTAL 3130

AIRBORNE GASES

Response Action: Person(s) Responsible:

1. Notify Building Administrator 1. First person on the scene 2. Notify 911 (Local Fire Department) 2. Building Administrator
3. Implement Evacuation Plan 3. Building Administrator; Fire Direction of evacuation depending Department on wind direction
4. Notify Superintendent 4. Building Administrator Comments:

3131

ASBESTOS FIBER RELEASE EPISODE 1 OF 2

Response Action: Person(s) Responsible: 1. Remove occupants from room, area, 1.
First person on scene wing immediately.
Isolate the area as soon as possible.

2. Notify Building Administrator 2. First person on scene Notify Head of Building
Maintenance
and Supv. of Buildings & Grounds

3. Notify school district AHERA designee 3. Building Administrator

4. Shut down or modify air handling unit to 4. Building Maintenance restrict air
movement.

5. Contact Asbestos Response Team 5. AHERA Designee
(see next page)

6. Lock and secure room in closed condition. 6. AHERA Designee

7. If possible, duct tape perimeter of door 7. AHERA Designee

8. Post signs to prevent entry by unauthorized 8. AHERA Designee
persons, if needed

9. Curtail or cease building operations, as 9. Building Administrator appropriate
a. Evacuate
b. Early Dismissal

10. Contact Erie 1 BOCES Safety Risk Manage- 10. AHERA Designee
ment for assistance in coordinating air
sampling (TEM)

11. After receiving sampling results, determine 11. Superintendent
if there was a fiber migration throughout the
building. If air sampling shows a migration,
plan strategy. If no fiber migration took
place, resume normal activity for next day.
Maintain security of the release area

12. Make proper notifications. 12. Superintendent

Comments:

3131

ASBESTOS RESPONSE TEAM 2 OF 2

AHERA LEA Designee

Name: Stephen Rozler, Supervisor of Buildings & Grounds

Phone Number - Work: 250-1443

Phone Number - Cell:

NYS Licensed Personnel

None

Equipment Location

B&G Office
1741 Sweet Home Road
Amherst, NY 14228

High School
1901 Sweet Home Road
Amherst, NY 14228

3132

EXPLOSION

Response Action: Person(s) Responsible:

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

Comments:

