



GRAND ISLAND
CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SAFETY PLAN

2026 - 2027



Updated: July 9, 2026

Board of Education Hearing Date:

Date of Board of Education Approval:

TABLE OF CONTENTS

INTRODUCTION

SECTION 1000: GENERAL CONSIDERATIONS

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

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A.	Identification of Sites of Potential Emergencies	2100 - 2102
B.	Plans for Taking the Following Actions in Response	2200 - 2240
	to an Emergency Where Appropriate	
C.	District Resources Available for Use During an	2300 - 2325
	Emergency	
D.	Descriptions of Procedures to Coordinate School.....	2400 - 2410
	District Resources and Manpower During	
	Emergencies	
E.	Procedures for Annual Multi-Hazard School.....	2500
	Training for Staff and Students	
F.	Procedures for the Review and Conduct of Drills.....	2600
	and Other Exercises to Test the Components of	
	the Plan	

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

TABLE OF CONTENTS - Continued

SECTION 4000: COMMUNICATION WITH OTHERS

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

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

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

SECTION 1000: GENERAL CONSIDERATIONS and PLANNING GUIDELINES

A.	Purpose.....	1100
B.	Identification of School Teams.....	1200
C.	Concept of Operations	1300
D.	Plan Review and Public Comment.....	1400

INTRODUCTION

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

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

A

A. PURPOSE

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Grand Island Central School District Board of Education, the Superintendent of Grand Island School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

B

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

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

DISTRICT SAFETY TEAM

Hillary Kretz-Harvey	Grand Island High School Principal
Dr. Felicia Pallaci	Veronica E. Connor Middle School Principal
Maxwell Pikula	Huth Elementary School Principal
David Janicki-Howe	Kaegebein Elementary School Principal
Stephanie Anderson	Sidway Elementary School Principal
Dr. Douglas Whelan	GICSD Asst. Superintendent of School Business & Finance- Interim Chief Emergency Officer
Dr. Douglas Whelan	GICSD Transportation Supervisor
Theresa Alizadeh	GICSD Resource Officer – Part Time
Michael Paternostro	GICSD Resource Officer- Part Time
Joseph Scarpeno	GICSD Director of Facilities
Philip Marino, III	GICSD Health Services – Nurse Team Leader
Lynette Wesolowski	GICSD Assistant to the Superintendent
Jude Kuehne	GICSD Asst.to Asst. Superintendent of School Business & Finance
Jill Morish	Assistant Supt. Of Human Resources, Curriculum Lawley Insurance
John Fitzpatrick	Town Supervisor of Grand Island
Nancy Salen	PERMA
Peter Marston	Erie1 BOCES Sr. Safety Analyst
Joseph Starowicz	GICSD Superintendent
Karen J. Rozuk	
Dr. Brian Graham	

C

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- 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.

D

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. The plan must be in place by September 1st 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 within 30 days of adoption.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency, including:	Pages
• The process for identifying the sites, ... (School Safety Audit Checklist)	2100
• Identification of Sites of Potential Emergencies Guideline	2101
• The location of potential sites	2102
 B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:	
• Emergency closing	2205
• Early dismissal	2210
• Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)	2215
• Hold at School	2220
• Shelter in Place and Secure/Lockdown	2225
• Sheltering sites (internal and external)	2230
• Agreements	2235 - 2240
 C. The identification of district resources which may be available for use during an emergency, including the identification of personnel and other resources.	
• Student/Staff Populations	2300 - 2301
• Personnel Resources	2305 - 2310
• Communication Resources, Specifics	2315 - 2316
• Transportation Resources	2320
• Vehicle Inventory	2325

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING - Continued

D. Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:

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

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

F. Procedures for the review and conduct of drills and other 2600
 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

G. Tabletop Exercises 2601

SCHOOL SAFETY AUDIT CHECK LIST

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
				<u>School Exterior and Play Areas</u>
				School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				<u>Signage:</u>
				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.
				<u>Landscaping</u>
				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.
				<u>School Bus Zone:</u>
				Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				<u>Lighting</u>
				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 CHECK LIST

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

SCHOOL SAFETY AUDIT CHECK LIST

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
				<u>School Exterior and Play Areas</u>
				<u>Security</u>
				All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms
				Students are issued identification badges
				There are written regulations restricting student access to school grounds & buildings
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms
				The school ground is free from graffiti, trash and/or debris

SCHOOL SAFETY AUDIT CHECK LIST

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
				<u>School Interior</u>
				The entrance lobby is visible from the main office
				Visitors are required to sign in
				Proper identification is required of vendors, repairmen, etc.
				Visitors are issued ID cards or badges
				Full and part-time staff, including bus drivers, are issued ID cards or other identification
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school
				Students are required to have written permission to leave school during school hours
				<u>Lighting</u>
				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
				<u>Doors</u>
				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
				<u>Signage</u>
				Exit signs are clearly visible and pointing in the correct direction

SCHOOL SAFETY AUDIT CHECK LIST

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
				<u>Miscellaneous</u> 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 batter 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 and pool filter area
- athletic fields
- playground areas
- Custodial Storage 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.

BUILDING SAFETY AND SECURITY

School Safety Assessment – A strategic evaluation and Facilities audit to identify emerging and potential school safety problems.

It is the recommendation of the Grand Island District Wide Safety Team that each Building -Level Emergency Response Planning Team at the sites listed below; complete the School Safety Audit Checklist for their site. The findings of the Checklist – (Pages 2100) Should be included in the Building Level Plan as an Appendix. Deficiencies should be planned for and/or corrected.

- 1) Grand Island High School**
- 2) Grand Island Middle School**
- 3) Sidway Elementary School**
- 4) Huth Elementary School**
- 5) Kaegebein Elementary School**
- 6) Eco Island**

Regarding Threat Assessment Teams, Grand Island building administrators have received training on behavioral threat assessments and using threat assessment teams in their buildings.

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES**LOCATIONS*****OFF-SITE***

BUILDING	SITE	INCIDENT

ON-SITE

BUILDING	SITE	INCIDENT

B

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

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations designated by the Board of Education.

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

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

SECURE LOCKOUT

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

Lockout Objectives:

To keep any threat of violence or dangerous incident outside of school building.

To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

EARLY DISMISSAL RECOMMENDATIONS

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

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

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

EVACUATION RECOMMENDATIONS

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

1. The district office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.
2. Contact with local fire or police will be made by the building administrator.
3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Special Needs individuals
- c. Transportation – District
- d. Time of travel and length of stay – temporary
- e. Notification of parents/guardians
- f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.
- g. Reunification of students to parents.

NOTE: Standard fire evacuation procedures should be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class registers.
5. Transportation needs.
6. Students should prepare for evacuation **AS TIME PERMITS**
 - a. Coats, lunches, books
 - b. Consideration to walkers and students with cars

SHELTER IN PLACE RECOMMENDATIONS

In the event of an imminent emergency that requires specific **SHELTER IN PLACE** or off building site, the procedures are as follows:

The SHELTER procedure will be implemented when the building administrator has become aware of a situation in which students and staff should be kept within the school building. This incident may be of natural or man-made origin. For example: high wind, rain, blizzard or thunderstorm, airborne gasses, etc. This procedure may be implemented at any time of the day even though dismissal would appear to be the most obvious. It may affect the whole school or a portion of it.

NOTE: In the event of weather related incidents, avoid assembling in central locations e.g. gym, auditorium, etc. Students participating in outdoor activities should be notified to move to a safe area.

1. The SHELTER procedure may be implemented in two ways:
 - a. SHELTER in place:
 - Teachers and students remain in assigned rooms.
 - All students should be accounted for roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.
 - Teachers and students should remain in place until either given further directions or released by building administrator.
 - Good conduct and discipline standards are to be enforced.
 - b. SHELTER in Place location(s):
 - Teachers and students will be given directions as to where to assemble.
 - Movement of students to locations should be done in a quiet, orderly fashion.
 - Students should be accounted for by roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.

NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
2. Superintendent notification.
3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.
4. Information:
 - a. Spoken in a calm, controlled manner.
 - b. Explain the situation.
 - c. What is being done.
 - d. Anticipation of the length of time.
5. Communications with parents or media may be necessary.
6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

SHELTER IN PLACE, SECURE (LOCKDOWN)

In the event of an imminent emergency that requires specific **SHELTER IN PLACE AND SECURE (LOCKDOWN)** procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Hold in place and secure may be activated at any time of the day and will affect the entire building.

The following steps will be taken during hold in place and secure (lockdown) procedures:

- 1) Notify law enforcement (911)
- 2) When the order for hold in place and secure is given, all instructional and office staff should **IMMEDIATELY** lock all classroom and office doors.
- 3) **ALL** students should be accounted for.
- 4) Individual building procedures should be followed precisely.
- 5) Full cooperation should be afforded to law enforcement agencies and other emergency responders
- 6) Communicate information with students/staff **AS MUCH AS POSSIBLE**. This information could include:
 - a. Why
 - b. What is being done
 - c. Length of time anticipatedThis information should be spoken in a calm manner.
- 7) Prepare separate staging areas for parents and the media. Rely on the expertise of the law enforcement agency, public information officer (PIO), to communicate with the media. Staff the parents staging area with a school representative, in authority, and with accurate information.
- 8) After the incident is brought to close, activate post-incident response, as needed.
- 9) Evaluate the procedures.

IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED: (Confidential as per Building Level Safety Plan. Information not listed.)

OFF-CAMPUS

EVACUATING SITE	# STUDENTS/ STAFF	RECEIVING SITE	# THAT CAN BE SHELTERED

IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:((Confidential as per Building Level Safety Plans.)

EVACUATING SITE	RECEIVING SITE

FACILITIES AGREEMENTS

STATEMENT

Grand Island C.S.D. has adopted agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short term basis to house staff and students have been arranged.

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

Notification of facility use will be made by:

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

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

Grand Island 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 Grand Island Central School District.

In consideration for the granting of such permission, the Grand Island 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

Grand Island Superintendent of Schools

Date

C

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

Confidential as per Building Level Safety Plan

SCHOOL	# STUDENTS	# TEACHER/STAFF

Contact Person and Phone Number:

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent</i>	Dr. Brian Graham	773-8801
<i>President, Board of Education:</i>	Jay Grover	774-8131
<i>Asst. Supt. for Business and Finance</i>	Dr. Douglas Whelan	773-8805
<i>Vice President, Board of Education</i>	Roger Broeker	773-6636
<i>Director of Facilities</i>	Philip Marino III	773-8823
<i>AHERA Designee:</i>	Philp Marino III	773-8823
<i>Principal(s)/Bldg.:</i>	Hillary Kretz- Harvey / High School	773-8820
<i>Asst. Principal(s) /Bldg.:</i>	Jaime Peld / High School	773-8820
<i>Principal(s)/Bldg.:</i>	Dr. Felicia Pallaci / Middle School	773-8830
<i>Asst. Principal(s) /Bldg.:</i>	Christina Heitz / Middle School	773-8831
<i>Principal(s)/Bldg.:</i>	Maxwell Pikula / Huth Road	773-8850
<i>Principal(s)/Bldg.:</i>	David Janicki-Howe / Kaegebein	773-8840
<i>Principal(s)/Bldg.:</i>	Stephanie Anderson / Sidway	773-8870
<i>Head Custodian:</i>	Mr. Carmen Laurendi / High & Middle School	773-8814
<i>Head Custodian:</i>	Mr. Joseph Gaynor / Huth	773-8850
<i>Head Custodian:</i>	Mr. Michael DeMartin / Kaegebein	773-8840
<i>Head Custodian:</i>	Mr. John Pedlow / Sidway	773-8870
<i>Transportation Supervisor:</i>	Mrs. Theresa Alizadeh	773-8890
<i>School Nurse/Bldg.:</i>	Ms. Jennifer Wadell / High School	773-8827
<i>School Nurse/Bldg.:</i>	Ms. Julie Orr / Middle School	773-8830
<i>School Nurse/Bldg.:</i>	Ms. Dawn Frosolone / Huth Road	773-8850

<i>School Nurse/Bldg.:</i>	Ms. Lynette Wesolowski / Kaegebein	773-8840
<i>School Nurse/Bldg.:</i>	Ms. Denise Winger / Sidway	773-8870

Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.

COMMUNICATION RECOMMENDATIONS

Within Buildings

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

NOTE: In case of electrical system failure, public telephones may still be operational.

Between Buildings

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

RECOMMENDATIONS:

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

Confidential as per Building Level Safety Plan
COMMUNICATION SPECIFICS

2316
1 of 3

BUILDING: _____

MAIN SWITCHBOARD

Yes _____ No _____

If yes:

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

2) Comments

P.A. SYSTEM

Yes _____ No _____

If yes:

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

2) Is it functional outside? Yes _____ No _____

TELEPHONE SYSTEM

Yes _____ No _____

If yes:

1) Number of Lines: _____

2) Published Non-Published

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

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

Internal _____ Outside _____ N/A _____

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

6) If no, list which telephones ARE operational:

CELLULAR PHONES

- 1) How many district owned cellular phones are available in this building? _____
- 2) List the individuals in possession of these phones with numbers:

TWO-WAY RADIOS

- 1) Are two-way radios available in this building? Yes _____ No _____
- 2) If yes, how many? _____
Location(s):

- 3) What individuals are trained to use them?

BULL HORNS

- 1) How many are available in this building? _____
- 2) Where are they located?

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 _____ No _____

- 2) If yes, list responsibilities

COMPUTERS

- 1) Does each classroom have a desktop or laptop to receive email? Yes _____ No _____
- 2) Can email be sent to all district staff at one time? Yes _____ No _____

PAGERS

- 1) Are pagers available? Yes _____ No _____
- 2) How many? _____
- 3) List the individuals in possession of pagers and numbers:

Individual

Pager #

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

D

D. CHAIN OF COMMAND

VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

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

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

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

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

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

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

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

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

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Confidential as per Building Level Safety Plan

Primary Location:

Alternate Location:

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) <i>(Superintendent)</i>	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander <i>(Superintendent Designee)</i>	Supports the Incident Commander in any capacity needed. For long term or large scale incidents, may act as Incident Commander during break periods/ rest periods.
Public Information Officer (PIO) <i>(Superintendent/Designee)</i>	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <u>ALL</u> media contact will be through this individual.
Liaison Officer <i>(Director of Facilities, Building Principal)</i>	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer <i>(Building Principal, Director of Facilities)</i>	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer <i>(Director of Facilities, Building Principal)</i>	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 <i>(Business Official)</i>	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

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 rest rooms and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

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

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

Recommended Policy

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

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

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

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

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

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

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

Tips for the P.I.O.

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

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

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

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

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

P.I.O. Guidelines

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the schools reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as "off the record."

As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."

Do not reply "no comment." This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

E

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

The Grand Island Central School District will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the school district's PDP (Professional Development Plan) will include allocated training blocks for anti-violence and multi-hazard training. Students and staff members will receive written information at the beginning of the regular school year summarizing the schools basic hazard plans and the availability of additional information and participation for those who desire. The Grand Island 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
- Shelter in Place and Secure Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation

F

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

The Grand Island School District, in coordination with local and county emergency responders, will conduct and review drills, such as table- tops, that are components of the Comprehensive District Wide Multi-Hazard Plan. The Grand Island School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Grand Island 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 and Secure/Lockdown 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).

TABLETOP EXERCISES

What are they?

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

The exercise should be:

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

The Process

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

The Purpose

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

Discussion

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

Deliberate Attempt

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

1. time pressures
2. stress
3. actual simulation of specific events
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 Policy Number 3410
- School Conduct..... Policy Number 7310
- Student Suspension Policy Number 7313
- Weapons in Schools..... Policy Number 3411
- Gun Free Schools Policy Number 7360
- Alcohol, Drugs and Other Substances (Students)..... Policy Number 7320
- Alcohol, Drugs and Other Substances (Personnel)..... Policy Number 6150
- Corporal Punishment/Physical Restraint..... Policy Number 7350
- Searches and Interrogations Policy Number 7330
- Anti-Harassment Policy Number 3240

B. Our Districts schools have detailed plans in place for how to respond to issues below

Building Related

- Emergency Utility Shut-Offs
- Loss of Power
- Natural Gas Leaks
- Heating System Failure
- Loss of Buildings
- Sewage System Failure
- Water System Failure

Natural Disasters

- Storm-Snow/Ice
- Storm-Thunder/Lightning
- Tornado
- Take Coover Plan
- Earthquake
- Flood

Our Districts Schools have detailed plans and procedures in place to respond to:

Environmental

- Airborne Gases
- Asbestos Fiber Release Episodes
- Asbestos Response Team
- Explosion
- Oil/Gasoline/Hazardous Materials
- Fire

Civil Disturbances

- Bomb Threat
- Biological Release Threat (Telephone)
- Telephone Threat Form
- Biological Release Threat (Letter)
- Hostage/Kidnapping
- Intruder
- Threats of Violence
- Acts of Violence
- Erie County School Protective Actions

Medical Emergencies

- General Guidelines for Medical Emergencies
- School Bus Accident and/or Fire

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) Notification and 3200
Reception Center Plan
- Threats of Violence: Notification Memo.....3205
To Parent(s)/Guardian(s)
- Emergency Closing 3210
- Delayed Plan.....3210
- Early Dismissal Plan.....3210
- New York State School Bomb Threat and Serious Incident Reporting Form ..3211

A

B

B. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS

Confidential as per Building Level Safety Plan

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

SCHOOL NAME:	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	
ELECTRIC:	
WATER:	
AIR HANDLING UNIT:	

C

C. 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.
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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.
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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.
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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.
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Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.
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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.

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

- 1) Act as the chief communication liaison for the non-public Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available.

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Confidential as per Building Level Safety Plan

Facility Name/Address/Phone:	
Principal/Location/Phone:	
Assistant Principal/Location/Phone:	
Others:	
Grades:	
Number of Students:	
Hours of School:	
Transportation:	

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures
- Safety/Security Policy Number 5680 - 5681
- B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
- Notification of Sex Offenders Policy Number 7560
 - Child Abuse Policy Number 7530
 - Professional Growth/Staff Development Policy Number 6160
- C. Appropriate prevention and intervention strategies such as: 5200
- Collaborative agreements with local law enforcement officials (Memorandum)
 - Non-violent conflict resolution training program
 - Peer mediation programs and youth courts
- D. Strategies for improving communication among students 5300
and between students and staff and reporting of potentially violent incidents, such as the establishment of:
- Youth-run programs,
 - Peer mediation,
 - Conflict resolution,
 - Creating a forum or designating a mentor for students concerned with bullying or violence,
 - Establishing anonymous reporting mechanisms for school violence, and
 - Others based on district need
- E. Description of duties, hiring and screening process, and 5400
required training of hall monitors and other school safety personnel.

A

DRAFT

MEMORANDUM OF UNDERSTANDING
(Insert Signed MOU Here)

Between the

GRAND ISLAND POLICE DEPARTMENT

AND

GRAND ISLAND CENTRAL SCHOOL DISTRICT

**MEMORANDUM OF UNDERSTANDING BETWEEN THE
GRAND ISLAND POLICE DEPARTMENT AND
THE GRAND ISLAND 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 Grand Island Police Department and the Board of Education for the Grand Island 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 Grand Island Central School District and the Grand Island Police Department agree to work collaboratively in developing a "Memorandum of Understanding" that addresses the following:

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

POLICE DEPARTMENT ACTION

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

ACTIONS OF SCHOOL PERSONNEL

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

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

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

WHAT SHOULD BE REPORTED TO THE POLICE

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

(Signature) President – Board of Education

Date

(Signature) Superintendent

Date

(Signature) Building Principal

Date

(Signature) Chief of Police

Date

D

The Grand Island Central School District recognizes the importance of good communication among students and between students and staff and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Grand Island School community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff and parents
- Pay attention to what students are saying
- Peer listening and mediation
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior
- Encourage communication among parents, students, staff and community members about any concerns to appropriate resource people in schools and communities
- Foster collaboration among school, home and community for peaceable schools
- Train staff to listen and question effectively

E

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

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

The Grand Island 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 Grand Island 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 Grand Island 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

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

License are included in 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 (10/2005)

SCHOOL MONITOR SCHOOLS
ERIE COUNTY
SCHOOLS
DISTRICT

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

TYPICAL WORK ACTIVITIES:

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

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

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

Job Description – Monitor - Continued

MINIMUM QUALIFICATIONS:

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

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

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

Job Description – Security Guard

Provided by the NYS Department of State (10/2005)

Description

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

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

Registration Requirements

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

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

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

Job Description – Security Guard - Continued

Age

Must be at least 18 years of age.

Training

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

8 hours pre-assignment training

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

8 hours of annual in service

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

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

Fees

\$36 - 2-year registration

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

\$25 - Renewal fee, every 2 years

Licensing Authority

New York State Department of State

Division of Licensing Services

84 Holland Avenue

Albany, New York 12208-3490

Phone: (518) 473-2739

Fax: (518) 473-2730/1

Occupational Reference Codes

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