SWEET HOME CENTRAL SCHOOL DISTRICT

DISTRICT WIDE
SCHOOL SAFETY PLAN

2025 - 2026

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INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, Safer Schools for the 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 2025-2026

Grazyna Arnold	SRO, Amherst Police Dept.
Ray Bailey	High School Assistant Principal
Kathryn Barillari	Director of Special Programs
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	Special Education Senior Clerk
Wendy Januchowski	Willow Ridge Counselor

Marianne Jasen	Board of Education Member
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
Falon Derion	Administrative Assistant, Superintendent
Ben Morton	High School Assistant Principal
Antonio Perry	Heritage Heights 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
Ariel Carlino	Administrative Assistant, Business Office
Rob Woodford	Parent/ Community Member

The Sweet Home Central School District - Wellness Team 2025-2026

Erica Duerr	Lead/ High School Nurse
Karen Barrett	Maplemere Senior Clerk
Peter Bellanti	Board of Education Member
Morgan LePage	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
Anne Nowak	Family Support Center Counselor
Kristin Puff	Willow Ridge Nurse
Mary Rao	Heritage Heights Teacher

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.

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.

COMMUNICATIONS RESOURCES

Title	Name	Work	Cell
Superintendent:	Michael Ginestre	250-1402	
Assistant Superintendent of Plant & Finance:	Donald Feldmann	250-1406	
Coordinator of Public Relations	Christine Slagle	250-1267	
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	

Principals:			
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	

School Nurses:			
Building	Name	Work	Cell
High School	Erica Duerr	250-1205	
Middle School	Shannon Hutchinson	259-1460	
Glendale	Morgan LePage	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	

OTHER SCHOOL DISTRICT PERSONNEL

Board of Education Members, Officers and Appointees:

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

Trustees:

Name	Phone
Marianne Jasen	
Danyelle Anthon	
Scott Johnson	
Brian Laible	
Dirk Rabenold	

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

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 2201
- Early dismissal 2202
- Evacuation 2203
- Shelter in Place/Location 2204
- Lockdown 2205
- Secure Lockout 2206
- Sheltering sites (internal and external) 2207
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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 2302
- Communication Resources 2303
- Transportation Resources 2304
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- 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 - 2404
- Public Information/Media Notification Plan …….…… 2405

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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 county emergency responders and preparedness officials ……...……..... 2600

G. Tabletop Exercises ……...……....……...……..... 2700

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
				School Exterior and Play Areas School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				Signage: Drug-free zone signs are posted.
				Bus loading and drop-off zones are clearly defined.
				Parent drop-off and pick-up area is clearly defined.
				There is only one clearly marked and designated entrance for visitors.
				Signs are posted for visitors to report to main office through a designated entrance.
				"Restricted" areas are properly identified.
				Landscaping Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)
				All poisonous shrubs, trees and foliage have been removed.
				Boundary edges are free from trees and telephone poles.
				School Bus Zone: Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				Lighting There is adequate lighting around the building
				Lighting is provided at entrances and other points of possible intrusion.
				Accessible lenses are protected by some unbreakable material.
				Directional lights are aimed at the building.
				Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT 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	Imple-ment	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas - Windows and Doors Entrances to school property can be observed from the school and are adequately secured after hours.
				If campus style, doors are locked when classrooms are vacant.
				Ground floor windows: no broken panes and locking hardware in working order.
				Basement windows are protected with grill or well cover.
				Outside hardware has been removed from all doors except at point of entry.
				Play Areas Play areas are fenced.
				Good visual surveillance of play equipment is possible.
				Vehicular access to play areas is restricted.
				Vehicular and bicycle parking 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.
				Security 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	Improve	No	Implement	Safety and Security of Buildings and Grounds
				School Exterior and Play Areas - Security All areas of school buildings & grounds are accessible to patrolling security vehicles.
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system.
				Unused areas of the school can be closed off during after school activities.
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms.
				Students are issued identification badges.
				There are written regulations restricting student access to school grounds & buildings.
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms.
				The school ground is free from graffiti, trash and/or debris.
				School Interior The entrance lobby is visible from the main office.
				Visitors are required to sign in.
				Proper identification is required of vendors, repairmen, etc.

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
				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.
				Lighting The hallways are properly lighted.
				Bathrooms are properly lighted.
				Bathrooms are supervised by staff.
				Stairwells are properly lighted.
				Switches and controls are properly located and protected.
				Access to electrical panels is restricted.
				The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.
				Doors Faculty members are required to lock classrooms upon leaving.
				Multiple entries to the building are controlled and supervised.
				Doors accessing internal courtyards are securely locked.
				Mechanical rooms and other hazardous storage areas are kept locked.
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school.
				Signage 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	Improve	No	Implement	Safety and Security of Buildings and Grounds
				Miscellaneous Does vandalism take place? If yes, check all areas that apply: ____ Classrooms ____ Locker rooms ____ Hallways ____ Play areas ____ Bathrooms ____ Other _____
				Vandalism takes place during: (check all that apply): ____ Before School ____ During School hours ____ After School ____ Weekends ____ Other _____
				Do assault and battery incidents take place? If yes, check all areas that apply: ____ Classrooms ____ Locker rooms ____ Hallways ____ Play areas ____ Bathrooms ____ Other _____
				During what periods of the day do assault and battery incidents happen? ____ Before School ____ Change of class ____ After School ____ Lunch period ____ Other _____

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

GUIDELINES

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

ON-SITE

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

OFF-SITE

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

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

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

LOCATIONS

OFF-SITE

BUILDING	SITE	MATERIAL

ON-SITE

BUILDING	SITE	MATERIAL

2200

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

2201

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.

2202

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 Location	**Assembly Area**

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.**

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.

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:
  - Do not allow anyone, under any circumstances, to enter or leave your secured area.
  - Do not answer or communicate through your door or classroom phone.
  - Do not respond to Public Address (P.A.) system or other announcements.
  - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
  - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
  - Document and attend to any injuries to the best of your ability.
  - 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

SECURE LOCKOUT PROCEDURE

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

> ➢ **YOUR ATTENTION PLEASE.**
> ➢ **THERE IS A SITUATION REQUIRING THE SCHOOL TO Secure 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 Secure Lockout will be lifted when notification is made by administration.

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	

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.

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

C. DISTRICT RESOURCES

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		

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

School	Grades	# Students
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	

OTHER SCHOOL DISTRICT PERSONNEL

Name	Position	School #	School Email Address	Cell
District Office				
Ginestre, Michael	Superintendent	250-1402	mginestre@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	250-1267	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	

Kumrow, Michael	Supervisor of Data	250-1416	mkumrow@sweethomeschools.org	
Schiumo, Christopher	Athletic Director	250-1362	cschiumo@sweethomeschools.org	
High School				
Baker, Derek	Principal	250-1203	dbaker@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	
Duerr, Erica	R.N.	250-1205	eduerr@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	
Kapuszcak, Joshua	Custodian	250-1504	jkapuszcak@sweethomeschools.org	
LePage, Morgan	R.N.	250-1503	mlepage@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	
Hammett, Kevin	Custodian	250-1554	khammett@sweethomeschools.org	
Suffoletto, Yelena	R.N.	250-1553	ysuffoletto@sweethomeschools.org	
Willow Ridge				
Polino, Robert	Principal	250-1577	rpolino@sweethomeschools.org	
Pordan, Nick	Custodian	250-1579	npordan@sweethomeschools.org	

Puff, Kristen	R.N.	250-1578	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.				
Rozler, Stephen	B & G Supervisor	250-1443	srozler@sweethomeschools.org	
Kennedy, Scott	Transportation Supervisor	250-1436	skennedy@sweethomeschools.org	
Sajdak, Kristi	Director of Food Service	250-1446	ksajdak@sweethomeschools.org	

PUPIL TRANSPORTATION

Contact: Scott Kennedy, Transportation Supervisor
Phone: 250-1436 Cell: 435-5279

2304

VEHICLE INVENTORY

Name	Group	Year	Make	Model	Trim	License Plate

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 __X __ No _____

If yes:

1) Is it functional to all rooms? Yes __X___ No _____

2) Comments

_____
_____
_____

PUBLIC ADDRESS SYSTEM Yes __X___ No _____

If yes:

1) Is it functional to all rooms? Yes __X__ No _____

2) Is it functional outside? Yes __X___ No _____

TELEPHONE SYSTEM Yes __X___ No _____

If yes:

1) Number of Lines: __2 T1___

2) Published Non-Published
SEE ATTACHED _____
_____ _____
_____ _____

3) Does each classroom have a telephone:
Yes __X___ No _____

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

Internal __X___ Outside __X___ N/A _____

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

6) If no, list which telephones ARE operational:

_____
_____
_____

CELLULAR PHONES

1) How many district owned cellular phones are available in this building?
_40 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 Is not essential, is there a messenger system in place to communicate with all occupants? Yes _X____ No _____

2) If yes, list responsibilities
_Mail Delivery_____
_____
_____
_____

COMPUTERS

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

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

PAGERS

1) Are pagers available? Yes _____ No __X___

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
Arnold, Grazyna	School Resource Officer	
Bailey, Ray	Assistant Principal - High School	
Baker, Derek	Principal - High School	
Barillari, Kathryn	Director Special Programs/Pupil & Personnel Svcs.	
Dauria, Marissa	Principal - Middle School	
DeLaPlante, Karen	Principal - Glendale Elementary	
Duerr, Erica	Head Nurse - High School	
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	
Kosakowski, Elizabeth	Director for Curriculum & Instruction	
Kumrow, Michael	Supervisor of Data	
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	
Slagle, Christine	Coordinator of Public Relations	
Transportation	Transportation Department	
Walker, Alex	TOSA – MS Dean of Students	
Wilson, Toyia	Assistant Superintendent 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.

VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

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

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

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

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

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

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

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

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

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location:

Alternate Location:

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) *Superintendent /* *Emergency Response Officer* *(Police/Fire Chief)*	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander IC Designee	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.
Public Information Officer (PIO) *Superintendent*	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. ALL media contact will be through this individual.
Liaison Officer *Building Principal*	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer *Dir. of Buildings & Grounds*	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer *Supv. of Buildings & Grounds /* *Building Principal*	Provides resources and all other services needed to support the incident.
Planning Officer	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration *Business Official*	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

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.
Site Management Attendance Coordinator	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
Transportation Coordinator(s)	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
Mechanical Services Liaison	Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
Off-Site Emergency Coordinator(s)	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.
Other Personnel	Will assist in the accounting process and maintenance of order.

PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN

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

Media Site Selection

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

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

Dissemination of Information

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

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

Recommended Policy

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

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

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

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

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

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

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

Tips for the P.I.O.

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

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

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

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

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

P.I.O. Guidelines

- Be brief.
- Avoid providing superfluous information or using professional jargon.
- Do not appear to be concerned mainly about the 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.

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
- Secure 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

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
- Secure 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)

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
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Natural Disasters

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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

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3100

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

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

3101

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: 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	1. First person on the scene.
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: a. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	5. Building Administrator
6. Evaluate problem and commence appropriate remedial action	6. Supv. of Buildings & Grounds or Director of Facilities
7. Termination of Contingency: Notify staff, parents and students	7. Superintendent

Comments:

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NATURAL GAS LEAK

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

Comments:

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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	2. Head of Building Maintenance
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 as appropriate: a. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Supv. of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	8. Superintendent

Comments:

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LOSS OF BUILDING

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

Comments:

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SEWAGE SYSTEM FAILURE

Response Action:	Person(s) Responsible:
1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance	1. First at scene
2. Notify 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 appropriate: a. Hold at School b. Early Dismissal c. Evacuate d. Resume normal activity e. Make proper notifications	6. Building Administrator
7. Evaluate problem and commence appropriate remedial action	7. Director of Facilities, Supv. of Buildings & Grounds, Superintendent, Board of Education, Business Official
8. Termination of Emergency a. Notify staff, parents and students b. Resume building operation	8. Superintendent

Comments:

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WATER SYSTEM FAILURE

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

Comments:

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ALARM TELEPHONE NUMBERS BY BUILDING

SCHOOL: TELEPHONE NUMBER OF ALARMS:

Comments:

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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:

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STORM-THUNDER/LIGHTNING

Response Action:	Person(s) Responsible:
1. Monitor the closeness and intensity of the storm	1. Building Administrator
2. Curtail all outdoor activities if conditions warrant	2. Building Administrator
3. Summon all persons into building(s)	3. Building Administrator; Teachers
4. Termination of contingency	4. Building Administrator

Comments:

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TORNADO

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

Comments:

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1. In the event of imminent danger due to a natural or man made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.

2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest.

3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.

4. Teachers and students **should know** their designated shelter areas.

5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.

6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.

7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

EARTHQUAKE

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

Comments:

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FLOOD

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

Comments:

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 Direction of evacuation depending on wind direction	3. Building Administrator; Fire Department
4. Notify Superintendent	4. Building Administrator

Comments:

ASBESTOS FIBER RELEASE EPISODE

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

Comments:

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

EXPLOSION

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

Comments:

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OIL/GASOLINE/HAZARDOUS MATERIAL

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

Comments:

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FIRE

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

Comments:

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BOMB THREAT GUIDELINES

General

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
- Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
- Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

Receiving Bomb Threats

Written Threats

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

Telephone or Other Verbal Threats

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

BOMB THREAT GUIDELINES (Con't.)

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

Information to be asked of the caller includes:

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

- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

- Anyone receiving or locating a suspicious package must immediately notify the school building administrator.
- Contact Police (911).
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile – Handle with Care," "Rush – Do Not Delay, " " To Be Opened in the Privacy of ___," " Prize Enclosed," or " Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have not postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

BOMB THREAT GUIDELINES (Con't.)

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

Investigating Bomb Threats

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

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

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,
  And
- Only after building and grounds have been "cleared" at the start of the day and continually monitored throughout the day.

BOMB THREAT GUIDELINES (Con't.)

- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

School Employee Involvement

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- School employees who volunteer or by job duty are assigned to assist, should have access to building keys, floor plans, and information about shut-off valves for heat, electricity, water, and ventilation (HVAC).

School Bomb Threat Reporting Form

In 1999, the Office of Facilities Planning started collecting data on school bomb threats via a reporting form included in the February 1999 school bomb threat guidance document issued by the State Education Department and the State Police. This process predated the Uniform Violent Incident Reporting (UVIR) process mandated by Project SAVE – which also includes school bomb threat data.

Since the UVIR system is now operational, please note that we are no longer accepting the 1999 bomb threat reporting form. Please report all bomb threat data annually on the UVIR. This will eliminate duplicate work by both school and SED staff. For additional guidance on the UVIR, please see: http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/

PLACE THIS CARD UNDER YOUR TELEPHONE_____

Number at which call is received:

_____

Time: _____ Date: _____

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

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 ____ FactoryMachinery
____ Office Machinery
____ Other _____

THREAT LANGUAGE:

____ Well spoken (educated) ____ Incoherent
____ Foul ____ Taped
____ Irrational ____ Message read by threat maker

Report call immediately to:

Phone Number: _____
Date: _____
Name: _____

Position: _____

Phone Number: _____

BIOLOGICAL RELEASE THREAT BY TELEPHONE

Response Action:	Person(s) Responsible:
Upon notification of a Biological Release by telephone:	
1. The person receiving the call should gather as much information as possible by using the supplied “Telephone Threat Form”.	1. First to contact
2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.	2. First to contact
3. Contact the building principal, if this happens in Central Office, contact the Superintendent by telephone.	3. First to contact
4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	4. Principal, Superintendent
5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.	5. Principal, Superintendent
6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.	6. Principal, Superintendent, Teachers, Staff
7. Activate the HOLD IN PLACE and Secure/ Lockdown Plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator: a. Free movement throughout the building b. Food preparation and distribution c. Let staff and students know of the situation and how often they will be updated	7. Principal, Superintendent, Teachers, Staff
8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster, Superintendent
9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.	9. Superintendent

10. If the incident escalates, arrangements should be made for the following: a. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. b. Staging area for the media. Timely reports given to avoid inaccurate information.	10. Superintendent
11. Implement appropriate plan Resume normal activity Early dismissal	11. Superintendent

Comments:

_____

_____

_____

TELEPHONE THREAT FORM

School Building: _____

Date: _____

Time: _____

Recall to best of knowledge exact words of caller:

Questions to be asked:

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

Voice: Male _____ Child _____ Young _____

Female _____ Old _____ Middle Aged _____

Accent _____

Background noise? _____

Have you heard voice before? _____

Person receiving call? _____

BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE

Response Action:	Person(s) Responsible:
Upon notification of a Biological Release by letter or package:	
1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area.	1. First to contact
2. Secure the area, do not leave or let any one into the area.	2. First to contact
3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.	3. First to contact
4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	4. Principal, Superintendent
5. Notify Buildings & Grounds to shut down the HVAC units throughout the building.	5. Principal, Superintendent
6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building.	6. Principal, Superintendent, Teachers, Staff
7. Activate the HOLD IN PLACE Plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator: a. Free movement throughout the building b. Food preparation and distribution c. Let staff and students know of the situation and how often they will be updated	7. Principal, Superintendent, Teachers, Staff
8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment.	8. Police, Fire, Disaster Coordinator, Superintendent
9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.	9. Superintendent

10. If the incident escalates, arrangements should be made for the following: a. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. b. Staging area for the media. Timely reports given to avoid inaccurate information.	10. Superintendent
11. Implement appropriate plan a. Resume normal activity b. Early dismissal	11. Superintendent

Comments:

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HOSTAGE

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

Comments:

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INTRUDER

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

Comments:

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THREATS OF VIOLENCE

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

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

Comments:

_____

_____

_____

ACTS OF VIOLENCE

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

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

Comments:

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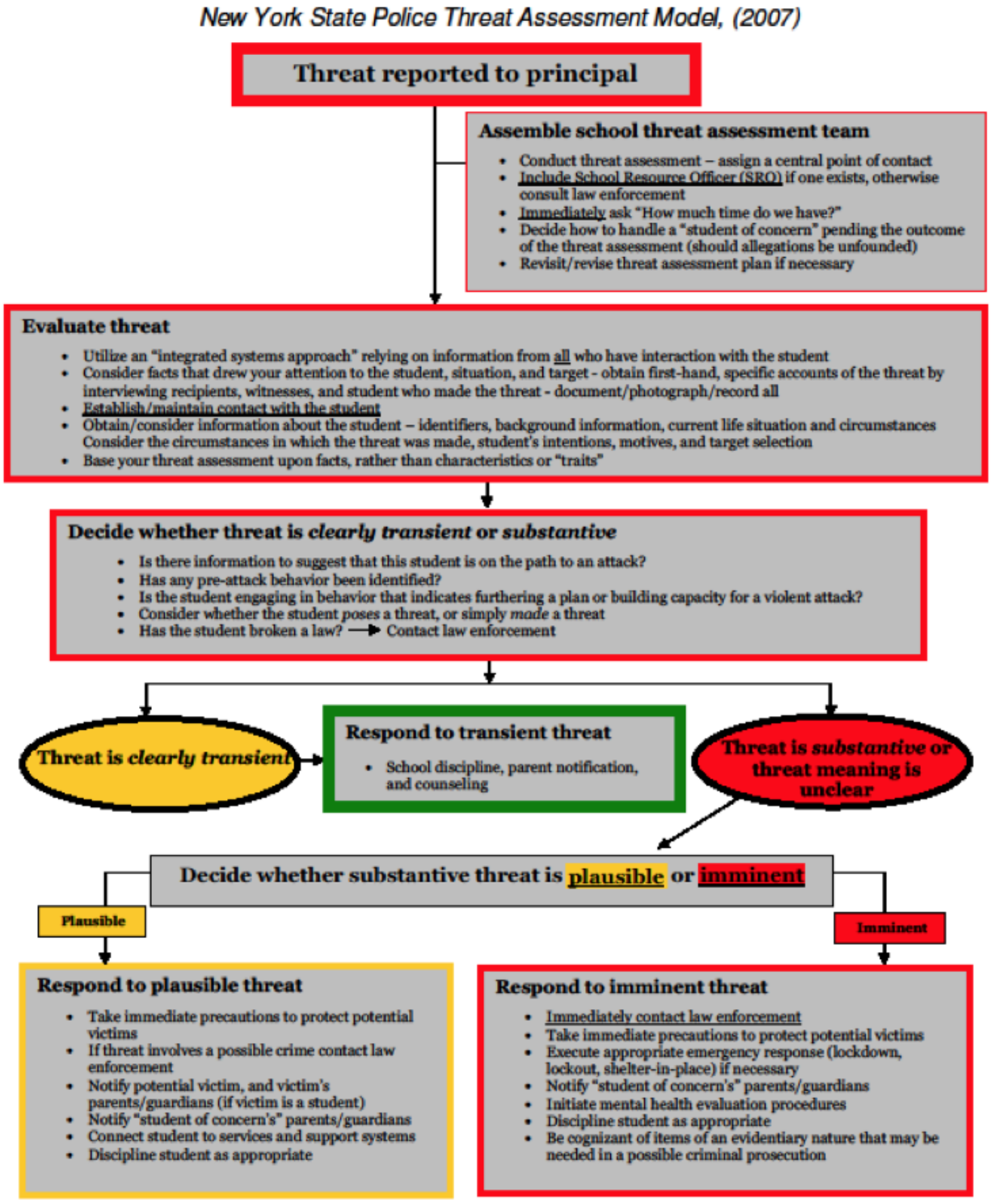
_____

_____

NYS Police Threat Assessment Model (2007)



New York State Police Model for Student Threat Assessment, (2007)

5. MEDICAL EMERGENCIES

3150

GENERAL GUIDELINES FOR MEDICAL EMERGENCIES

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

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

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

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

SCHOOL BUS ACCIDENT AND/OR FIRE

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

Comments:

_____

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_____

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

PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN

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

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

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

Physical Space:	Select a site that will accommodate a large influx of people to include parents and/or spouses and district representatives.
Containment:	Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.
Necessary Accommodations:	Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/ Agencies:	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.
Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

EMERGENCY CLOSINGS

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

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

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

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

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

Delayed School Plan

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

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

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

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

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

EMERGENCY CLOSINGS – Continued

Early Dismissal School Plan

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

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

Staff Assignments

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

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

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

Parent/Guardian Notifications

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

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

EMERGENCY CLOSINGS - Continued

Responsibility		Action
Before School		
Superintendent/Designee	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Makes decision as to closing.
	3)	If decision is to close, notifies: a. Radio stations b. Principals
During School		
Transportation Supervisor	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Informs Superintendent of adverse conditions.
Superintendent	3)	Makes decision as to closing.
Superintendent/Designee	4)	If decision is to close, notifies: a. Transportation Supervisor b. Radio and television stations c. Principals d. Staff and Students
Transportation Supervisor	5)	Notifies drivers and substitutes where necessary.
	6)	Reschedules school pickups as soon as decision is made.

Individual Incident Report (IIR) Form

Education Law §2802 and the Commissioner's regulation 100.2 (gg) require schools to report all violent or disruptive incidents that occur during the school year and summer months, between July 1 and June 30, including when summer school is in session. ***It is expected that schools collect the required information (below), electronically or in paper form****, using a format such as the Individual Incident Report (IIR). The format should be the basis for the submission of the annual School Safety and the Educational Climate (SSEC)Summary Data Collection Form.* ***Do not send copies of IIR forms to SED.***

Category of Incident (Check any that apply):

1. Homicide	
2a. Forcible Sex Offenses	
2b. Other Sex Offenses	
3a. Assault-Physical Injury	
3b. Assault-Serious Physical Injury	
4a. Weapons Possession: Routine Security Checks	
4b. Weapons Possession: Other	
5a. Materials Incidents of Discrimination, Harassment, and Bullying (all excluding Cyberbullying)	
5b. Cyberbullying	
6. Bomb Threat	
7. False Alarm	
8. Use, Possession, or Sale of Drugs	
9. Use, Possession, or Sale of Alcohol	

Incident was biased related *(Check any that apply)***:**

c) Race ☐	f) Color ☐	i) Disability ☐	l) Sex ☐
d) Ethnic Group ☐	g) Religion ☐	j) Gender ☐	m) Weight ☐
e) National Origin ☐	h) Religious Practices ☐	k) Sexual orientation ☐	n) Other ☐

Incident was: *(Check if applies)*
___ (o) Gang or group-related

If the incident involved the use of one or more weapons, indicate the number of weapons, by weapon type used, listed below:
____ (q1) Firearms
____ (q2) Knives
____ (q3) Other Weapons

Incident was: *(Check any that apply)*
___(r) Involving Alcohol
___(s) Involving Drugs

The location/time of the incident: *(Check any that apply)*

_____ (t) On School Property
_____ (v) Off School Property
_____ (x) During regular school hours
___ (u) At School function off grounds
___ (w) On School transportation
___ (y) Before/After school hours

Identify the grade and age if the target/victim was student:

Student Target/Victim	Grade/Age
#1	
#2	
#3	

Indicate the number and types of targets/victims: *(for any that apply)*
_____ (z) student
_____(aa) staff
_____(bb) other

Indicate the number and types of offenders: *(for any that apply)*
_____ (cc) student
_____ (dd) staff
_____ (ee) other

Report the age and grade of student offender(s) and indicate the duration (length of assignment) of discipline or referral action: *(Check any that apply)*
Student Offender: Age____ Grade_____ *(duplicate any necessary)*

ff) Counseling or Treatment Programs ☐ Duration:	gg) Teacher Removal ☐ Duration:	hh) In School Suspension ☐ Duration:	ii)Out of school suspension ☐ Duration:
jj) Involuntary transfer to an Alternative Placement	kk) Community Service ☐ Duration:	ll) Juvenile Justice or Criminal Justice System	mm) Law Enforcement ☐

☐		☐	

Report the disciplinary or referral actions taken against staff or "other" offenders, such as being reported to law enforcement, etc. *(duplicate if necessary)*

Offender	Disciplinary Action	Referral Action	Other

Report the number of student offenders involving each of the following weapons[1]:

	Number of	
Weapon	General Education Students	Students with Disabilities
(a) Handgun		
(b) Rifle or Shotgun		
(c) Other		
(d) Multiple (Use of more than one above)		
(e) Total		

For the students who brought firearms to school reflected in row (e) above, report the disciplinary action imposed in rows (f) through (l) below.

	Number of	
Disciplinary Action	General Education Students	Students with Disabilities
Suspended for one year and were provided instruction		
Suspended for one year and were not provided instruction		
Suspended for less than a year and were provided instruction		
Suspended for less than a year and were not provided instruction		
Received no instruction because student was removed for other reasons, such as death, withdrawal, or incarceration		
Received a different disciplinary action		
Received no disciplinary action		

[1] This is required by USDOE Code C086 Students Involved with Firearms and data submission used to monitor and report on the Gun-Free Schools and Communities Act.
For further explanation see Glossary of Terms and Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq., (Public Law 114-95, title 1, section 1111(h)(1)(C)(viii)(I), 129 STAT. 1802

Indicate whether, in this incident, the person was a victim of a violent criminal offense:

☐ yes ☐no

Indicate whether the victim of this violent criminal offense requested to transfer to another school in the district: ☐ yes ☐no

Indicate whether the victim of this violent criminal offense accepted the transfer to another school in the district: ☐ yes ☐no

Indicate whether a police or other safety resource officer was present: ☐ yes ☐no

Indicate whether this incident resulted in a school-related arrest: ☐ yes ☐no

Indicate if this incident was verified, through an investigation, by a school administrator, DASA coordinator, etc.: ☐ yes ☐no

Provide a detailed description of the investigation that substantiates that the incident must be reported on the SSEC.

Report prepared by _____

Date _____

Retain this form in the school. *These reports are to be kept at the school until the youngest person involved in the incident is 27 years old*[2] **(Do not send to SED)**

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[2] Records Retention and Disposition Schedule ED-1

Revised June 26, 2017

SECTION 4000: COMMUNICATION WITH OTHERS

A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies:

- Step-by-Step Procedure …….. 4100

B. Regulations for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law ……..… 4200

C. A system for informing all educational agencies/non- public schools within a school district of a disaster.

- Statement ……. 4300

D. In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

- School population,
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency. …….. 4305

A. IN THE EVENT OF AN EMERGENCY THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher ● What type of emergency ● Where – address, room, what floor ● Who/how many are affected ● Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary
STEP 5	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

B. ARTICLE 2-B EXECUTIVE LAW

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

HISTORY:Add, L 1978, ch 640, 3, eff Apr 1, 1979

CROSS REFERENCES:This article referred to in 20, 21; CLS Unconsol ch 131 20.

Section 20. Natural and man-made disasters; policy; definitions

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

(4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

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

1) Act as the Chief Communication liaison for the non-public educational agencies listed on the following pages

2) Contact the Erie 1 BOCES District Superintendent

3) Offer resources that are available.

D. PERSONNEL FOR NON-PUBLIC SCHOOLS

PERSONNEL FOR NON-PUBLIC SCHOOLS IN THE SWEET HOME CENTRAL SCHOOL DISTRICT

In the event of an emergency situation, the local superintendent will contact the director(s) of non-public schools, including non-public elementary and secondary schools, private and nursery schools, approved private schools for the education of pupils with handicapping conditions and private schools for the education of preschool children with handicapping conditions, that are or could possibly be affected by the incident.

Facility Name:	Northtowns Academy (Erie 1 BOCES)
Address:	333 Dexter Terrace Tonawanda, NY 14150
Phone:	694-6671
Principal:	Terry Ruh
Grades:	5-12
Number of Pupils:	approximately 196
Number of Staff:	32
Hours of School:	7:30 AM to 3:30 PM

Facility Name:	St. Christopher School
Address:	2660 Niagara Falls Blvd. Tonawanda, NY 14150
Phone:	693-5604 or 876-9918
Principal:	Denise Cronyn
Grades:	Pre K - 8
Number of Pupils:	472
Number of Staff:	44
Hours of School:	7:30 AM to 3:30 PM

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

A. Prevention and Intervention Strategies

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. Any utilized school safety officers and other security personnel are trained annually.

2. Training for school staff working in an incident control capacity may include:

    a. Individual and group de-escalation techniques
    b. Restorative practices
    c. MTSS
    d. Trauma Informed Practices

3. The District may provide the aforementioned training annually and is continuously working to build the capacity of its staff in proactive strategies to increase safety in buildings.

4. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.

5. Procedures relating to building security including utilization of staff and security equipment are as follows:

    1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
    2. All staff members are expected to wear District-issued photo identification badges.
    3. After the designated start time of the school day, each school will be appropriately secured.
    4. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
    5. All contractors assigned to work in any building must first be authorized by Buildings & Grounds to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by Buildings & Grounds, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

a. Security personnel
b. Surveillance cameras

c. Door-lock (buzzer) entry systems
d. Portable Radios
e. Mass Notification System
f. Keypad or swipe entry systems
g. Single or limited points of entry
h. Visitor Management System (Raptor)
i. Gaggle Alerts and Reporting System

B. Improving Communication with Students

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists.

The school district's Code of Conduct is accessible to parents and students and reviewed with all students in the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness and movement breaks, and a variety of wellness opportunities.

C. Reporting Threats or Acts of Violence

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

D. Training, Drills and Exercises

Drills and Exercises:

The District will conduct emergency management drills and exercises annually including, but not limited to:

Evacuation and Lockdown Drills: Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Eight of all such drills shall be evacuation drills. Four of all such required drills shall be lockdown drills. From June through September at any of the school buildings that have a summer school program, a minimum of two (2) evacuation drills are required. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day (and different days) with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

Early Dismissal Drill: The District will conduct an Early Dismissal drill annually wherein students are dismissed early from each school. Parents will be notified of these drills well in advance. Transportation Officials and District staff may also take place in conducting and evaluation of this drill.

Shelter-in-Place Drills: Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review.

Each Building-level Emergency Response Team and representatives of the District administration engage in tabletop exercises. Emergency response agencies are encouraged to participate in these exercises. The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills.

E. Staff Development Training:

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur

prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.

The District will provide training for each Building-level Emergency Response Team (BERT) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Secure Lockout, Evacuation, Shelter-In-Place, Hold-in-Place and Early Dismissal. The District may involve local emergency responders to participate in this training.

Additional training includes but is not limited to:

- Individual and group de-escalation techniques
- Tier 1 and Tier 2 Restorative practices
- Trauma Informed Practices
- Non-violent conflict resolution skills
- Threat Assessment

F. Proactive Building Security Measures

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.

2. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures, using our Raptor Visitor Management system, and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

3. Staff members are required to wear visible identification badges.

4. Visitors are required to sign in and wear visitor identification through a visitor management system.

5. Visitor access is limited to specific areas of the school building.

G. Vital Educational Information

Information on each building’s student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan.

H. Early Detection of Potentially Dangerous Behavior

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A “plain language” summary of the District’s Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.

2. A “plain language” summary of the District’s Code of Conduct is mailed in the District Calendar to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.

3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.

4. Efforts are made on the building level in each of the District’s schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, parents/guardians and students may be involved in this process.

5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.

6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual’s behavior, and on responsible decision-making.

7. Each of the District’s school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.

8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.

9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

MEMORANDUM OF UNDERSTANDING

BETWEEN THE

AMHERST POLICE DEPARTMENT

AND

SWEET HOME SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING BETWEEN THE AMHERST POLICE DEPARTMENT AND THE SWEET HOME CENTRAL SCHOOL DISTRICT

PROJECT "SAVE" (Safe Schools Against Violence in Education)

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

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

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

GENERAL STATEMENT

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

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

PROCEDURE

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

MEMORANDUM OF UNDERSTANDING

The Sweet Home Central School District and the Amherst Police Department agree to work collaboratively in developing a "Memorandum of Understanding" that addresses the following:

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

POLICE DEPARTMENT ACTION

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

ACTIONS OF SCHOOL PERSONNEL

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

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

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

WHAT SHOULD BE REPORTED TO THE POLICE

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

(Signature) President – Board of Education Date

(Signature) Superintendent Date

(Signature) Chief of Police Date

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

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

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

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

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

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

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

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

Job Description – Monitor
Provided by Erie County Civil Service

SCHOOL MONITOR SCHOOLS
ERIE COUNTY
SCHOOLS
DISTRICT

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

TYPICAL WORK ACTIVITIES:

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

KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

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

Job Description – Monitor - Continued

MINIMUM QUALIFICATIONS:

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

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

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

Job Description – Security Guard
Provided by the NYS Department of State

Description

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

- Protection of individuals and/or property from harm, theft or other unlawful activity;
- Deterrence, observation, detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property;
- Street patrol service;
- Response to but not installation or service of a security system alarm installed and/or used to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of protected premises.

Registration Requirements

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

- Complete a minimum of 8 hours of pre-assignment training
- Not have been convicted of a serious offense
- Be of good moral character and fitness
- Not have been discharged from a correctional/law enforcement agency for incompetence or misconduct

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

Job Description – Security Guard - Continued

Age

Must be at least 18 years of age.

Training

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

- 8 hours pre-assignment training
- 16-hour on the job training (must be completed within 90 days of employment)
- 8 hours of annual in service
- 47-hour firearms course for security guards who carry a firearm
- Holders of a special armed guard registration card must complete an additional 8-hour in service training course annually.

Fees

$36 - 2-year registration
$101.75 - Fingerprint fee (payable to Division of Criminal Justice Services with original application)
$25 - Renewal fee, every 2 years

Licensing Authority

New York State Department of State
Division of Licensing Services
PO Box 22052
Albany, New York 12201-2052
Phone: (518) 474-5769

Occupational Reference Codes

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

APPENDIX I

Buildings covered by the district-wide plan:

Sweet Home Senior High School **250-1200**
1901 Sweet Home Road
Amherst, NY 14228
Principal – Mr. Derek Baker

Sweet Home Middle School **250-1450**
4150 Maple Road
Amherst, NY 14226
Principal – Ms. Marissa Dauria

Glendale Elementary School **250-1500**
101 Glendale Drive
Tonawanda, NY 14150
Principal – Ms. Karen DeLaPlante

Heritage Heights Elementary School **250-1525**
2545 Sweet Home Road
Amherst, NY 14228
Principal – Mr. Antonio Perry

Maplemere Elementary School **250-1550**
236 E. Maplemere Road
Amherst, NY 14221
Principal – Mr. James Ryan

Willow Ridge Elementary School **250-1575**
480 Willow Ridge Drive
Amherst, NY 14228
Principal – Mr. Robert Polino

Ready Academy **250-1423**
333 Dexter Terrace
Tonawanda, NY 14150
TOSA/Administrator on Site – Mr. Stephen Shepherd

APPENDIX II

OTHER SCHOOL DISTRICT PERSONNEL

Board of Education Members, Officers and Appointees:

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

Trustees:

Name	Phone
Marianne Jasen	
Danyelle Anthon	
Scott Johnson	
Brian Laible	
Dirk Rabenold	

TELEPHONE DIRECTORY FOR OUTSIDE ASSISTANCE

1. Overall Command County Executive: Mark Poloncarz
   95 Franklin St.
   Buffalo, NY
   Phone: 858-8500

Overall command responsibilities for emergency preparedness in Erie County rests with the Erie County Executive

2. Division of Emergency Services
   Commissioner of Emergency Services: Daniel Neaverth Jr.

45 Elm Street
Buffalo, NY 14203
Phone: 858-6578 24-hr Phone: 898-3696

2. Division of Disaster Preparedness
   Deputy Commissioner: Gary Butcher
   45 Elm Street
   Buffalo, NY 14203
   Phone: 858-2944

3. Commissioner of Education: Betty Rosa
   State Education Department
   89 Washington Avenue
   Albany, NY 12234
   Phone: (518) 474-3862

4. BOCES Superintendent of Schools: Dr. Michael Capuana
   355 Harlem Road
   West Seneca, NY 14224
   Phone: 821-7001

5. Local Disaster Coordinator:

Amherst, NY	Jim Zymanek	631-7121
Tonawanda, NY	Rachelle May	879-6685

6. Police Agencies:

Amherst Police	911	689-1311	
Tonawanda Police	911	876-5300	
Erie County Sheriff	911	858-7618	
NY State Police	911	759-6831	Troop A

7. Fire and First Aid

Amherst	911	689-1212
Tonawanda	911	876-1212

8. National Weather Service - Buffalo Airport

Weather Office - 8:00 am - 4:30 pm	565-0204
Weather Forecast Recording	565-0802

9. American Red Cross
   786 Delaware Avenue
   Buffalo, NY 14209
   Phone: 878-2100

10. Erie County Department of Health
    Commissioner: Dr. Gale R. Burstein

95 Franklin Street
Buffalo, NY 14202
Phone: (716) 886-7500

04/2020

HOSPITALS	Emergency Room	Information
Poison Control Center		1-800-222-1222
Buffalo General Hospital 100 High Street Buffalo, NY 14203	748-2100	859-5600
Erie County Medical Center 462 Grider Street Buffalo, NY 14215		898-3000
Kenmore Mercy Hospital 2950 Elmwood Avenue Kenmore, NY 14217	447-6121	447-6100
Mercy Hospital 565 Abbott Road Buffalo, NY 14220	828-2790	826-7000
Millard Fillmore Suburban Hospital 1540 Maple Road Williamsville, NY 14221		568-3600
Sisters of Charity Hospital - St. Joseph's Campus 2605 Harlem Road Cheektowaga, NY 14225		891-2500
Sisters of Charity Hospital 2157 Main Street Buffalo, NY 14214		862-1000
John R. Oishei Children's Hospital 818 Ellicott Street Buffalo, NY 14203		323-2000

UTILITIES

National Grid
Customer Service 800-642-4272

Emergency Number	800-867-5222
National Fuel Gas	
Customer Service	686-6123
Emergency and Repair	800-444-3130
3/2020	
New York State Electric and Gas	
Customer Service	800-572-1111
Natural Gas Emergencies	800-572-1121
Electricity Emergencies	800-572-1131
Erie County Water Authority	
Administrative Offices	849-8484
Service Center	684-1510
Emergencies; 24 hr.	684-0900
Erie County Sewer Authority	
Northern Region, Dist #1, #4, #5	684-1234
Emergency Services	823-8188 (after 5 PM)
Spectrum	
Customer Service	855-707-7328
Verizon Communications	
Customer Service	855-343-7293
Service and Repair	800-240-3470

HIGHWAY DEPARTMENTS

New York State Department of Transportation	
General Information:	847-3238
Regional Director	847-3238
Erie County Highway Department	
Harlem Plant	823-4243
Town of Amherst	631-7117
1042 N. Forest Road	631-5990
Williamsville, New York 14221	
Town of Tonawanda	875-8822
450 Woodward Avenue	
Kenmore, New York 14217	

<u>COUNSELING - CRISIS INTERVENTION</u>

Child and Family Services	842-2750
Child and Adolescent Treatment Services	853-1335
Catholic Charities Counseling Services	895-1033
Jewish Family Services 3/2020	883-1914
Crisis Services - 24 hour	834-3131
Administration/Trauma Services	834-2310

Services:

1. Face-to-face assessment
2. Referrals made for counseling, medication, case management, housing, public assistance, employment opportunities, etc.
3. Coordination of care with Social Services
4. Advocacy and follow up work

RADIO STATIONS

WBEN - AM 930
WJJL - AM1440
WKSE - FM 98.5
WTSS - FM 102.5
500 Corporate Pkwy., Ste 200
Buffalo, NY 14226

Office – 675-9555

The Breeze – FM 96.1
WYRK – FM 106.5
14 Lafayette Square, Ste. 1200
Buffalo, NY 14203

Office – 852-7444

WHTT – 104.1
50 James E. Casey Drive
Buffalo, NY 14206

Office – 881-4555

TELEVISION STATIONS

WGRZ Channel 2 (NBC)
259 Delaware Avenue
Buffalo, NY 14202

Main Phone: 849-2222

WIVB Channel 4 (CBS)

Main Phone: 874-4410

2077 Elmwood Avenue
Buffalo, NY 14297

WKBW Channel 7 (ABC)
7 Broadcast Plaza
Buffalo, NY 14202

Main Phone: 845-6100

TECHNICAL ASSISTANCE

Architectural Firms:

M/E Engineers
60 Lakefront Blvd. Ste. 320
Buffalo, NY 14202
Phone: 845-5092

Young & Wright
50 Elk Street, Suite 200
Buffalo, NY 14210
Phone: 842-1800 x 249
Contact: Shawn Wright/Jeff Hazel

Law Firm:

General Liability Insurance:

New York State Insurance Reciprocal (NYSIR)
333 Earle Ovington Boulevard, Suite #905
Uniondale, NY 11553-3624
Phone1-800-476-9747
Contact: Brett Carruthers

Hilb, Rogal & Hobbs (HRH) (Employers Liability)
344 Delaware Avenue
Buffalo, NY 14202
Phone: 856-5877

Workers Compensation - Self Insured Third Party Administrator

HRH
344 Delaware Avenue
Buffalo, NY 14202
Phone: 856-5877
Contact: Sue Downie

NYSIR Boiler Insurance
333 Earle Ovington Boulevard, Suite #905

Uniondale, NY 11553-3624
Phone 1-800-476-9747
Contact: Brett Carruthers

APPENDIX III

AGREEMENT
BY AND BETWEEN
TOWN OF AMHERST, NEW YORK
AND
SWEET HOME CENTRAL SCHOOL DISTRICT
FOR SCHOOL DISTRICT RESOURCE OFFICER PROGRAM

THIS AGREEMENT made May 8th, 2023, by and between the TOWN OF AMHERST, NEW YORK, a municipal corporation organized and existing under the laws of the State of New York, having its offices located at 5583 Main Street, Williamsville, New York 14221 (hereinafter referred to as the "Town") and the SWEET HOME CENTRAL SCHOOL DISTRICT, an educational corporation organized and existing under the laws of the State of New York, having its principal offices located at 1901 Sweet Home Road, Amherst, New York 14228 (hereinafter referred to as the "School District").

WITNESSETH:

WHEREAS, the School District is desirous of obtaining the services of one (1) full-time School Resource Officer (hereinafter referred to as an "SRO") for the purposes and to provide the services set forth herein; and

WHEREAS, the Town, through its Police Department (hereinafter referred to as the "Police Department") is desirous of providing law enforcement and related services to the School District through providing to the School District an SRO under the terms and conditions set forth herein; and

WHEREAS, the School District and the Town recognize the potential outstanding benefits of providing an SRO to the School District to both the residents of the Town of Amherst, the School District and the students of the School District; and

WHEREAS, it is in the best interests of the School District and the Town to provide for the provision of an SRO by the Town, through its Police Department, to the School District.

NOW, THEREFORE, in consideration of the foregoing and the mutual agreements as set forth hereinbelow, it is hereby agreed between the Town, the Police Department, and the School District as follows:

1. General Purposes, Project Goals, Project Objectives and Performance Indicators.

It is the intent and provision of this Agreement to provide to the School District the services of an SRO from the Police Department to provide those services listed under the job description contained in Exhibit "A" annexed hereto (entitled the "SRO Placement Plan"), with the project goals and project objectives as set forth in Exhibit "A" which can be measured by the performance indicators set forth in Exhibit "A" and evaluated as set forth

in the evaluation plan as set forth in Exhibit "A", all as may also be otherwise set forth in the text of this Agreement.

2. Term of Agreement

The term of this Agreement shall be for the period commencing on July 1, 2023 and culminating on June 30, 2024.

3. Renewal of Agreement

Both parties shall notify the other party of their desire to renew the Agreement by written notice at least thirty (30) calendar days prior to the expiration of the term as set forth in Paragraph 2 above. Upon receipt and written acknowledgment of such notice this Agreement shall renew for successive terms of one (1) year until such time as the Agreement is not renewed by failure to notify in writing of desire to renew as stated above or by notice of termination of this Agreement as set forth in Paragraph 4 and Paragraph 5.b.iiii of this Agreement.

4. Termination of Agreement

This Agreement may be terminated by either party upon thirty (30) calendar days written notice to the other party.

5. Assignment of School Resource Officer

The Chief of Police of the Police Department may assign a regularly employed police officer as the SRO to the School District pursuant to this Agreement as follows:

a. The SRO shall be nominated by the Chief of Police of the Police Department to the School District and, upon the concurrence of the Superintendent of Schools (the "Superintendent") of the School District to that nomination, the SRO shall be assigned as the SRO for the School District.

b. The SRO assigned to the School District must meet the following requirements:

i. The SRO must be a volunteer for the position as SRO.

ii. The person nominated to be SRO must be a full-time certified and sworn police officer with a minimum of three (3) years of law enforcement experience.

iii. The person nominated to be SRO must have had or must acquire specialized training to work with youth at a school site. Such training may consist of university course work for potential SRO candidates, law enforcement course work addressing working with youth at a school site, professional training in such areas, or training and experience in connection with other recognized school/youth law enforcement programs (e.g. D.A.R.E). Sufficiency of such experience shall be based upon the joint

concurrence of the Chief of Police of the Police Department and the Superintendent. The SRO may be re-assigned by the Chief of Police of the Police Department (or his designee) during periods of police emergency, situations which may require augmentation of the police force, or situations which may arise which may require the SRO to act as an officer of the law which may or may not be within the School District. Other times of reassignment may include, but are not limited to, training as required by the Police Department or federal and/or state law, court appearances as required by law, or time off as permitted by the collective bargaining agreement. The SRO will give consideration to the school calendar and use discretion when taking his/her discretionary time off.

iv. In the event the Police Department cannot provide an SRO, or a suitable replacement, for thirty (30) continuous days, the District has the option to terminate this Agreement immediately.

6. Dismissal of School Resource Officer: Replacement

a. In the event the Superintendent determines, in the sole discretion of the Superintendent, that the SRO is not effectively performing his or her duties and responsibilities, the Superintendent shall advise the Chief of Police of the Police Department.

b. The Chief of Police of the Police Department may dismiss or re-assign the SRO based upon Police Department rules, regulations and/or general orders consistent with the collective bargaining agreement. In such an event, a new SRO may be designated in accordance with the procedure outlined as in Paragraph 5 above.

7. Duties of the School Resource Officer

a. The duties of the SRO will include but not be limited to those duties set forth in the SRO Placement Plan annexed hereto as Exhibit "A" as part of the job description or performance indicators.

b. Consistent with the New York State Education Law and the School District's Code of Conduct, school disciplinary functions, including but not limited to all decisions and determinations regarding student discipline, are delegated to School District administrators. SRO(s) shall engage in separate and distinct work functions such as investigatory and security-based tasks, with the primary objective of securing the safety and well being of School District personnel, students, families, and visitors. SRO(s) shall not take part in the determination, issuance, or implementation of student discipline.

8. Duties of the School District

The School District shall provide the following materials and facilities which are deemed necessary for the performance of the SRO's duties:

a. A properly lighted private office which shall contain a telephone and shall be appropriate for private conversations between juveniles and the SRO.

b. A location for files and records which should be properly locked and secured.

c. Access to a computer and/or secretarial assistance, and access to a fax machine.

9. Hours of Duty of SRO

a. The Chief of Police of the Police Department shall arrange for the SRO to work a full day (8.25 hours) on each day when school is in session in the School District, except for the provisions set forth in Section 5.b.iii.

b. Additionally, upon the concurrence of the Superintendent and the Police Department, the SRO may be requested to attend extracurricular events. In the event school is scheduled for only part of a school day, the SRO shall work as SRO for the portion of the work day when school is in session and may otherwise perform such other duties as may be assigned to him within the Police Department.

10. Payment by School District to Town for SRO's Services

a. For the services of the SRO, the School District shall pay the Town the sum of $5,371.32 per month during the regular school year, September through June.

b. The Town Supervisor, or his/her designee, shall notify the School District in writing by March 1st of the preceding school year of any change in the rate charged by the Town to the School District for the services of the SRO for the following school year.

c. The funds paid by the School District to the Police Department shall remain within the budget of the Police Department to cover the overtime costs of the SRO attending extra-curricular activities which occur outside the regular school day.

d. Both the School District and the Police Department shall establish procedures to track the hours and/or full days for which the Police Department provides the services of the SRO to the School District.

e. The Town shall invoice the School District every month for the services of the SRO. Upon verification of such invoices, the School District shall pay the same within thirty (30) days receipt of each invoice.

f. The School District may require the SRO to conform to a means of verifying the SRO's hours of work in the capacity of SRO, including sign in/sign out sheet and/or time card or such other means as are deemed appropriate and effective.

11. Employment Status of SRO

The SRO shall remain at all times an employee of the Police Department and shall not be for any purpose an employee of the School District. The School District and the

Town acknowledge that the SRO shall remain responsive to the chain of command within the Police Department.

12. Grant Funding

The School District may receive local, state and/or federal grants to cover all or part of the costs to be paid to the Police Department for the services of the SRO. The parties agree that they will administer the SRO program at all times to be consistent with the requirements of any such grant. In the event of an inconsistency between this Agreement and the requirements of any such grant, the provisions of such grant shall control, provided that nothing in any such grant shall require an adjustment to the rate of pay by the School District to the Police Department for the services of the SRO, or violate any terms of the Police Department chain of command, rules, regulations, general orders consistent with the collective bargaining agreement.

13. Good Faith

The School District, the Town, their agents and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by discussion between the Superintendent and the Chief of Police of the Police Department or their designees.

14. Notices

Any and all notices or any other communication herein required or permitted shall be deemed to have been given when deposited in the United States Postal Service as regular mail, postage prepaid, or by express courier service and addressed as follows:

If to the School District:
Superintendent of Schools
Sweet Home Central School District
1901 Sweet Home Road
Amherst, New York 14228

If to the Police Department:
Chief of Police
Town of Amherst Police Department
500 John James Audubon Parkway
Amherst, New York 14228

If to the Town:
Town Supervisor
Amherst Town Hall
5583 Main Street
Williamsville, New York 14221

In addition, correspondence will also be sent via email to the particular receiving party as named above.

15. Modification

This Agreement constitutes the full understanding of the parties and not terms, conditions or understandings or agreements purporting to modify or vary the terms of this Agreement shall be binding unless made in writing and signed by the duly authorized representatives of the parties.

16. Non-Assignment

Neither the School District nor the Town or Police Department shall assign, transfer, sublet or otherwise dispose of this Agreement or its right, title or interest in this Agreement or its power to execute the same or to any other person or corporation without the previous consent in writing of the governing bodies of both the School District and the Town. Any assignment of this Agreement not complying with the foregoing shall be null and void and of no force and effect whatsoever.

17. Severability

In the event any provision of this Agreement shall be or become invalid under any provision of federal, state, or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

18. Agreement Interest

No officer or employee of the Town, who is authorized in such capacity on behalf of the Town to negotiate, make, accept or approve or to take part in negotiating, making, accepting or approving this Agreement, shall be, directly or indirectly, interested personally in this Agreement, or in any part hereof. No officer or employee of the Town who is authorized in such capacity on behalf of the Town to exercise any supervisory or administrative function in connection with this Agreement, shall become directly or indirectly interested personally in this Agreement or in any part hereof.

19. Hold Harmless

To the fullest extent provided by law, the parties agree to indemnify, hold harmless and defend one another, their agents, employees or any other persons authorized to act for them hereunder against loss or expense, including attorney's fees, by reason a a liability imposed by law upon a party, for damages because of or to persons or to property arising out of or in consequence of the performance of this Agreement resulting from that party's negligence, error, omission, or conduct.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized officers the day and year first written above.

TOWN OF AMHERST, NEW YORK

By: _____ 5/11/23
Brian J. Kulpa, Supervisor Date

TOWN OF AMHERST, NEW YORK,
POLICE DEPARTMENT

By: _____ 5/3/2023
Scott P. Chamberlin, Chief of Police Date

SWEET HOME CENTRAL SCHOOL DISTRICT

By: _____ 3-28-23
Michael V. Ginestre, Superintendent Date

EXHIBIT "A"

SCHOOL RESOURCE OFFICER PLACEMENT PLAN

Amherst Police Department &
Sweet Home Central School District

Introduction

With more attention being paid to the safety of students while they are at school, many communities are considering strategies which are intended to make schools safer environments. Although statistics on school crime and violence convey that such crime and violence are not necessarily occurring in greater numbers, there is, at a minimum, anecdotal evidence which suggests that the types of incidents which are taking place on school property may be more severe in nature and may be having marked negative impact on the educational processes for which schools are responsible. Additionally, media coverage of tragic school shootings and other violence which occurred during the past decade has motivated many communities to act.

One of the ways communities are taking action is by making decisions that law enforcement officers need to be assigned to provide coverage to schools so that safety, security, and order can be maintained. The underlying rationale which is being employed by communities is that a given school's crime and violence problems are not exclusively that school's problems, but are reflective of community problems. Such a rationale leads to consideration of community approaches. Hence, in many communities the "School Resource Officer" (SRO) approach is being considered.

The U.S. Departments of Education, Health and Human Services, and Justice provide a definition for "School Resource Officer":

> *A career law enforcement officer, with sworn authority, deployed in community oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations to: (a) address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school; (b) develop or expand crime prevention efforts for students; (c) education likely school-age victims in crime prevention and safety; (d) develop or expand community justice initiatives for students; (e) train students in conflict resolution, restorative justice, and crime awareness; (f) assist in the identification of physical changes in the environment that may reduce crime in or around the school; and (g) assist in developing school policy that addresses crime and recommend procedural changes (Safe Schools/Healthy Students Initiative).*

The National Association of School Resource Officers (NASRO) defines "School Resource Officer" as:

> *Officers (who) promote a better understanding of our laws, why they were enacted and their benefits. They provide a visible and positive image for law enforcement. They serve as a confidential source of counseling to students concerning the problems they face. They bring expertise into schools that will help young people make more positive choices in their lives. They also work to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe enough to learn (NASRO website).*

Regardless of definition, School Resource Officers have three main functions: *law enforcement officer, law-related teacher, and law-related counselor.* First, as a law enforcement officer, the SRO maintains a safe and secure environment on the school campus that will be conducive to an educationally stimulating atmosphere and serve as a means of preventing criminal activities and disturbances. Second, as a teacher, the SRO promotes positive attitudes regarding the police role in society and informs the students of their rights and responsibilities as lawful citizens. Third, as a counselor, the SRO establishes a more complete liaison with school personnel and students in an effort to prevent juvenile delinquency. According to the National Assessment of School Resource Officer Programs (National Institute of Justice, 2005), SRO's spend on average about 60-65 percent of their time on law enforcement, 25-30 percent counseling, and 5-10 percent teaching.

The most effective way an SRO can accomplish these goals is to be a positive role model; students learn from every interaction they have with an SRO. It is essential for an SRO to endorse high moral standards, use good judgment and discretion, be consistent and fair, respect all students, and display a sincere concern for the school community. School Resource Officers must maintain a professional appearance; be visible, accessible and willing to talk to the students; attend and participate in school activities both during the school year and the summer months; interact positively with the students and the community while taking their concerns seriously; maintain a relationship with the students' parents by attending PTA meetings and parent conferences; and maintain a relationship with the faculty and school administrators.

The SRO interacts with the school administrators and faculty, the student body, and the outside community. Although working in the school, the SRO is still an employee of the law enforcement agency and is responsible for identifying and resolving school safety problems. However, the SRO is not the disciplinarian or chaperone for the school –which job remains with the principal and faculty. As a resource for school administrators, the SRO serves as a means of establishing order and safety so learning can take place. The SRO shares information with faculty on gang activity and truants, provides expertise on crime prevention and responds to and investigates criminal activity in the school. The SRO is also a teacher who provides law-related education to students. As a resource for the student body, the SRO's office with the school serves as a resource center and makes available to students information on topics ranging from date rape to drug abuse. The SRO

also assists the school guidance department by counseling students; giving them the opportunity to talk about their problems and helping them find positive solutions. When necessary, the SRO refers students and family members to appropriate social agencies for additional assistance. Additionally, the SRO responds to requests from parents and the community regarding truants, drug activity, domestic problems, burglaries, thefts, and other school safety issues.

The SRO Program works to prevent juvenile delinquency and create a favorable student/police officer relationship. The Town of Amherst, the Amherst Town Court, school administrators, teachers, parents, and students are all beneficiaries of the SRO Program and, as stakeholders in the search for safer schools, must support and work with the SRO to reduce criminal conduct both on and off campus.

Job Description

- Provide law enforcement and police services to the school, school grounds and areas adjacent to the school. Investigate allegations of criminal incidents per police department policies and procedures. Enforce state and local laws and ordinances. Make appropriate referrals to juvenile authorities or other governmental agencies
- Work to prevent juvenile delinquency through close contact and positive relationships with students. In addition the SRO shall develop crime prevention programs and conduct security inspections to deter criminal or delinquent activities. The SRO should monitor crime statistics and work with other police personnel, school administration and faculty, and students to design crime prevention strategies.
- Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce School District policies and procedures, Assist school administration in emergency response planning and building security matters. Provide a course of training for school personnel in handling crisis situations, which may arise at the school.
- Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups.
- Develop, implement and instruct classes in law related topics to support the educational efforts of the faculty. Work closely with teachers in designing and presenting law-related topics and the role of police in our society.
- Work with school counselors and other student support staff to assist students and to provide services to students involved in situations where referral to service agencies are necessary. Assist in conflict resolution efforts.
- Initiate interaction with students in the classroom and general areas of the school building; participate in individual and small group meetings and conferences with students. Promote the profession of police officer and be a positive role model. Increase the accessibility of police to the school community.

Juvenile Crime

Contemporary theories on juvenile delinquency suggest that the proliferation of negative influences in children's lives relate directly to juvenile crime rates. Some of these negative elements are poverty, discrimination, peer pressure, an unstable home life (broken or single parent homes), and unstable school life, psychological instability, changing morals of society, ineffectiveness of the juvenile justice system, direct influences of the mass media, and ignorance to the law and criminal justice system.

Recent statistics indicate that although the overall juvenile violent crime rate within the nation has been on the decline after decades of escalation, juvenile crime rates for other offenses have remained relatively static. Crime in schools has also seen a steady rise during the same periods. According to the National Crime Safety Center, juveniles commit more than 3 million crimes in schools each year. Although part of these changes may be attributable to greater public awareness of crime in schools and increasing pressure on education officials to report school crime incidents, there is no question that violence and crime are on the rise in our schools and affecting our children's ability to learn.

Project Goals

- To maintain a safe and secure environment on the school campus which will be conducive to an educationally stimulating atmosphere and serve as a means of preventing criminal activities and disturbances.
- To promote positive attitudes regarding the police role in society and to inform the students of their rights and responsibilities as lawful citizens.
- To establish a more complete liaison with school personnel and students in a cooperative effort to prevent juvenile delinquency.
- To bridge the gap between police officers and adolescents in order to increase positive attitudes toward law enforcement and to reduce juvenile crime through counseling, teaching about the criminal justice system, and taking a personal interest in the students.

Project Objectives

- Promote student understanding of the law and the criminal justice system.
- Decrease the number of student conduct/criminal violations occurring during the school day and during extracurricular school functions.
- Decrease gang activity and involvement in gangs by students.
- Improve students' attitudes and relationships with law enforcement personnel.
- Increase access of students, parents, and families to community agencies which offer assistance to youths and their families for problems that require professional help.
- Conduct crime prevention programs and improve school officials' response to criminal activity and violence.

Performance Indicators

- Present law-related education to classes during the school year. The SRO will keep a record of all law-related courses that are taught including drug prevention presentations and other programs deemed necessary and appropriate by school administrators and police management.
- The number of student conduct/criminal violations for the school year will be compared to the number from previous school years to determine any increase or decrease.
- The SRO will keep a record of all gang activity on or near campus, attempt to identify the individuals involved, and relate this information to the police department. This information will be compared to records from previous years to determine changes in gang activity. If necessary, the SRO will present gang awareness and prevention training to the student body, faculty, and parent organizations.
- The SRO will assess the students' attitudes toward law enforcement by interacting with them during the school day and during extracurricular activities and through the use of student surveys at the beginning and end of each school year. The relationship between the SRO and the student body will also be assessed through surveys completed by parents, faculty members, and administrators to gauge the effectiveness of the SRO program.
- The SRO will research and document all municipal, county, and state agencies available to provide services to students and their families. A directory of such agencies including points of contact will be developed or maintained. The SRO will hold conferences with students, parents, and school faculty when appropriate and keep a log of this activity. The SRO will also maintain a record of all referral services rendered and follow-up the referrals to determine if they were helpful or if other services are necessary.
- The SRO will maintain a record of all crime prevention lectures or seminars given to the student body or public. The SRO will assist school administrators in surveying school facilities for areas that provide opportunities for commission of a crime and develop a plan to correct the problem. The SRO will also assist school violence prevention teams in developing strategic responses to incidents of violence within the school.
- The commanding officer will be responsible to collect and analyze data, prepare progress reports and write the annual evaluation report.
- Data will be gathered on law enforcement related incidents, law enforcement related course grades, parent and teacher survey results, and outcomes of conferences with students, parents and faculty members, as well as any other information that is explicitly mentioned in the projects' performance indicators.

VISTA SECURITY GROUP, INC.
SERVICE AGREEMENT

Licensed by the New York State Department of State
License #11000098666

This Services Agreement (the "Agreement"), dated as of the date set forth below ("Effective Date") is by and between **Vista Security Group, 60 Bryant Woods South, Amherst, NY 14228 (VSG) and Sweet Home Central School District 1901 Sweet Home Road Amherst, NY 14228**, hereinafter referred to as the "Customer" (the "Customer", and together with VSG, each individually sometimes hereinafter referred to as a "Party" of collectively as the "Parties").

1. Services. This Agreement shall govern the terms and conditions pursuant to which VSG shall provide certain security services on the Customer's behalf, at one or more of the Customer's locations ("Location(s)"), as more fully described on Exhibit A hereto (the "Services").

2. Term. This Agreement shall commence upon the Effective Date and shall continue until terminated by either Party upon thirty **(30) days' written notice to the other Party** ("Term"); provided, however, that VSG shall have the right to immediately terminate this Agreement upon written notice to the Customer in the event of non-payment of any fees beyond fifteen (15) days of the due date of such fees in accordance with Section 3 hereof.

3. Fees. The Customer shall pay VSG for the Services rendered hereunder at the hourly rate set forth on Exhibit A hereto ("Rate"), which Rate shall be amended from time to time upon the Parties' joint written consent and shall not include any applicable taxes. VSG will invoice the Customer on a per event basis throughout the Term, which invoices shall be payable within thirty (30) days from the date thereof, unless other payment terms are approved by VSG in writing, in VSG's sole discretion. All payments shall be in U.S. dollars and all late payments shall bear interest at the annual rate of twelve percent (12%) or the highest rate permitted under law, whichever is lower. The Customer shall be liable for, and shall reimburse VSG for, all costs and expenses VSG may incur in connection with the collection of any amounts owed to VSG hereunder or the enforcement of VSG's rights, including, without limitation, reasonable attorneys' fees, expenses and court costs.

4. Obligations of the Parties. (a) VSG is an independent security company duly licensed by the State of New York as a "Private Investigation" company and shall be responsible for its own income taxes, worker's compensation, liability insurance, disability insurance and other employment taxes. (b) Throughout the Term the Customer shall be obligated to inform VSG of any (i) security threats relating to the Customer and/or the Location(s); and (ii) dangerous or hazardous conditions relating to the Location(s).

5. Disclaimer. VSG MAKES NO WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, AS TO THE CONDITION OR QUALITY OF THE SERVICES TO BE PROVIDED TO THE CUSTOMER BY VSG HEREUNDER AND HEREBY DISCLAIMS ANY LIABILITY

WHATSOEVER FOR LOSS, DAMAGE, OR INJURY TO THE CUSTOMER, THE CUSTOMER'S PROPERTY OR THIRD PARTIES AS A RESULT OF ANY DEFECTS, LATENT OR OTHERWISE, IN REGARD TO THE SERVICES PROVIDED BY VSG, OTHER THAN IN REGARD TO LOSSES CAUSED BY VSG'S GROSS NEGLIGENCE OR INTENTIONAL MISCONDUCT.

6. Indemnity; Limitation of Liability. The Parties shall indemnify each other, their shareholders, directors, officers, employees, and their successors and assigns, against, and hold each other harmless from, any and all claims, suits, proceedings, costs, expenses, damages, and liabilities, including attorneys' fees, arising out of, connected with, or resulting from any breach by a Party of any of the covenants or agreements to be performed by such Party in accordance with this Agreement. VSG's total liability under this Agreement shall not exceed the payments received by VSG pursuant to this Agreement and the Customer's exclusive remedy and VSG's sole liability hereunder shall be limited to a refund of such payments, and VSG shall not be liable otherwise, including for direct, indirect, consequential, foreseeable or unforeseeable, special, incidental or contingent damages or for any cost of litigation or losses, whether arising out of breach of warranty, negligence, tort, strict liability, or other causes.

7. Non-Solicitation. The Customer agrees not to hire, directly or indirectly, any VSG employee that is currently assigned or has been assigned in the past by VSG to work at any Customer Location for a period of six (6) months after the expiration of the Term of this Agreement; or six (6) months following the employee's termination or resignation as an VSG employee, whichever is longer. Customer acknowledges that VSG has incurred considerable expense in hiring and training its employees in security operations and if Customer or its agents hire a VSG employee either during the term of this contract or within 6 months after the employee has ceased employment with VSG, Customer will pay VSG, as liquidated damages, $4,000.00 per employee or former employee so hired.

8. Force Majeure. VSG shall not be liable for a delay in its performance or obligations and responsibilities under this Agreement due to causes beyond its control such as, but not limited to, war, strikes or lockouts, embargo, national emergency, insurrection or riot, acts of the public enemy, fire flood, pandemic or other natural disaster provided that said party has taken reasonable measures to notify the other in writing of the delay and its anticipated duration.

9. Miscellaneous. (a) No modification or waiver of any provision of this Agreement shall be effective unless made in writing and signed by the Parties. (b) Neither Party shall assign this Agreement or such Party's rights and obligations hereunder without the prior written consent of the other Party. (c) If any condition, provision, or portion thereof, of this Agreement shall be declared by a court of competent jurisdiction to be illegal or unenforceable, such illegality or unenforceability shall not affect the validity of any of the remainder of this Agreement. (d) This Agreement shall be interpreted and enforced under and in accordance with the internal laws of the State of New York and the Parties shall exercise any right or remedy thereunder exclusively in, and hereby consent to the exclusive jurisdiction of, the courts of the State of New York and the United States District Court in Buffalo, New York.

IN WITNESS WHEREOF, the Parties have entered into this Agreement on the 1st day of July 2023.

VISTA SECURITY GROUP, INC.

Signed
By: *Jeffrey C. Gilbert*
Name: Jeffrey C. Gilbert
Title: Partner
On behalf of Vista Security Group, Inc.

CLIENT NAME:

Sweet Home Central School District

_____
(please print or type name above)

Signed
By: _____

Title:

EXHIBIT A

I. **Services.** VSG agrees to perform the following Services for the Customer on the terms and conditions set forth in this Agreement:

(a) VSG will provide an Armed, uniformed security officer(s) (retired Law Enforcement Officer) at the Customer 's Location(s) set forth below. The shifts worked by the ASP security officer(s) shall vary depending on school calendar need, the exact schedule to be discussed between the ASP Lead Monitor assigned to Sweet Home High School, Sweet Home Middle School and the current Sweet Home High School and Sweet Home Middle School Principal(s). ASP will also provide additional security at various times with proper notice as needed beyond the regular schedule (ie: basketball games, football games).

(b) VSG will provide an Unarmed, uniformed New York State licensed Security Officer at the Customer 's Location(s) set forth below. The shifts worked by the ASP security officer(s) shall vary depending on school calendar need.

(c) The Services shall be performed at the following Location(s) owned or controlled by the Customer:

1901 Sweet Home Road Amherst, New York

(d) The security officer(s)' duties shall include:

(1) The security officer(s)' duties shall include, but are not limited to (the actual duties to be determined by High School Administration and ASP Monitors):

(2) Work with High School Administration to assist in daily monitoring of students.

UNARMED SECURITY GUARDS
SWEET HOME HIGH SCHOOL
Four (4) NYS Unarmed Security Guard- Weekly: Cafeteria

- **Monday – Friday 10:20am – 1:20pm**
- **Monday – Friday 10:20am – 1:20pm**

One (1) NYS Unarmed Security Guard- Weekly: Gym Area

- **Monday – Friday 3:30pm – 6:30pm**

RETIRED LA ENFORCEMENT
SWEET HOME HIGH SCHOOL
Two (2) Retired Law Enforcement Officers-Weekly

- **Monday – Friday 7:00am – 2:30pm**

SWEET HOME MIDDLE SCHOOL
One (1) Retired Law Enforcement Officers-Weekly

- **Monday – Friday 11:00am – 4:00pm**

III. **Rate.** VSG shall be compensated for the Services provided hereunder at the below rate chart (not including applicable taxes): Rate is valid from 07/01/2021 – 06/30/2022 additional years rates based on NYS Prevailing Wage Article 9 issued each year July 1st.

Unarmed Security Guard – $29.95

Armed Security Officer – $46.35

Additionally, Customer agrees to pay a minimum of 4-hours per Guard should they be summoned to appear in court or at a conference with the District Attorney's office, as a result of their employment at the Customer's location.

Customer agrees to pay 1.5 times the above rates for hour worked on the following holidays:

New Year's Day
Martin Luther King Day
Memorial Day
July 4th
Thanksgiving Day
Christmas Eve after 4PM
Christmas Day and
New Year's Eve after 4PM

APPENDIX IV

Sweet Home
Central School District

Public Employer Health
Emergency Plan

Date of Approved Plan: 4/20/21

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

[3]

[3] Reviewed April 2025

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Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m 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 the Sweet Home District Safety Committee, with membership from the SH Administrators and Supervisors Association (SHASA), Sweet Home Educators Association (SHEA), and Sweet Home Service Employee Association (SHSEA), 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 **Sweet Home CSD**, 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 paragraph m 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: 4/20/21

By: Anthony J. Day

Title: Superintendent, Sweet Home CSD

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 paragraph m 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 **Sweet Home CSD**. 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
- Do not report to work if you have COVID symptoms; If you are feeling ill or have a fever while at work, 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 as needed
- 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 **Sweet Home CSD**, 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.

Upon the determination of implementing this plan, all employees and contractors of **Sweet Home CSD** shall be notified by the 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 the 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 designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Sweet Home CSD**, 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 **Sweet Home CSD**, 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, **Sweet Home CSD** 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 **Sweet Home CSD**

The **Sweet Home CSD** 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 **Sweet Home CSD** have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions assuring 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
Assistant Superintendent	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the district with the Superintendent of Schools and Director of Finance & Plant Services. Communicates directly with the administration to assist with planning, staffing, and functions, ensuring that the needs of the district are being met.	1
Director of Finance & Plant Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent. 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. Assists with CDC, DOH and NYSED regulations including oversight of NYS recording requirements and Nursing Staff.	1
Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Communicates regularly with the Assistant Superintendent and Director of Finance & Plant Services. 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
Supervisor of Buildings & Grounds	Coordinates functions with the Superintendent of Schools, Director of Finance & Plant Services, 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 including personal protection, cleaning procedures and methods of reporting and receiving issues and 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, CCD, DOL and DOH policies while on school district property.	**1**
Head Custodians	Coordinates activities with and updates the Supervisor of Buildings & Grounds regularly. 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 Supervisor of Buildings & Grounds. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. 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.	**1**
Business Office	Assists the Superintendent of Schools with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	**1**

Human Resources	Assists the Superintendent of Schools with maintaining the workforce, ensuring coverage for all positions necessary to carry out district operations.	**1**
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. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	**1**
Building Clerical	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 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**
Maintenance Staff	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 Supervisor of Buildings & 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 Supervisor of Buildings & Grounds will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	**1**

Custodial Staff	Custodial staff will work as directed by the Supervisor of Buildings & Grounds and Head Custodians. The Supervisor of Buildings & Grounds and Head Custodians 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 will receive pandemic awareness training. Training will provide essential information about communicable diseases. Training will also include 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 required by the CDC, DOL (PESH), DOH and the district while providing services and on breaks.	**1**
Educational (including Faculty, Related Service Providers & Staff)	The Principal for Curriculum & Instruction will work with the Superintendent and Administration to determine the level of on-site education and or implementation of the District Remote Learning Plan.	**1**
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Supervisor of Buildings & Grounds. All outside contractors will notify the Supervisor of Buildings & 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 proper PPE to comply with District policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	**1**
Food Service	All District Food Service operations and protocols will be determined by the Supervisor of Food Service.	**1**
Transportation	All District Transportation operations and protocols will be directed by the Transportation Supervisor. The District will provide safe and secure transportation based on the needs of the District and learning environment. Protocols will be established and both the Transportation Supervisor and Contracted Transportation will provide their employees with proper training on cleaning and sanitizing buses and proper PPE and disinfection equipment to effectively maintain	**1**

	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 district. The District will continually inform staff and parents of changes to procedures as necessary.	
B.O.E	The Board of Education and Superintendent of Schools will dictate school policy and procedures.	**1**
Outside Deliveries	Deliveries will be coordinated with Supervisor of Buildings & Grounds, Head Custodians, Building Custodians and Laborers. The Supervisor of Buildings & Grounds will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival on District and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	**1**

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 for Each
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Human Resources	Assistant Superintendent	The Assistant Superintendent ensures all essential positions are staffed to carry out district operations
Operations	Director of Finance & Plant Services	The Director of Finance & Plant Services ensures all essential functions are maintained.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals, and Directors are the liaisons between students, families, and employees in the building.
Education	Principal for Curriculum	The Principal for Curriculum & Instruction, together with Administration, determines the educational plan (in person or remote). In person staff would be deemed essential on an as needed basis.

Information Technology	Systems Engineer	The Systems Engineers establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Facilities	Supervisor of Buildings & Grounds	The Supervisor of Buildings & Grounds maintains the necessary level of cleaning and sanitizing.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance, and Laborers and Grounds man	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Transportation	Transportation Supervisor	The Transportation Supervisor directs and maintains operations for all transportation services.
Food Service	Supervisor of Food Services	The Supervisor of Food Services directs and maintains operations for all food services.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	Nursing	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

Working remotely requires:

1. Identification of staff permitted to 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

Staggered Shifts

The Director of Finance & Plant Services will work with the Superintendent of Schools or a designee to formulate a calendar that schedules employees based on the needs of the District.

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. Staggering shifts requires:

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

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 or aprons
- Hand sanitizer

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 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
   c. All PPE will be purchased following established District purchasing policies unless authorized to do so otherwise via Board of Education resolution.

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 Director of Finance & Plant Services and the Supervisor of Buildings & Grounds will be responsible for insuring 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, students. An extra supply of PPE will be available in all buildings with the Nurses or Custodial staff. The **Sweet Home CSD** participates in the Orleans-Niagara Corporative Bid Purchasing

Agreement. They provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus PPE can only be made by the Director of Finance & Plant Services and the Supervisor of Buildings & Grounds as this will ensure the accurate accountability of all supplies on hand. The Head Custodians 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. If possible/determined by supervisor, 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 at least every hour, as practical. 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 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. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24-72 hours (depending on the circumstances as determined by the CDC guidelines) 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.

5. The Assistant Superintendent must be informed of staff involved 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
   a. If an employee or contractor is confirmed to have the disease in question, the Superintendent or his designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
   b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

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. The Head Custodians under supervision from the Supervisor of Buildings & Grounds will coordinate and establish cleaning guidelines and schedules for all areas, including high traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least regularly.

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

The **Sweet Home CSD** is committed to supporting our employees and contractors in the event of a public health emergency. The District will abide by all Federal and State laws, regulations, Emergency Orders and District policies related to employee benefits, including leaves of absence.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of **Sweet Home CSD**, and as such are not provided with paid leave time by **Sweet Home CSD**, 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 **Sweet Home CSD** to support contact tracing within the organization and may be shared with local public health officials.

APPENDIX V

Cybersecurity Incident Response Plan

Prepared by: **Sweet Home School District**

Last Modified **April 2025**

PURPOSE

The Sweet Home School District (SHCSD) stores information related to students, staff, and internal business operations, as well as manages and maintains technical infrastructure required to house and maintain this information. Additionally, SHCSD contracts with the WNY Regional Information Center (WNYRIC), and vendors of digital services and products to manage and maintain this data and infrastructure.

This Cybersecurity Incident Response Plan outlines the procedures SHCSD uses to detect and respond to unauthorized access or disclosure of private information from systems utilized, housed, maintained or serviced by Sweet Home. More specifically, this plan defines the roles and responsibilities of various SHCSD staff with respect to the identification, isolation and repair of data security breaches, outlines the timing, direction and general content of communications among affected stakeholders, and defines the different documents that will be required during various steps of the incident response.

Sweet Home also implements practices designed to proactively reduce the risk of unauthorized access or disclosure, such as training staff with respect to legal compliance requirements, following appropriate physical security and environmental controls for technical infrastructure, and deploying digital security measures such as firewalls, malware detection and numerous other industry standard systems.

In the event of a cybersecurity incident, Sweet Home staff have been trained to expeditiously deal with the matter. Sweet Home staff are trained on a yearly basis to recognize anomalies in the systems they regularly utilize, and to report any such anomalies as soon as possible to the Incident Response Manager so the Incident Response Team can be mobilized. Throughout the year the Incident Response Manager and members of the Incident Response Team are kept up to date on the latest security threats and trained in modern techniques of incident remediation.

The availability and protection of the information resources managed by the systems we maintain is of paramount importance to our school district and will always be a core value of our organization.

DEFINITIONS

Cybersecurity Incident -

A Cybersecurity Incident is any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may be harmful to individual students, our partners or our organization.

Incident Response Team (IRT) -

The IRT is made up of experts across different fields in the organization whose charge is to navigate the organization through a Cybersecurity Incident from the initial investigation, to mitigation, to post incident review. Members include an Incident Response Manager, technical hardware and networking experts, front-end software experts, communications experts and legal experts.

Incident Response Manager (IRM) -

The IRM oversees all aspects of the Cybersecurity Incident, especially the IRT. The key focuses of the IRM will be to ensure proper implementation of the procedures outlined in the Cybersecurity Incident Response Plan, to keep appropriate Incident Logs throughout the incident, and to act as the key liaison between IRT experts and the organization's management team. At the conclusion of a Cybersecurity Incident, the IRM will conduct a review of the incident and produce both an Incident Summary Report and a Process Improvement Plan.

Cybersecurity Incident Log -

The Cybersecurity Incident Log will capture critical information about a Cybersecurity Incident and the organizations response to that incident, and should be maintained while the incident is in progress.

Incident Summary Report (ISR) -

The ISR is a document prepared by the IRM at the conclusion of a Cybersecurity Incident and will provide a detailed summary of the incident, including how and why it may have occurred, estimated data loss, affected parties, and impacted services. Finally, it will examine the procedures of the Cybersecurity Incident Response Plan, including how the IRT followed the procedures and whether updates are required. The template for the ISR may be seen in Appendix A.

Process Improvement Plan (PIP) -

The PIP is a document prepared by the IRM at the conclusion of a Cybersecurity Incident and will provide recommendations for avoiding or minimizing the impact of future Cybersecurity Incidents based upon the "lessons learned" from the recently-completed incident. This plan should be kept confidential for security purposes. The template for the PIP may be viewed in Appendix B.

INCIDENT RESPONSE TEAM

INCIDENT RESPONSE MANAGER

Name: Donald Feldmann, Asst. Superintendent	Email: dfeldmann@sweethomeschools.org
Work Phone: 716.250.1406	Mobile Phone:

TECHNICAL CONTACTS

Name: Robert Ehlenfield, Systems Engineer	Email: rehlenfield@sweethomeschools.org
Work Phone: 716.250.1406	Mobile Phone:

Name: Michael Kumrow	Email: mkumrow@sweethomeschools.org
Work Phone: 716.250.1416	Mobile Phone:

LEGAL COUNSEL

Name: John Rottaris, Gross Shuman, PC	Email: JRottaris@gross-shuman.com
Work Phone: 716.854.4300	Mobile Phone

COMMUNICATIONS SPECIALIST

Name: Christine Slagle	Email: cslagle@sweethomeschools.org
Work Phone: 716.250.1267	Mobile Phone:

ADDITIONAL MEMBERS

In addition to those individuals listed above, additional experts may be included on the IRT, depending upon the nature and scope of the incident. In particular, a software support expert from the team that supports the software in question will likely be necessary. These additional members will be chosen by the IRM.

INCIDENT MANAGEMENT PRINCIPLES

CONFIDENTIALITY

Investigation

During a Cybersecurity Incident investigation, the IRM or members of the IRT will be gathering information from multiple computer systems and/or conducting interviews with key personnel based on the scope of the incident in question. All information gathered or discovered during a Cybersecurity Incident will be strictly confidential throughout the investigative process. All members of the Cybersecurity Incident Response Team are trained in information security and data privacy best practices. At the conclusion of the investigative process, the IRM will brief District Administration on the relevant details of the incident and the investigation (see Briefing of Administration in the Response Phase on page 12). During this phase, no confidential information will be shared unless it is strictly relevant to the investigation and/or the incident itself.

Affected Stakeholders

In the event the incident involves the unauthorized access or disclosure of confidential student or staff information, Sweet Home will communicate information relevant to the incident as well as any additional requested information to which they have a right (e.g. specific student records, staff records, etc.). Sweet Home does reserve the right to withhold certain information at the discretion of the IRM if that information may jeopardize current or future investigations, or pose a security risk to Sweet Home or other entities.

In the event the incident involves information of a non-Sweet Home district stakeholder group, such as a neighboring district or vendor partner, the Sweet Home district will take appropriate steps to notify those entities as efficiently as possible.

In the event the incident is limited to Sweet Home systems not containing sensitive or confidential information, it will be the discretion of Sweet Home administration and the IRM whether or not to share information related to the incident with outside stakeholders.

Report Management

All reports generated during an investigation along with any evidence gathered will be stored and managed by the IRM. Any physical records will be stored in the IRM's office in a locked file. Any digital records will be stored on the internal school district network in a network share only accessible by the IRM and approved District Administrators. That share will be backed up and stored in accordance with Sweet Home's regular backup procedures. In the event past records of incidents need to be reviewed, a written request must be made to the IRM that includes the requestor, the information requested and the reason for the request. The IRM will review the request and has the discretion to approve or deny any request. Incident summary information will always be made available by the IRM.

COMMUNICATION GUIDELINES

● Communication with parents/community members, will be disseminated via the school district superintendent or designee.

● Although every incident is unique, sample communications that can be used as guidelines can be found in Appendices D-F in this document.

● Initial communication to affected stakeholders should occur as expeditiously as possible upon the identification of the incident. In some cases, this may include an initial communication (letter, email, phone call) that simply states that this district is aware of the issue and is addressing it, with the promise of a follow up. Scenarios for the release of Personally Identifiable Information (PII) are as follows:

- Should the unauthorized release of student data occur, the district shall notify the parents (or eligible students) affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 14 calendar days after the breach is discovered.

- Should the unauthorized release of protected staff data occur, the district shall notify the staff members affected by the release in the most expedient way possible. Part 121 of the Commissioner's Regulations requires this notification to occur within 14 calendar days after the breach is discovered.

- Should the unauthorized release of student and/or protected staff data occur, the district shall notify the Chief Privacy Officer (CPO) at the New York State Education Department (NYSED) within 10 calendar days, as required by Part 121 of the Commissioner's Regulations.

- Should the release of Social Security Number, Driver's License or Non-Driver ID Number, Account Number, or Credit/Debit Card number combined with PII occur, districts should consult Section 208 of the NYS Technology Law for notification obligations (https://its.ny.gov/sites/default/files/documents/business-data-breach-form.pdf).

● Updated communications will come from the superintendent or the Incident Response Manager. As staff receive requests from districts for information, they should pass those requests along to the Incident Response Manager.

● District staff should be clearly informed by the Management Team what information is public and what is internal/confidential. However, district leadership should be aware that any material or information communicated to staff can and likely will be shared with the public, including the news media.

● Communication with news media will be initiated by the school district superintendent and/or designee. Incoming news media calls and requests for information will be directed through Incident Response Team Communication Specialist. A communication response plan

(talking points, interview refusal statement, etc.) will be formulated as needed, with information coming from the superintendent or designee.

● ETBS messages, if used, should have broad language that offer basic information (1 sentence) and reassurance, and refer to separate detailed communication pieces as a follow up.

CYBERSECURITY INCIDENT PHASES

IDENTIFY

Overview

All Sweet Home staff have a responsibility to remain vigilant and protect the data stored within the systems we support. Any event that threatens the confidentiality, integrity or availability of the information resources we support or utilize internally should immediately be reported to a supervisor or the IRM if a supervisor is unavailable. Supervisors should immediately bring the incident to the attention of the IRM. Parents are encouraged to notify the district of possible breaches or improper disclosures of data using a form on the district website (see Appendix G).

Incident Types

Types of cyber incidents that may threaten the organization are:

- Unauthorized attempts to gain access to a computer, system or the data within
- Service disruption, including Denial of Service (DoS) attack
- Unauthorized access to critical infrastructure such as servers, routers, firewalls, etc.
- Virus or worm infection, spyware, or other types of malware
- Non-compliance with security or privacy protocols
- Data theft, corruption or unauthorized distribution

Incident Symptoms

Signs a computer may have been compromised include:

- Abnormal response time or non-responsiveness
- Unexplained lockouts, content or activity
- Locally hosted websites won't open or display inappropriate content or unauthorized changes
- Unexpected programs running
- Lack of disk space or memory
- Increased frequency of system crashes
- Settings changes
- Data appears missing or changed
- Unusual behavior or activity by Sweet Home staff, students, partners or other actors

ASSESS

Overview

Once anomalous activity has been reported, it is incumbent upon the IRM to determine the level of intervention required. Other members of the IRT may be required to provide input during this phase to help determine if an actual security threat exists. If it is determined there is an active security threat or evidence of an earlier intrusion, the IRM will alert the entire IRT immediately so that the situation may be dealt with as expeditiously as possible.

Considerations

- What are the symptoms?
- What may be the cause?
- What systems have been / are being / will be impacted?
- How widespread is it?
- Which stakeholders are affected?

Documentation

Regardless of whether it is determined there is a security threat, the IRM will accurately document the scenario in a Cybersecurity Incident Log. All Cybersecurity Incident Logs will be stored in a

single location so incident information may be reviewed in the future. This report should contain information such as:

- Who reported the incident
- Characteristics of the activity
- Date and time the potential incident was detected
- Nature of the incident (Unauthorized access, DDoS, Malicious Code, No Incident Occurred, etc.)
- Potential scope of impact
- Whether the IRT is required to perform incident remediation?

RESPOND

Briefing of Administration

Upon determining that a significant incident or breach has occurred, District Administration should be notified immediately. As additional information is uncovered throughout the investigation, Administration should be briefed by the IRM so appropriate decisions, such as allocating additional staff, hiring outside consultants and involving law enforcement can be made. Additionally, based on the incident, it will be incumbent on Administration to determine the appropriate stakeholders to notify of the incident and the appropriate medium to do so. Administration should take into consideration the nature of the information or systems involved, the scope of the parties affected, timeliness, potential law enforcement interests, applicable laws and the communication requirements of all parties involved. Sample communications documents may be found in Appendices C - F.

Initial Response

This first steps in any cyber incident response should be to determine the origin of the incident and isolate the issue. This may involve measures up to and including immediately disconnecting particular workstations, servers or network devices from the network to prevent additional loss. While this is occurring, it is necessary to examine firewall and system logs, as well as possibly perform vulnerability scans, to ensure the incident has not spread to other areas in order to define the entire scope of the incident.

Throughout this process, it will be critical to preserve all possible evidence and document all measures taken in detail. Thorough review and reporting on the incident will be required once the threat has been removed, the vulnerabilities have been removed and the systems have been restored.

Remediation and Recovery

Once the cause has been determined and appropriately isolated, the IRT will need to remove the vulnerabilities leading to the incident. This may involve some or all of the following:

- Install patches and updates on systems, routers, and firewalls
- Infections cleaned and removed
- Re-image or re-install operating systems of infected machines
- Change appropriate passwords
- Conduct a vulnerability scan of any compromised machines before reconnecting them to the network
- Restore system backups where possible
- Document all recovery procedures performed and submit them to the IRM
- Closely monitor the systems once reconnected to the network

REPORT

Overview

Once the threat has been mitigated and normal operation is restored, the IRM will compile all available information to produce an accurate and in-depth summary of the incident in an Incident Summary Report (ISR). A copy of the ISR is located in Appendix A. Throughout the incident, the IRT will have kept Incident Logs that contain detailed records wherever possible, and these shall serve as the basis of the report. Interviews will also be conducted with appropriate members of the IRT to obtain any additional information that may be available to augment the logs and records kept throughout the process. Additionally, as required by Part 121 of the Commissioner's Regulations the district will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies using the log in Appendix H.

Report Contents

The Incident Summary Report (ISR) will include all pertinent information to the incident, but at minimum:

- Dates and times of milestones throughout the process (e.g. incident detection, verification, notifications, remediation steps, completion, etc.)
- List of symptoms or events leading to discovery of the incident

- Scope of impact
- Mitigation and preventative measures
- Restoration logs
- Stakeholder communications (including copies of memos, emails, etc. where possible)

Timeframe

The ISR should be prepared as expeditiously as possible following the incident so future preventative measures may be taken as quickly as possible. Information to prepare the ISR and interviews with the IRT should be conducted immediately to ensure the greatest possible accuracy of information.

REVIEW

Post-Incident Review Meeting

After the conclusion of the incident, the IRM and possibly select members from the IRT will meet with management to discuss the event in detail, review response procedures and construct a Process Improvement Plan (PIP) to prevent a reoccurrence of that or similar incidents. The compiled Incident Report constructed by the IRM will serve as a guide for this meeting.

In the meeting, a full debrief of the incident will be presented and findings discussed. The IRM will share the full scope of the breach (as comprehensively as possible), causes of the breach, how it was discovered, potential vulnerabilities that still exist, communication gaps, technical and procedural recommendations, and the overall effectiveness of the response plan.

As a whole, the group will review the information presented and will determine any weakness in the process and determine all the appropriate actions moving forward to modify the plan, address any vulnerabilities and what communication is required to various stakeholders.

Process Improvement Plan

The IRM will draft a Process Improvement Plan (PIP) based on the results of this meeting. The plan should discuss any applicable items necessary to prevent future incidents to the extent practicable, including cost and time frame requirements where possible. The PIP will also include a review strategy to ensure all recommendations made in the PIP are met in a timely fashion and functioning appropriately. Areas of focus may include, but are not limited to:

- New hardware or software required

- Patch or upgrade plans
- Training plans (Technical, end users, etc.)
- Policy or procedural change recommendations
- Recommendations for changes to the Incident Response Plan
- Regional communications recommendations

Additionally, the PIP must be kept strictly confidential for security purposes. Any communication required to clients or to the public must be drafted separately and include only information required to prevent future incidents.

Cybersecurity Annex

The BEFORE information below should be part of a greater cybersecurity plan.

BEFORE

Goal: To manage cybersecurity threats in a timely fashion and protect data from further damage.
Objective: To make the district aware of their assets, environment, policies, current assessments, risk tolerance, and third-party vendor management resources.
To assist in preparation for a cyber-attack the school should:

1. Formulate a cyber-security protocol to quickly manage a breech, including development of an Incident Response Team. **(Cybersecurity Incident Response Team)**
2. Conduct NIST CSF self-assessment which focuses on Identifying, Protecting, Detecting, Responding and Recovering.
3. Conduct tabletop exercise with Incident response team and those responsible for IT operations in the district.
4. Mitigate the risk of cybersecurity threats through focused awareness training for all users.

DURING
Goal: To analyze, contain and eradicate the incident
Objective: To restore district systems to full functionality in timely manner in order to sustain student learning objectives.

Courses of Action	Responsibility
School community member reports cybersecurity threat to: **(xx put your reporting process here)**	All Users **(From the building level, this is the most important part of the annex).**

Analyze reported threat and activate Cybersecurity Plan as needed.	IT Department
Activate Incident Response Team to assist with other school core functions	IT Department
Communicate with relevant school personnel regarding scope of threat and relevant procedures to thwart further attack.	Incident Response Team (**Include Superintendent and Public Information Officer if communicating beyond key administrators**)
Coordinate with district's RIC, cyber insurance carrier and applicable state and federal agencies to identify all affected data, machines and devices.	Incident Response Team
Ensure detailed documentation and forensics are preserved for post-incident required actions	Incident Response Team

AFTER

Goal: Restore community confidence in the school's ability to protect systems and data from another attack.

Objective: Provide responsible communications and improve response effectiveness

Consult with school legal counsel and cyber insurance carrier. Develop and communicate message regarding the incident.	Superintendent
Provide accurate reporting to state and federal agencies within required time frames.	Data Protection Officer
Conduct Post-Incident analysis	Data Protection Officer
Conduct a "Lessons Learned" Briefing	Data Protection Officer/IT Department/Incident Response Team

Revise Cybersecurity Response Plan as needed.	Data Protection Officer/Incident Response Team

Other functional annexes that may be activated during a cybersecurity breach include:

- Communications Plan
- Continuity of Operations Plan
- Early Dismissal Plan
- Recovery Plan

APPENDIX A:

INCIDENT SUMMARY REPORT

INCIDENT SUMMARY

Type of Incident	
Date Incident Originated	
Date Incident Was Detected	
By Whom Was Incident Detected	
How Was Incident Detected	
Scope of Incident (Districts / Systems Affected)	
Date Incident Corrected	
Corrective Action Types (Training, Technical, etc.)	

Summary of Incident Symptoms

Summary of Incident Type and Scope

Summary of Corrective Actions

Summary of Mitigation Processes and Internal Communication

Communications Log (Attach drafts for written communications, synopsis for verbal communication)

Communication Date	Communication Type	Recipient(s)	Purpose

APPENDIX B:

PROCESS IMPROVEMENT PLAN

PROCESS IMPROVEMENT PLAN

Areas of Success Summary

Areas in Need of Improvement Summary

Recommended Improvements to Avoid Future Incidents

Recommended Improvements to the Cybersecurity Incident Response Plan

Improvement	Timeframe	Cost

APPENDIX C:

INCIDENT LOG

INCIDENT LOG

Incident Title

Incident Opened Date

Incident Description

Action / Event	Date/ Time	Performed / Reported by	Details

APPENDIX D:

SAMPLE PARENT LETTER

DATE

Dear Parents/Guardians,

This letter is to inform you of an incident that occurred within the Sweet Home School District. This incident resulted in student/staff/etc data being compromised by an outside entity. Our Incident Response Team acted quickly to assess and mitigate the situation.

At this time, we are able to share the following details:
[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

Please know about the Sweet Home School District. is committed to protecting and securing educational data. Our team has extensive training in data security and privacy, and our systems have many controls in place to protect your child's educational records. Our team is working with a group of experts to review the incident and implement appropriate measures to protect against this type of incident from occurring in the future.

Please contact Superintendent of Schools Michael Ginestre with any questions you may have regarding this incident and our response.

Sincerely,

APPENDIX E:

SAMPLE STAFF MEMO

DATE

Dear Staff,

This letter is to inform you of an incident that occurred on **DATE** within the Sweet Home School District's **YYYYYYY** system. This incident resulted in **student/staff/etc** data being compromised by an outside entity. Our response team acted quickly to assess and mitigate the situation.

I wanted to ensure that you have key details of the incident so you are well-informed when speaking with your students and colleagues. Please note that Sweet Home administration is handling communication with the community and affected parties. Should you receive any related inquiries, please direct them to Michael Ginestre**.**

At this time, we are able to share the following details:
[insert a brief description of the breach or unauthorized release, the dates of the incident and the date of discovery; a description of the types of personally identifiable information affected; an estimate of the number of records affected; a brief description of the educational agency's investigation or plan to investigate]

As more details become available we will be disseminated as appropriate. Please contact Superintendent of Schools Michael Ginestre should you have any questions or immediate concerns regarding this incident.

Sincerely,

APPENDIX F:

SAMPLE
ETBS MESSAGE

ETBS MESSAGE

The Sweet Home school district experienced a technical issue today with its **YYYYYYY** system that may have resulted in **[student/staff]** data being compromised. The issue is currently under investigation. More detailed information will be distributed shortly via **ZZZZZZZ**.

APPENDIX G: PARENT COMPLAINT FORM

Parents, eligible students (students who are at least 18 years of age or attending a postsecondary institution at any age), principals, teachers, and employees of an educational agency may file a complaint about a possible breach or improper disclosure of student data and/or protected teacher or principal data using this form. A privacy complaint may be made using this online form or by mailing the form to the district's Data Protection Officer at Sweet Home Central Schools, 1901 Sweet Home Road, Amherst NY 14228.

CONTACT INFORMATION

First Name:

Last Name:

Phone Number:

Email:

Role:

IMPROPER DISCLOSURE OR BREACH INFORMATION

Date Violation Occurred:

Description of Data Compromised:

Description of Improper Disclosure or Breach:

Additional Information:

APPENDIX H: PARENT COMPLAINT LOG

PARENT COMPLAINT LOG

Complainant Name	Date Complaint submitted
Description of the Complaint	
Findings	
Date the Finding Report was Shared with Complainant	

PART 121 OF THE COMMISSIONER'S REGULATIONS REQUIREMENT

Educational agencies must maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004), as set forth in section 185.12, Appendix I of this Title.

APPENDIX I: SAMPLE PARENT COMPLAINT REPORT

DATE

Dear **XXXXXXX**,

On **XXXXXXX** you notified **XXXXXXX** about a possible breach or improper disclosure of student data. Our Incident Response Team acted quickly to assess the situation and the report below summarizes the results of our investigation.

[insert a brief description of the complaint and findings]

XXXXXXX is committed to protecting and securing educational data. Please contact **XXXXXXX** with any questions you may have regarding the investigation and this report.

Sincerely,

PART 121 OF THE COMMISSIONER'S REGULATIONS REQUIREMENT

Following its investigation, the educational agency shall provide the parent or eligible student with a report of its findings within a reasonable period but no more than 30 calendar days from receipt of such complaint by the educational agency. In extenuating circumstances, where the educational agency requires additional time to investigate the complaint or cooperate with law enforcement, or where releasing the report may compromise security or impede the investigation of the incident, the educational agency shall provide the parent or eligible student with a written explanation that includes the approximate date when the educational agency anticipates that the report will be released.

APPENDIX VI

Sweet Home Central School District
Emergency Remote Instruction Plan

District-wide School Safety Plan (DWSSP)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Sweet Home Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2025-2026 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: 6460 - Staff Acceptable Use Policy; 7315 - Acceptable Use Policy for Technology; and SHCSD Code of Conduct.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Sweet Home Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

SWEET HOME CENTRAL SCHOOL DISTRICT
EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: 6460 - Staff Acceptable Use Policy; 7315 - Acceptable Use Policy for Technology; and SHCSD Code of Conduct.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (iPads). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Meet, Google Classroom, Seesaw, Schoology etc., along with other district approved digital platforms as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:

	Synchronous "Live" Instruction - Using Google Meet along with other district approved digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. *Teachers will make personal connections with all students during scheduled class times via* Google Meet along with other district approved digital platforms. *These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.* Asynchronous "Flipped" Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson. Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.
	
	● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets and other district approved digital platforms:
	  o Mute yourself on meets as directed by your teacher
	  o Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.
	● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.
	● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.
	
	If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

DAILY SCHEDULE	A daily schedule will be provided for all students. Unless the incident specific schedule indicates otherwise, the virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.

COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction. Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility. Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support. Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.
NON- INSTRUCTIONAL SERVICES ● **TRANSPORTATION** ● **FOOD SERVICE** ● **MAINTENANCE** ● **CUSTODIAL** ● **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

IMMEDIATE REPORTING

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

APPENDIX VII

Sweet Home Central School District

Crisis Response Plan

Written by:

Sweet Home Central School District TIG Team

DRAFT 2024

CRISIS RESPONSE PLAN

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RESPONSE TO TRAGEDY & CRISIS

PURPOSE

This manual provides strategies for addressing crisis intervention within the Sweet Home Central School District. The primary purpose of crisis response is to help students and staff cope with painful emotions and feelings resulting from a school or community related crisis. Our goal is to assist students and staff, in a culturally responsive manner, to return to normal routines as quickly and calmly as possible following a disruption of the educational process. The following procedures outline the steps that Sweet Home Central School District will implement in the event of a crisis. **It should be stressed, however, that each situation presents facts and concerns unique to that case or event. These must be taken into consideration and adjustments to plans should be made accordingly.**
Throughout this process, sensitivity to the wishes of the family/families involved will be a primary concern.

DEFINITION OF CRISIS

A crisis can be an unpredictable, tragic event or situation that has the potential to cause a state of upset and disorganization. Crises can happen before, during or after school and on or off school campuses. Crises range in scope and intensity from incidents that directly or indirectly affect a single student to ones that impact the entire community. Some examples are: severe, chronic, or life threatening illness of a student, staff member or family member; death of a student, staff member, or significant person to a student or staff member; traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis event or natural disaster.

In essence, a crisis is a situation where schools could be faced with inadequate information, not enough time, and insufficient resources, but in which leaders, in collaboration with each Building Crisis Team (BCT) must make one or many crucial decisions.

BUILDING CRISIS TEAMS (BCT)

Purpose: The purpose of a Building Crisis Team (BCT) is to provide leadership to their school community regarding grief, loss and traumatic events. They will make decisions as a team and will have various roles/responsibilities assigned to individual team members. In the event of a crisis, each BCT will implement the steps outlined in the district's *Crisis Response Plan* Manual. The members of each building's crisis team will facilitate their team's response.

The Building Crisis Team, when possible, should include the following:

- District Office Administrators
- Principal
- Assistant Principal(s)
- School Counselor(s)
- School Social Worker(s)
- School Psychologist(s)
- School Nurse
- Teacher(s)
- Parent/Guardian Liaison
- Community Liaison (Family Support Center)
- Others as determined by CT (i.e. School Resource Officer, Secretary, Custodial, Food Service, Security and other Support Staff)

Building Crisis Team Members & Responsibilities:

Administrator-Building Principal/District Office Adm

- Has authority to make decisions for the school
- Responds to requests for information
- Calls faculty/staff meetings
- May reach out to family or designee

Team leader: Student Services Dept in Elementary or Dean of Students/AP in MS /HS

- Calls crisis team together
- Coordinates Crisis team meetings
- May assist with staff/faculty meeting
- Collects relevant response data

- Uses data to make decisions about impact/intensity of response
- Schedules daily team debriefings

Student Liaison: Student Services

- Manages logistics of care stations
- Keeps data on vulnerable students
- Organizes follow up as necessary
- Facilitates parent/referral information as necessary

Parent/Guardian Liaison: Could be Main Office Secretary, Nurse or Student Services

- Sets up care station for parents
- Organizes parent resource and referral information
- Responds to parental inquiries
- May be the liaison to family of the deceased
- Faculty/Support Staff Liaison: Student Services/FSC
- Organizes support for vulnerable faculty and staff
- Identifies classrooms that need support
- Coordinates short-term followup

Community Liaison: FSC

- Reaches out to other community schools,groups, organizations with connections to the deceased
- Alerts community mental health resources to potential referrals
- Coordinates community volunteers if necessary
- Administrative Liaison: School Counselor for student/Asst. Principal
- Responsible for collecting and organizing deceased's belongings
- Reviews scripts for phone inquiries, parent notification
- "Go-to" for faculty updates
- Keeps data/records
- Stays up to date with social media trends about event

Safety Officer: SRO

- Addresses all issues that relate to school building
- May coordinate bus drivers if necessary
- Arranges safety support for after-hours meetings

Other roles to consider:

- Provisions Coordinator-Cafeteria Manager this person makes sure food/snacks/supplies are available to students and staff, makes sure people take breaks
- Facilities Coordinator- Head Custodial/Buildings & Grounds Supervisor-Make sure any equipment needs are handled.

BUILDING CRISIS TEAMS (BCT)

To maximize the functioning of the BCT, team members should provide support to one another and an opportunity for reflection among the team. Care providers in a crisis perform at their best when their responses to a crisis are articulated.

The following guidelines are provided to assist BCTs with their own debriefing:

1. **MAKE THE TEAM A PRIORITY. Take adequate breaks and monitor each other's functioning. Make certain that leadership is supported and/or that leadership is rotated. Create tasks that are reasonable.**

2. **ESTABLISH A COMMAND CENTER FOR THE TEAM. This allows for situational updates and clear communication. It also provides a safe place to be and to get away from the crisis.**

3. **ENSURE GUIDELINES REGARDING CONFIDENTIALITY ARE REVIEWED BY ALL TEAM MEMBERS. Respect the expressed wishes of staff and family members.**

4. **SPEND ADEQUATE TIME ASSESSING THE NEEDS OF STUDENTS AND STAFF. Take time to listen to staff, community members, and students to learn what they believe will be a helpful response.**

5. **DEVELOP A PLAN BASED ON NEEDS OF THE SCHOOL COMMUNITY. As new information surfaces, reprioritize the response.**

6. **TAKE CARE OF YOURSELF. Become aware of your personal needs, vulnerable areas, and responses to others. Monitor your receptivity level. If you are feeling overwhelmed, hopeless, or helpless, take a break. Eat well, exercise well, and rest well.**

7. **RECONVENE THE TEAM AT THE END OF THE DAY. Debrief and evaluate the effectiveness of the plan of action. Determine follow-up steps and complete forms.**

SWEET HOME CENTRAL SCHOOL DISTRICT CRISIS RESPONSE TEAM

Purpose: The purpose of the District Crisis Response Team is to facilitate and assist with the systematic response to tragedy and crisis within the district. The duration of the crisis response is determined by need and may include:

- **Assist with assessment of student/staff/building needs**
- **Provide crisis intervention for students and staff**
- **Provide consultation**
- **Facilitate Critical Incident Stress Management (CISM Defusing)**
- **Facilitate Critical Incident Stress Debriefing (CISD)**
- **Facilitate agency contacts**
- **Attend public meetings**
- **Participate in on-site planning and follow-up**
- **Provide class coverage**
- **Develop or access resource materials**
- **Assist in Health Office**
- **Provide clerical assistance**

Additional responsibilities may include:

- **Develop and facilitate in-service training**
- **Collect and analyze data (i.e. Crisis Team Checklist information)**
- **Monitor and revise district crisis plan**
- **Support and/or connect with District Emergency Response Team (ERT)**

CRISIS RESPONSE CHECKLIST

To be completed by the building principal or designee during response planning *within 72 hours

School:
Date(s) & Time of Crisis:
Level of response to the crisis *(circle)*: 1 2 3 4 5
Nature of crisis:
Grades affected (*circle)*: UPK K 1 2 3 4 5 6 7 8 9 10 11 12 12+
Complete the following:

	Date	Time	N/A	Completed by
1. Identify appropriate level of response (see manual)				
2. Notify Superintendent				
3. Notify Assistant Superintendents				
4. Notify Public Relations Coordinator				
5. Notify Building Crisis Team (BCT) and set meeting time.				
6. Identify staff member to act as family liaison				
7. Notify other building principals and/or review district-wide connections(siblings, relatives, former staff)				
8. Notify staff **a. Protect confidentiality throughout** **b. Face to face meeting with those directly impacted** **c. Provide script for all staff**				
9. Give clerical staff public information script				
10. Coordinate with Assistant Superintendent regarding food, water, supplies, buildings and grounds support, transportation needs				
Notify: **Transportation** **Food Service Head Custodian** **School Resource Officer (SRO)**				

Athletic Director and Coach(es) **School Nurse** **Extracurricular Advisors** **Consider notifying other agencies, programs and/or related services associated with the student(s)/staff**				
11. Supply school staff with: **a. talking points** **b. resources** **c. fact sheets**				
12. Utilize reunification checklist				
13. Prepare and send home notification of event				
14. Update Superintendent/designee				
15. Hold follow-up BCT meeting (briefing, develop follow-up plan, TIG support)				
16. Staff briefing/communication				
17. Re-entry plan for affected student(s) of staff member(s)				
18. Update student/family information in Power School etc.				

Sweet Home Central School District

School Wide Incident

Level 1		Level 2		Level 3
Severe, chronic or life-threatening illness of a student, staff member or their family member		Student or staff member experiences death of an immediate family member, significant other, witnesses a tragedy, or experiences a traumatic event		Death of a student or staff member

Level 4		Level 5
School-based or district level crisis		District is faced with local, state, national, or manmade crisis

Level 1

Level 1: Severe, chronic or life-threatening illness of a student, staff member or their family members

Life-Threatening Illness

Confidentiality and the wishes of the family will impact the response of the crisis team

☐ **Building Administrator/Designee verifies information**

☐ **Access Crisis Response Checklist**

☐ **School-based staff/team (ex. BCT, Team of teachers, SST) will convene to share information and develop a plan of action. Staff/team will have ongoing meetings as necessary**

☐ **Building Administrator involved in the crisis will notify the BCT Facilitator of the situation and current status. Determination is made as to how and when to share information with the BCT (if not already notified) and other affected buildings**

Level 2

Level 2: Student or staff member experiences death of an immediate family member, significant other, witnesses a tragedy, or experiences a traumatic event.

Experience of Loss/Tragedy/Trauma

Confidentiality and the wishes of the family will impact the response of the crisis team

☐ **Building Administrator/Designee verifies information**

☐ **Access Crisis Response Checklist**

☐ **Building Principal (or designee) contacts the Superintendent of Schools, the Assistant Superintendent (or designee), and, when indicated, the Public Relations Coordinator**

☐ **Building Principal (or designee) collaborates with the BCT Facilitator. Determination is made as to how and when to share information with the BCT as well as staff, and other affected buildings**

☐ **Building Crisis Team meets. A plan of action is developed, which may include some or all of the following:**

- **Gather the facts**
- **Identify staff member to verify facts with the family and continue to act as a family liaison**
- **Determine and implement notification process for staff, students, parents and community, if necessary**
- **Assess mental health/counseling staffing needs**
  - **Superintendent or designee initiates District Crisis response as needed**

- **Provide coverage for staff as needed**

● Designate counseling areas for students and staff, and assign coverage (TIG trained staff can also be available for defusing)

- **Create and distribute a fact sheet for staff members, which may include:**
  - **facts about incident**
  - **explicit scripts for staff including nurses, secretaries, teachers, bus drivers, teacher aides, coaches, personal aides, cafeteria, custodian, security etc.**
  - **helpful responses to students**
  - **information about accessing counseling services**
  - **identifying at-risk students**
  - **information about funeral/memorial services**

● Assign member(s) of BCT to follow the student's or staff member's schedule if appropriate

- **Schedule follow-up meeting(s) to assess ongoing needs**

☐ **BCT will meet:**

- **Debrief in a timely manner**
- **Evaluate the effectiveness of the plan of action**
- **Determine follow-up steps**
- ***Review forms***

Level 3

Level 3: Death of a student or staff member

Death in the School Community

Confidentiality and the wishes of the family will impact the response of the crisis team

☐ **Building Administrator/Designee verifies information**

☐ **Access Crisis Response Checklist**

☐ **Building Principal (or designee) collaborates with the BCT staff members. Determination is made as to how and when to share information with the BCT as well as staff, and other affected buildings. Building Principal (or designee) also contacts:**

- **Superintendent of Schools**
- **Assistant Superintendents**
- **Public Relations Coordinator**

☐ **Building Principal (or designee) notifies staff (including extracurricular coaches or advisors) of the crisis.**

☐ **Building Crisis Team meets to develop a plan of action, which *may* include some or all of the following:**

- **Gather the facts**
- **Identify staff member to verify facts with the family and continue to act as a family liaison**
- **Assess mental health staffing needs**

o **Superintendent (or designee) initiates District/Community crisis response as needed. Identify district/building staff member(s) to coordinate/direct outside support staff**

● Determine and implement notification process for staff, students, parents and community, if necessary

- **Provide coverage for staff as needed**

● Designate counseling areas for students and staff, and assign coverage (TIG trained staff available for defusing). Bring Crisis Room Supply boxes (p. 24) to designated area(s)

- **Create and distribute a fact sheet for staff members, which may include:**
  - o **facts about the incident**
  - o **explicit scripts for staff including nurse, clerical staff, teachers, bus drivers, program aides, coaches, teacher aides, monitors, cafeteria, custodian, security etc.**
  - o **helpful responses to students**
  - o **information about accessing counseling services**
  - o **identifying at-risk students**
  - o **information about funeral/memorial services**
- **Assign member(s) of BCT to follow the student's or staff member's schedule**
- **Schedule follow-up meeting to assess ongoing needs**

☐ **Faculty/staff meeting:**

- **Distribute announcement/script to faculty/staff to read to students**
- **Remind staff that the school day routine should continue as normally as possible**
- **TIG Trained staff are available for Defusing (CISM)**

● Staff receiving requests for additional information should be directed to the building principal (or designee)

☐ **Communication should only be disseminated through district spokesperson(s) (i.e. Principal, Public Relations Coordinator). Clerical staff may be given a script to use if approached for information**

☐ **Review Commemoration Guidelines (p.18)**

☐ **BCT will meet:**

- **Will determine the level of support/communication needed:**
  - **● Briefing: Anyone attends, information sharing one direction, goal is to stabilize, mitigate, educate (i.e. faculty meeting)**
  - **● Defusing: conducted by Critical Incident Stress Management (CISM) trained individual(s) within 12 hours with the purpose of symptom mitigation and triage**
  - **Debriefing: Within 1-12 days, BCT planned, to facilitate psychological closure**
  - **Evaluate the effectiveness of the plan of action**

- **Determine follow-up steps**

Level 4

Level 4: School-based or district-based crisis

School-based/District-based Crisis

****Depending on the circumstances surrounding the event, a school-wide crisis has the potential to become a district-wide crisis. Response steps are the same as Level 3, but due to the magnitude of the event and/or extent to which individuals are affected, a larger-scale response may be indicated****

☐ **Building Administrator/Designee verifies information**

☐ **Access Crisis Response Checklist**

☐ **Building Principal (or designee) collaborates with the BCT Facilitator and/or TIG trained staff member. Determination is made as to how and when to share information with the BCT as well as staff and other affected buildings. Building Principal (or designee) also contacts:**

- **Superintendent of Schools**
- **Assistant Superintendents**
- **Public Relations Coordinator**

☐ **Building Principal notifies staff (including extracurricular coaches or advisors) of the crisis via phone.**

☐ **Building Crisis Team meets to develop a plan of action, which *may* include some or all of the following:**

- **Gather the facts**
- **Identify staff member to verify facts with the family and continue to act as a family liaison**

- **Assess mental health staffing needs**
  - *Assistant Superintendent or designee initiates District/Community crisis response as needed. Identify district/building staff member(s) to coordinate/direct outside support staff*
- **Determine and implement notification process for staff, students, parents and community, if necessary**
- **Provide coverage for staff as needed**
- **Designate counseling areas for students and staff, and assign coverage (TIG trained staff available for defusing). Bring CRS boxes to designated area(s)**

- **Create and distribute a fact sheet for staff members, which may include:**
  - **facts about the incident**
  - **explicit scripts for staff including nurses, clerical, teachers, bus drivers, teacher aides, coaches, personal aides, monitors, cafeteria, custodians, security etc.**
  - **helpful responses to students**
  - **information about accessing counseling services**
  - **identifying at-risk students**
  - **information about funeral/memorial services**
- **Assign member(s) of BCT to follow the student's or staff member's schedule**
- **Schedule follow-up meeting to assess ongoing needs**

☐ **Faculty/staff meeting:**

- **Distribute announcement/script to faculty/staff to read to students**
- **Remind staff that the school day routine should continue as normally as possible**
- **TIG Trained staff are available for Defusing (CISM)**
- **Requests to staff for additional information should be directed to the building principal or designee**

☐ **Communication should only be disseminated through district spokesperson(i.e. Principal, Public Relations Coordinator). Clerical staff may be given a script to use if approached for information**

☐ **Review Commemoration Guidelines (p. 18)**

☐ **BCT will meet:**

- **Debriefing**
- **Evaluate the effectiveness of the plan of action**
- **Determine follow-up steps**

Level 5

Level 5: District is face with local, state, natural or manmade crisis

Disaster

**** The scope and magnitude of the event will dictate the response****

***** At a Level 5 Response it is anticipated that mental health needs of both students and staff will be heightened. The use of district TIG staff, as well as all other district mental health professionals, will be critical to supporting these needs.*****

☐ **District Administration assesses and determines the need for an emergency response (i.e. lock-down/lock-out, evacuation - see the Sweet Home CSD Safety Plan).**

☐ **If indicated, District refers to Sweet Home CSD Safety Plan and/or the Crisis Response guidelines/Crisis Response Checklist** Level 4

COMMEMORATION GUIDELINES

Sweet Home Central School District

A school commemoration is intended to bring closure to a period of grieving and serves as a point from which to move on. Appropriate commemorative activities are those that benefit students and staff and help them cope with their grief. Commemorations should reflect the needs of the school community while being respectful to the deceased individual and their family. Prior to any commemorative activities or events occurring in any of the Sweet Home schools, a Commemoration Request Form must be completed and submitted to the BCT for approval.

For each commemoration, it is important to think about the precedent that is being set and the long-term implications. These guidelines are intended to assist building administrators in concert with their crisis teams. Crisis teams should work with families and/or assist individuals or groups who want to commemorate students and staff and be prepared to offer acceptable options. Student commemorations will be permitted for students who were enrolled in a district program at the time of the student's death.

It is recommended that

- **The commemoration will wait until the immediate impact of the loss has subsided, but occur before the opening of the next school year.**
- **If a temporary location for commemoration is established (i.e. student's locker or desk), specify time limits (1 week) and that items left will be offered to the family.**
- **Allow student(s) and staff opportunities to attend services within the community with TIG /BCT designees present.**
- **Within the classroom, activities that address the loss will be conducted as is developmentally appropriate, with the support of the building crisis team.**

<u>Commemorations</u>

The school reserves the right to accept or reject any and all commemorations donated or purchased in memory of a student or staff member. Any commemorations will be privately funded.

Suggested options include:

1. Purchase of library books, school supplies and equipment, with the approval of the building administrator. Donated books may include a bookplate and equipment may include an engraved plate. Wording on the plates will be limited to "Donated in Memory of" or "In Memory of" and the student/staff member's legal name and year of donation.

2. Trees on school grounds. The school principal, in conjunction with the Buildings & Grounds Department, will approve the type and placement of the planting. A moveable ground marker may accompany such plantings. The engraving on the marker will be limited to "Donated in Memory of" or "In Memory of" and the student/staff member's legal name and year of donation.

3. Contributions by students/staff to memorials or a charity designated by the family.

4. Scholarships established in the names of students/staff.

Unacceptable commemorations include those which may:

1. Violate Title IX federal guidelines.
2. Contradict the Sweet Home Central School District's mission.
3. Significantly alter the conduct of a regular school instructional day.
4. Significantly alter school activities or school activities schedule.
5. Infringe on the separation of church and state.
6. Require the use of public funds for purchase, development or maintenance beyond the normal care and maintenance of school properties.
7. Any item that is affixed to the building (i.e. plaques).

Yearbook Guidelines

1. Appropriate space may be designated (up to one page) in commemoration of all students/staff members who have died during that school year. This space may include a uniform size picture of each student/staff member, if available, along with the legal name and dates of birth and death, as deemed appropriate.
2. If there is a death after the printing of the yearbook and the student has not graduated, the student's picture may appear in the next year's yearbook. If the student was enrolled in high school, the student's picture may appear in the anticipated graduation year's yearbook upon consultation with the student's family.
3. A deceased student/staff member's picture, if available, may be included with the pictures of other students/staff in the class for the year covered by the yearbook.

Graduation

1.Graduation is a time to recognize the many years of work and achievement of the senior class.
2. Any students who die during their senior year may be acknowledged at graduation (with parent approval) prior to the conferring of diplomas for the graduating class. If a posthumous diploma is to be awarded, the name should be read and the diploma presented by a staff member to the family.

The family shall sit in a designated area for the presentation. Students should not be involved in the presentation.

3. In the case of any students who have died during their high school career, their parent/guardian may request that they be acknowledged in a similar fashion at the time of the graduation of their class.

Existing Commemorations

In the event that the district needs to move or alter an existing commemoration, the district will reach out to the family to make them aware of the situation and discuss options.

Notice of Address Change

Family members of deceased students/staff members are encouraged to inform the school of any address changes so that the District may return any commemorations to them.

Sweet Home Central School
District Commemoration
Request Form

Please return form to the Building Crisis Team

Date:

Name of person(s) making request:

Name of deceased:
Date of death:
Relationship to deceased:

Requesting party's contact information:

Address:

Phone:

Email:

Description of requested commemoration:

**The Sweet Home Central School District reserves the right to accept/reject any and all commemorations donated and purchased.*

Building Crisis Team review date:_____

Reviewed with the family of the deceased by (name) _____(date):_____

Approved_____ **Not approved_____**

Rationale (if not approved):

Applicant informed of decision by (name)_____(date):_____

Signature of Building Principal: _____

Resource Guide

Grief is a normal process. How you experience grief depends on the nature of the death, your relationship to the person who died, your coping style and life experience. Each person's expression of grief is unique and there is no "right or wrong" way to grieve. Sometimes additional support may be helpful in processing feelings & creating a new sense of normalcy.

In case of a life threatening emergency please go to your nearest hospital emergency room or call 911.

24/7 Immediate Crisis Resources

National Crisis Line	*988 or Text TALK to 741741*
Crisis Services of Buffalo	*716-834-3131*
KidsHelpLine	*716-834-1144*
Trevor Project Hotline for LGBTQ+ youth	*1-866-488-7386 or text START to 678-678*
Spectrum Crisis and Restabilization Emergency Services (CARES) Team	*716-882-4357 (under 18)*
Spectrum Emergency Mental Health & Addiction Services	*716-710-5172*
Parent HelpLine	*716-892-2172*
Erie County Medical Center Comprehensive Psychiatric Emergency Room (C.P.E.P)	*716-898-3465*

Local Law Enforcement

Amherst Police Department	*716-689-1311*
Tonawanda Police Department	*716-876-5300*

Inpatient Mental Health

BryLin Hospital	*716-886-8200*

Immediate Information on Local Services

Call 211 or 211 WNY
Erie Path Login (erie.gov)

Other Community Resources for Mental Health and Addiction

Sweet Home Family Support Center	*716-250-1229*
Mental Health Advocates of WNY	*716-886-1242*
Save The Michaels of the World,Inc	*716-984-8375*
Horizon Health Services	*716-831-1800*
Kids Escaping Drugs	*716-827-9462*

Suicide Prevention and Survivor Support

American Foundation For Suicide Prevention (AFSP-WNY)	*www.afsp.org*

Suicide Prevention Center of NY *www.Preventsuicideny.org*

Grief Resources

Center for Hospice & Palliative Care *www.hospicebuffalo.com*
The Dougy Center *www.dougy.org*

Area Grief Support Groups

Hospice Buffalo

Call 716-836-6460 for calendar of programs

Hope Center of Buffalo

781 Maple Rd Williamsville, 14221
2nd and 4th Tuesday of the Month
5:30pm-7:30pm

Alliance for Hope

Organization created to support survivors of suicide loss
Alliance of Hope For Suicide Loss Survivors | Home

Mental Health Advocates of WNY Adult and Youth Suicide Loss Support Group

For youth 13-18 yrs who have lost a loved one to suicide
Adults who have lost a loved one to suicide
Groups held separately at the same time and location:
Tosh Collins Community Center
35 Cazenovia St. Buffalo, Ny 14210
Second Tuesdays of the Month @ 6:30pm
RSVP to sreese@mhawny.org, or 716-886-1242 x 323

Crisis Room Supply Boxes (CRS boxes)

CRS boxes are portable resources to be utilized in the event of a crisis. CRS boxes should be developmentally appropriate and reflect the needs of the student population. The number and location of CRS boxes should be determined by the BCT based on the layout of the building and student population. The following is a list of suggested materials to keep in CRS boxes:

1. Copy of Crisis Response Plan

2. Paper (legal pad)

3. Pens/markers

4. Dry erase markers

5. Crayons/colored pencils

6. Glue sticks

7. Construction paper

8. Tissues

9. Sensory Tools

10. Name tags

11. Sign-in/sign-out sheets

12. Folder with phone lists

- Crisis Team
- District Office Staff
- School Staff

13. Student/Guardian phone numbers and schedules

14. Master schedule

15. Yearbook or student/staff photos

16. Building map

17. Mobile hot spot

18. Critical Incident Stress Management (CISM) cards (provided by TIG trainers)