Charter School for Applied Technologies

Schoolwide Safety Plan

2026-2027

Distribution:

The Master of the manual is maintained on a secure school server and also in hardcopy format in the following locations

Deputy Superintendent
K-5 Principal's Office
6-8 Principal's Office
9-12 Principal's Office
Superintendent's Office
Police Department
Fire Department

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SECTION 1

GENERAL CONSIDERATIONS and PLANNING GUIDELINES

A. Purpose 1100

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INTRODUCTION

This plan was adopted by the Charter School for Applied Technologies to meet the expectations of Safe Schools Against Violence in Education Act (SAVE). 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 levels. At the district level, the *District-Wide School Safety Plan* is the school emergency management plan that is required for all districts. At the school building level, a *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.

SECTION 1

GENERAL CONSIDERATIONS and PLANNING GUIDELINES

A

A. PURPOSE

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Charter School for Applied Technologies Board of Trustees, the Superintendent of Charter School for Applied Technologies appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

SECTION 1

GENERAL CONSIDERATIONS and PLANNING GUIDELINES

B

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

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

Eon Verrall, Superintendent
Garrick Loveria, Deputy Superintendent
Robert Shannon, Chief Technology Officer
Tanya Moore, Chief Financial Officer
Chris Burzynski, Athletic Director
Yaritza Soto Rosario, Chief of Staff
Tara Jefferson, Director of Nursing Services
Kara Oliver-Perez, Director of Communications
Emily Lyons, Assistant Director of Communications
John Bresnock, Elementary School Counselor
Elaine Reynolds, Middle School Teacher
Christopher Bigouette, Director of Career Readiness K-12
Joel Mena, K-12 Support Operations Program Manager

SECTION 1

GENERAL CONSIDERATIONS and PLANNING GUIDELINES

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.

- This plan has taken into consideration the U.S. Department of Agriculture, Food and Nutrition Service (FNS), Biosecurity Checklist for School Foodservice Programs. The District Safety Committee will consider annually Food Security Guidelines to ensure the safety of Students and Staff. This Emergency Plan is designed to respond to a scenario where Food Safety or Security puts Students or Staff at risk.

- 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.

- This plan has taken into consideration the District HACCP Plan. The District Safety Committee will consider as needed a review of the Food Security Guidelines to ensure the safety of Students and Staff. This Emergency Plan is designed to respond to a scenario where Students or Staff are at risk due to Food Safety or Security

SECTION 1

GENERAL CONSIDERATIONS and PLANNING GUIDELINES

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 on or before October 1 of each year or when changes are necessary.

- The district-wide and building-level plans may be adopted by the Board of Trustees 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 Trustees.

- While linked to the District-Wide School Safety Plan, Building-Level Specific Emergency Response procedures 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 to Building-Level Emergency Response Procedures will be supplied to both local police and fire.

SECTION 2:

GENERAL EMERGENCY RESPONSE PLANNING

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SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

A

BUILDING SAFETY AND SECURITY

General

- A building safety audit conducted with law enforcement or other suitable review of these factors (School Safety Audit Checklist)
- School safety assessment –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:

Building _____

Date _____

School Safety Audit Checklist

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	IMPLEMENT
School grounds are fenced.			
a. What kind			
If yes, approximate height			
There is 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 clearly marked			
Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'-0" rule)			
All poisonous shrubs, trees, and foliage have been removed.			
Shrubs near building have been trimmed "up" to allow view of bottom of building			
Bus loading and drop-off zones are clearly defined.			
Access to bus loading area is restricted to other vehicles during loading/unloading.			
Staff is assigned to bus loading/drop off areas.			
There is a schedule for maintenance of:			
a. Outside lights			
b. Locks/Hardware			
c. Storage Sheds			
d. Windows			
e. Other exterior buildings			

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Parent drop-off and pick-up area is clearly defined.			
There is adequate lighting around the building.			
Lighting is provided at entrances and other points of possible intrusion.			
The school ground is free from trash or debris.			
The school is free of graffiti.			
Play areas are fenced.			
Playground equipment has tamper-proof fasteners			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible			
Parking lot is lighted properly and all lights are functioning			
Accessible lenses are protected by some unbreakable material			
All areas of school buildings and grounds are accessible to patrolling security vehicles.			
Driver education vehicles are secure.			
Students/Staff are issued parking stickers for assigned parking areas			
Student access to parking area is restricted to arrival and dismissal times.			
Staff and visitor parking has been designated			

School Safety Audit Checklist

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Outside hardware has been removed from all doors except at points of entry.			
Ground floor windows:			
a. no broken panes,			
b. locking hardware in working order			
Basement windows are protected with grill or well cover.			
Doors are locked when classrooms are vacant.			
High-risk areas are protected by high security locks and an alarm system			
a. Main office			
b. Cafeteria			
c. Computer Labs			
d. Industrial Arts rooms			
e. Science labs			
f. Nurses Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
Unused areas of the school can be closed off during after school activities.			
There is two-way communication between the main office and:			
a. Classroom			
b. Duty stations			
c. Re-locatable classrooms			
d. Staff and faculty outside building			
e. Buses			
Students are restricted from loitering in corridors, hallways, and restrooms.			
"Restricted" areas are properly identified.			
There are written regulations restricting student access to school grounds and buildings.			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
There is a central alarm system in the school. If yes, briefly describe:			
The main entrance is visible from the main office.			
There is only one clearly marked and designated entrance for visitors.			
Multiple entries to the building are controlled and supervised.			
Administrative staff maintain a highly visible profile			
Signage directing visitors to the main office are clearly posted			
Visitors are required to sign in.			
Visitors are issued I.D. cards or badges.			
Proper identification is required of vendors and repairmen.			

School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
All staff - full and part-time staff are issued ID cards that is worn in a manner that is visible			
The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
Hallways and bathrooms are supervised by staff.			
The bathroom walls are free of graffiti.			
Doors accessing internal courtyards are securely locked from the inside			
Exit signs are clearly visible and pointing in the correct direction.			
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.			
Directional lights are aimed at the building.			
Mechanical rooms and other hazardous storage areas are kept locked using "key only" access locking system			
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.			
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.			
If a classroom is vacant, students are restricted from entering the room alone.			
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.			
Full and part-time staff including bus drivers are issued I.D. cards or other identification.			
There are written regulations regarding access and control of school personnel using the building after school hours.			
Staff members who remain after school hours are required to sign out.			
Faculty members are required to lock classrooms upon leaving.			
One person is designated to perform the following security checks at the end of day:			
a. That all classrooms and offices are locked			
b. All restrooms are empty			
c. All locker rooms are empty			
d. Check all exterior entrances are locked			
e. Check all night lights are working			
f. Check the alarm system			

School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.			
Law enforcement personnel and/or community residents monitor school grounds after school hours.			
All school equipment is permanently marked with an Identification Number.			
An up-to-date inventory is maintained for all expendable school supplies.			
Secure storage is available for valuable items			
a. During school hours			
b. After school			
There is a policy for handling cash received at the school.			
There is regular maintenance and/or testing of the entire security alarm system at least every six months.			
Are classrooms numbered with reflective material:			
a. Over door			
b. On bottom of door			
c. On exterior window			
Has consideration been given to replacing interior doors with large windows to doors with small windows			
Has consideration been given to replacing present classroom locks with locks that can be activated from the inside			
Does the P.A. system work properly			
a. Can it be accessed from several areas in the school			
b. Can it be heard, and understood, outside			
Has consideration been given to establishing a greeters window inside first set of exterior doors			
Are convex mirrors used to see around corners in hallways			
Are convex mirrors used to see up and down stairwells			
Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.			
Has consideration been given to installing Proximity Readers on certain exterior doors			
Has consideration been given to installing strobe lights or flashing lights on exterior of building to warn staff and students outside of problems			
How do you communicate during emergencies			
a. Two way radios			
b. Cell phones			
c. Pagers			
d. Other			

School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
Who is issued two way radios			
a. Administrators			
b. Custodians			
c. Members of the Emergency Response Team			
d. Other			
There is a control system in place to monitor keys and duplicates.			
Exterior light fixtures are securely mounted.			
Mechanical rooms and hazardous storage areas are locked.			
Fire drills are conducted as required by New York Education Law			
A record of health permits is maintained.			
A record of Fire Inspection by the local or state Fire Officer is maintained.			

DEVELOPMENT / ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT
The Student Conduct Policy is reviewed and updated annually.			
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.			
The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
The Incident Command System is an integral part of the Safety Plan			
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).			
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.			
Parents are an integral part of student discipline procedures and actions.			
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.			
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.			
Parents are an integral part of the schools safety planning and policy making			
Parents are an integral part of students discipline procedures and actions			
The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.			
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.			
The school has implemented a pro-active policy regarding parental actions during sporting events			

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School Safety Audit Checklist

PROCEDURES FOR DATA COLLECTION	YES	NO	IMPLEMENT
All violations of state and federal law are reported to law enforcement.			
An incident reporting procedure for disruptive and violent students has been established in accordance with the SAVE Legislation requirements			
Records or data have been established and are analyzed to identify recurring problems.			
Accident reports are filed when a student is injured on school property or during school-related activities.			
The incident reporting system is reviewed and updated annually.			

INTERVENTION AND PREVENTION PLANS	YES	NO	IMPLEMENT
Students have access to conflict resolution programs.			
Students are assisted in developing anger management skills.			
Diversity awareness is emphasized.			
Programs are available for students who are academically at-risk.			
Students may seek help without the loss of confidentiality.			
Students and parents are aware of community resources.			
Character education is taught as part of the curriculum in accordance with the SAVE Legislation requirements			

STAFF DEVELOPMENT	YES	NO	IMPLEMENT
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.			
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.			
Administrators and staff are trained in personal safety.			
School security officers (NOT law enforcement) receive in-service training for their responsibilities.			
School Resource Officers (law enforcement) receive in-service training for their responsibilities.			
School volunteers receive training to perform their duties.			
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.			
School safety and violence prevention information is regularly provided as part of the staff development plan in accordance with the SAVE Legislation requirements			
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.			

School Safety Audit Checklist

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT
The school has a Crisis Management Plan.			
a. Reviewed on an annual basis			
b. Plan developed by the building safety team			
c. Team membership is in accordance with minimum requirements of the SAVE Legislation			
d. Meets minimum requirements of the SAVE Legislation			
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.			
Categories listed in the plan should include, but may not be limited to, the following:			
a. Natural Disasters			
b. Accidents			
c. Acts of Violence			
d. Death			
e. Loss of power			
f. Fire			
The following components of the Crisis Management Plan are practiced on a quarterly basis			
a. Lockdown			
b. Lockout			
c. Shelter in place			
d. Evacuation of Building (can be done on a semi-annual basis)			

STANDARDS FOR SECURITY PERSONNEL	YES	NO	IMPLEMENT
This school does employ security personnel.			
Pre-employment background checks are conducted for security personnel.			
School security personnel meet a standard for training and qualifications as mandated by New York State			
Security personnel have clearly defined roles and responsibilities.			
Security personnel are involved in the school's safe school planning process.			
Security personnel are knowledgeable about youth service providers, both in and out of the school.			

School Safety Audit Checklist

OPPORTUNITIES FOR STUDENT INVOLVEMENT	YES	NO	IMPLEMENT
Students are represented on the School Safety Team.			
The school provides opportunities for student leadership related to violence prevention and safety issues.			
The school provides adequate recognition opportunities for all students.			
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.).			

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT
The community supports the school's programs and activities that teach safety and non-violence.			
School activities, services, and curricula reflect the characteristics of the students and the community.			
School safety planning reflects the neighborhood, including crime and hazardous conditions.			
Parents are an integral part of the school's safety planning and policy making.			
Parents are aware of behavioral expectations and are informed of changes in a timely manner.			
Local businesses and other community groups are involved in the school's safety planning.			

ROLE OF LAW ENFORCEMENT	YES	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.			
Law enforcement is consulted on matters that may fall below the threshold of criminal activity			
Law enforcement personnel are an integral part of the school's safety planning process.			
The school has developed an effective partnership with local law enforcement.			
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after-hours patrols of the school site.			

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. Concerns such as these have been considered when writing this plan and may be internal or external such as:

- Areas of Student Congregation
- Athletic Events
- Bomb Threat
- Chemical Spill / Release
- Community Health
- Fire / Explosion
- Food Security and Safety (Cafeterias)
- Injury / Illness
- Local road & waterways
- Playground areas
- Proximity to major highways (chemical transport)
- Proximity to multiple industrial chemical sites
- Railroad
- Terrorism
- Utility Outage (Power, Communication, HVAC, etc.)
- Violence / Civil Unrest
- Weather / Natural event

This list has been used as a guideline to assist in the development of building level plans and will be reviewed annually and updated as relevant.

SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

B

B. PLANS OF ACTION IN RESPONSE TO SOME EXPECTED EMERGENCIES

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 television, radio and social media platforms designated by the district administration.

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

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

EARLY DISMISSAL 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 resource for transportation 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. Handicapped persons – 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 central office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.

2. Contact with local fire or police will be made by the building administrator.

3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

   Items to consider for evacuation:
   a. Total accountability of students and staff
   b. Handicapped 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.

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

NOTE: Each building has specific sites of protocol for evacuation.

SHELTER IN PLACE / LOCATIONS

There are times when it is necessary to remain in place or move the school population to a single or multiple location(s) in the school building. This is called a "Shelter in Place". In most cases, a shelter in place is done when there is a threat of or actual weather-related incident or a bomb threat.

Shelter in Place Objectives

- To minimize injury or death.
- To locate and contain any device or weather damage.
- To facilitate emergency responses.
- To establish safe routes and designated areas.

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 by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.
      - Teachers and students should remain in place until either given further directions or released by building administrator.
      - Good conduct and discipline standards are to be enforced.

   b. SHELTER in location(s):
      - Teachers and students will be given directions as to where to assemble.
      - Movement of students to locations should be done in a quiet, orderly fashion.
      - Students should be accounted for by roll-call by teachers.
      - Names of students not accounted for should be referred to attendance officer.

      NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
2. 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).

NOTE: The district has a specific Shelter in Place Plan per building.

LOCKDOWN

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

The lockdown procedures will be implemented when building staff have 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. Lockdown may be activated at any time of the day and will affect the entire building.

*Consider that communication may be under duress and cannot be trusted. Risk assessment must be made by the receiver.

Lockdown-Procedures:

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a Secure Lockout for adjacent school buildings as well.**
- **Immediately** gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** Classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Covering of door window is permissible and optional**. Covering must be removed at conclusion of event.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system, or other announcements**.**
- **Take Attendance –** include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.***

***Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.**

NOTE: The district has a specific Lockdown Plan per building.

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 might 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 a 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 Secure Lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

Secure Lockout 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.

Secure Lockout Procedures:

- Secure Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the Secure Lockout.
- If a school is in Secure Lockout because they were notified by police of a local situation, there is no need to call to advise police of the Secure Lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the Secure Lockout due to a situation or potential incident discovered at the school, they should advise police of the Secure Lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Secure Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the Secure Lockout, contact police to advise them of such.

NOTE: The district has a specific Secure Lockout Plan per building.

In the event that sheltering on-campus is possible, sites have been identified to accommodate students.

On Site

Evacuating Site:	Receiving Site:
K-5	High School Gym
6-8	Rose of Lima
9-12	K-5 Gym

In the event that off-site evacuation is necessary, sites have been identified to nearby locations and if needed, Emergency Management plan for the community and the Mutual Aid agreement for Erie County will be utilized.

SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

C

C. DISTRICT RESOURCES

SCHOOL DISTRICT ENROLLMENT/STAFF (2023-24 School Year)

SCHOOL	GRADES	# STUDENTS	# ADMIN	#TCHR/ STAFF/ +CUST	TOTAL
Elementary	K-5	1018	7	174	1201
Middle School	6-8	518	3	84	605
High School	9-12	679	7	105	791
Vulcan St.	District	0	6	12	18
	Totals	2215	23	375	**2758**

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 not constrained by time, 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 (gymnasium, cafeteria, 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 via a 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 or alternate device 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: K-5

MAIN SWITCHBOARD		Yes ☐	No **X**
1.	*If yes:* Is it functional to all rooms?	Yes ☐	No ☐
2.	*Comments*		

P.A. SYSTEM		Yes **X**	No ☐
1.	Is it functional to all rooms?	Yes **X**	No ☐
2.	Is it functional outside?	Yes **X**	No ☐
3.	*Comments*		

TELEPHONE SYSTEM			Yes **X**	No ☐
1.	Number of Lines:	1 line		
2.	Published – yes, via the website			
3.	Non - Published			
4.	Does each classroom have a telephone		Yes **X**	No ☐
5.	Each classroom telephone can be used to make the following calls: Internal **X** External **X** N/A ☐			
6.	Are telephones operational in the event of loss of electrical power?		Yes ☐	No **X**
7.	If no, list which telephone ARE operational: All district provided cell phones			
Comments				

CELLULAR PHONES

1) How many district owned cellular phones are available in this building?
_**17**__

2) List the individuals in possession of these phones with numbers:
(list maintained by administration)
Sue Jurewicz
Sterling Stearns
Derek Mears
Nadine Williamson
Tanya Moore
Tara Jefferson
Carrie Shannon
Jeffrey Zurcher
Café Driver
Chris Greene
Steven Painter
Renee Biggie
Kevin Stoll
Alec Scalzo
Marines Feliciano
Cody Brigham
Dana Comas-Baez

TWO-WAY RADIOS

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

Yes ___**X**___ No _____

2) If yes, how many? ___**23**___
Location(s):
Throughout the building

3) What individuals are trained to use them?

Administration, Safety Team Members, Support Staff, Maintenance, Tech Support Staff, Front Office Staff and Nurses

BULL HORNS

1) How many are available in this building? __**0**_____

2) Where are they located?

Building	Location

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
Use of cell phones

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:

Individual	***Pager #***

4) Are they digital only? Yes _____ No _____

5) Can they receive a message? Yes _____ No _____

COMMUNICATION SPECIFICS

BUILDING: 6-8

MAIN SWITCHBOARD		Yes ☐	No **X**
1.	*If yes:* Is it functional to all rooms?	Yes ☐	No ☐
2.	*Comments*		

P.A. SYSTEM		Yes **X**	No ☐
1.	Is it functional to all rooms?	Yes **X**	No ☐
2.	Is it functional outside?	Yes **X**	No ☐
3.	*Comments*		

TELEPHONE SYSTEM			Yes **X**	No ☐
1.	Number of Lines:	1 line		
2.	Published – yes, via the website			
3.	Non - Published			
4.	Does each classroom have a telephone		Yes **X**	No ☐
5.	Each classroom telephone can be used to make the following calls: Internal × External × N/A ☐			
6.	Are telephones operational in the event of loss of electrical power?		Yes ☐	No **X**
7.	If no, list which telephone ARE operational: All district provided cell phones			
Comments				

CELLULAR PHONES

2) How many district owned cellular phones are available in this building?
_7___

2) List the individuals in possession of these phones with numbers:
(list maintained by administration)
Patrick Heyden
Tanya Mank
Javier Tollinchi
James Padin
Marco Ayala
Eric Husted

TWO-WAY RADIOS

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

Yes ___**X**___ No _____

5) If yes, how many? ___**20**___
Location(s):
Throughout the building

6) What individuals are trained to use them?
Administration, Safety Team Members, Support Staff, Maintenance, Front Office Staff and Nurses

BULL HORNS

3) How many are available in this building? ___**0**___

4) Where are they located?

Building	Location

MESSENGER SYSTEM

4) 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 _____

5) If yes, list responsibilities
Use of cell phones

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? _____

6) 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 _____

COMMUNICATION SPECIFICS

BUILDING: 9-12

MAIN SWITCHBOARD	Yes ☐	No **X**
1. *If yes:* Is it functional to all rooms?	Yes ☐	No ☐
2. *Comments*		

P.A. SYSTEM	Yes **X**	No ☐
1. Is it functional to all rooms?	Yes **X**	No ☐
2. Is it functional outside?	Yes **X**	No ☐
3. *Comments*		

TELEPHONE SYSTEM		Yes **X**	No ☐
1. Number of Lines:	1 line		
2. Published – yes, via the website			
3. Non - Published			
4. Does each classroom have a telephone		Yes **X**	No ☐
5. Each classroom telephone can be used to make the following calls: Internal **X** External **X** N/A ☐			
6. Are telephones operational in the event of loss of electrical power?		Yes ☐	No **X**
7. If no, list which telephone ARE operational: All district provided cell phones			
Comments			

CELLULAR PHONES

3) How many district owned cellular phones are available in this building?
__**11**__

2) List the individuals in possession of these phones with numbers:
(list maintained by administration)
Brett Lutterbein
Sarah Monaco
Michelle Kenneth
Courtney Goodwin
Lindsay Gress
Chris Bigouette
Mark Kiblin
Kelly Kiblin
Austin Bouche
Isabella Draine-Soto
Night Maintenance

TWO-WAY RADIOS

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

Yes ___**X**___ No _____

8) If yes, how many? _**23**_____
Location(s):
Throughout the building

9) What individuals are trained to use them?
Administration, Safety Team Members, Support Staff, Maintenance, Front Office Staff and Nurses

BULL HORNS

5) How many are available in this building? ___**1**___

6) Where are they located? High School Main Office

Building	Location

MESSENGER SYSTEM

7) 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 _____

8) If yes, list responsibilities
Use of cell phones

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? _____

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

Individual	***Pager #***

4) Are they digital only? Yes _____ No _____

5) Can they receive messages? Yes _____ No _____

COMMUNICATION SPECIFICS

BUILDING: Family Support Center

MAIN SWITCHBOARD		Yes ☐	No **X**
1.	*If yes:* Is it functional to all rooms?	Yes ☐	No ☐
2.	*Comments*		

P.A. SYSTEM		Yes **X**	No ☐
1.	Is it functional to all rooms?	Yes **X**	No ☐
2.	Is it functional outside?	Yes	No **X**
3.	*Comments*		

TELEPHONE SYSTEM		Yes **X**	No ☐
1.	Number of Lines: 1 line		
2.	Published – yes, via the website		
3.	Non - Published		
4.	Does each classroom have a telephone	Yes **X**	No ☐
5.	Each classroom telephone can be used to make the following calls: Internal × External × N/A ☐		
6.	Are telephones operational in the event of loss of electrical power?	Yes ☐	No **X**
7.	If no, list which telephones ARE operational: All district provided cell phones		
Comments			

CELLULAR PHONES

6) How many district owned cellular phones are available in this building?
_13___

2) List the individuals in possession of these phones with numbers:
(list maintained by administration)
Eon Verrall
Garrick Loveria
Robert Shannon
Kara Oliver-Perez
Chad Witherell
Yaritza Soto Rosario
Michael Walter
Joel Mena
Bryana DeSalvo
Sue Bilquin
Michelle Rorick
Robin Bartnik
Chris Burzynski

TWO-WAY RADIOS

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

Yes ___X___ No _____

11) If yes, how many? _7_____
Location(s):
Throughout the building

12) What individuals are trained to use them?
Administration

BULL HORNS

7) How many are available in this building? __**0**____

8) Where are they located?

Building	Location

MESSENGER SYSTEM

10) 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 _____

11) If yes, list responsibilities
Use of cell phones

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? _____

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

Individual	***Pager #***

4) Are they digital only? Yes _____ No _____

5) Can they receive messages? Yes _____ No _____

TRANSPORTATION RESOURCES

Transportation Resources will be contacted as needed through outside transportation services. CSAT utilizes suburban district buses and contracts with Student Transportation of America, Inc. to transport students in grades K-8. Students in grades 9-12 utilize NFTA (Niagara Frontier Transportation Authority) Metro Bus transportation or suburban district buses.

- CSAT utilizes two school-owned Vehicles. One is a multipurpose vehicle that seats no more than fourteen (14) students and one driver. The vehicle can only be utilized for no more than twenty-nine (29) extracurricular/athletic events involving students in a calendar year. The other is an 8 passenger van including the driver that is used for internship transportation.

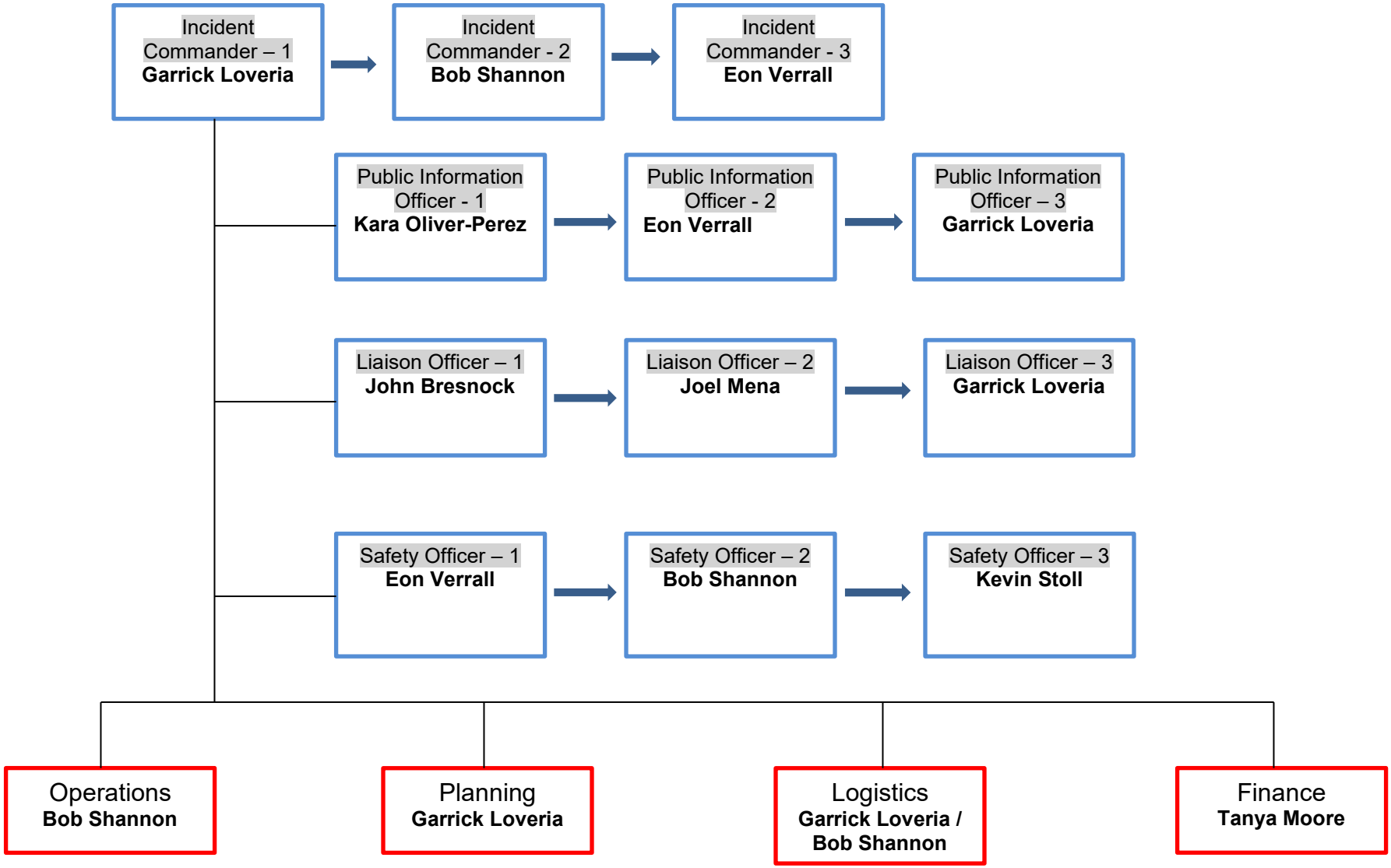
SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

D

INCIDENT COMMAND SCHOOL ORGANIZATIONAL CHART

CSAT DISTRICT-WIDE

Command Post – Board Room at Family Support Center



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 is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

   In this situation, the Superintendent or School Incident Commander 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:	Charter School for Applied Technologies Family Support Center (Board Room) 317 Vulcan Street Buffalo, NY 14207
Alternate Location:	Charter School for Applied Technologies K-5 School (Saia Hall) 2303 Kenmore Avenue Buffalo, NY 14207

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) *(Superintendent)*	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander *(Superintendent 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/Designee)*	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 *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer *(Building Principal, Supt. of Buildings & Grounds/Director of Facilities)*	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer *(Supt. of Buildings & Grounds/ Director of Facilities, Building Principal)*	Provides resources and all other services needed to support the incident.
Planning Officer (Finance purchasing rep)	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 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.

Prior to an event, prepare an official statement that can provide generic information 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.

SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

E

2026-2027

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

The Charter School for Applied Technologies District will ensure that Multi-Hazard Training is made available to staff and students. The annual report 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 Charter School for Applied Technologies 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 (response to foodborne/airborne illness)
- 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

SECTION 2: GENERAL EMERGENCY RESPONSE PLANNING

F

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

The Charter School for Applied Technologies 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 Charter School for Applied Technologies District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Charter School for Applied Technologies 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.

The Charter School for Applied Technologies District will perform Emergency Drills in compliance with Commissioner's Regulations relating to school safety plans amendment of section §155.17 dated July 31, 2024.

Emergency drills will be conducted as required in the following manners:

1. Drills and training be conducted in a trauma informed, developmentally, and age-appropriate manner.
2. Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
3. Students and staff will be informed when a school is conducting a drill.
4. Drills will not occur until after annual training of emergency procedures have been provided to students and staff.

Schools will establish procedures for notifying parents and/or persons in parental relations when conducting drills within a week before each drill.

Definitions:

Trauma means an emotional response to a deeply distressing or disturbing experience such as violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills mean avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN. (continued)

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials and include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

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)

EMERGENCY RESPONSE SUMMARY

Facility:
☐ K-5 ☐ 9-12
☐ 6-8 ☐ FSC

☐Shelter in Place
☐Secure Lockout
☐Lockdown
☐Evacuation

Was this a Drill? ☐Yes ☐No

☐Other:

Brief Description of Incident:	
Date & Time of Incident:	

External:	Internal:	
Please List:	☐Fire ☐Bomb Threat ☐Hazardous Material ☐Lost Child	☐Medical Emergency ☐Utility Disruption ☐Weather Emergency Other:

Describe the Emergency:	For Fire Evacuations, please list time to evacuate:	

How were Student / Staff Compromised or Potentially Compromised:

Notice alarm Co.				List Departments that Responded / Notified:
Pre:	am/pm	Post:	am/pm	☐Principal ☐SOB&G ☐Nurse (If Medical)

List any Emergency Related Policies that were Activated:	

List any Areas for Response Improvement / Actions Taken:

Response Improvement	Assigned To	Completion Date

Submitted by: (sign/date)	Reviewed by Safety Committee: (sign/date)

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:

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 3:

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
- Early Warning Signs of Student Violence .....Policy Number 3412
- School Conduct and Discipline.....Policy Number 7310
- Student Suspension .....Policy Number 7313
- Weapons in Schools (Reporting).....Policy Number 7360
- Gun Free Schools ..... Policy Number 7361
- Alcohol, Drugs and Other Substances (Students)..... Policy Number 7320
- Alcohol, Drugs and Other Substances (Personnel)..... Policy Number 6150
- Physical Force / Corporal Punishment ..... Policy Number 7350
- Student Interrogations ..... Policy Number 7330
- Sexual Harassment of Students .....Policy Number 7551
- Racial Harassment..... Policy Number 7542
- Bullying: Peer Abuse in the Schools ..... Policy Number 7543
- Hazing of Students ..... Policy Number 7544
- Anti-Harassment in School District .....Policy Number 3420

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

<u>Building Related</u>

- 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

<u>Severe Weather Events</u>

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

SECTION 3:

RESPONDING TO THREATS AND ACTS OF VIOLENCE (Continued)

Environmental

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

Civil Disturbances

- Bomb Threat 3140
- Biological Release Threat (Telephone) 3141
- Telephone Threat Form....3142
- Biological Release Threat (Letter/Package)....3143
- Hostage/Kidnapping 3144
- Intruder....3146
- Threats of Violence 3147
- Acts of Violence....3148
- Erie County School Protective Actions....3149

Medical Emergencies

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

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

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

SECTION 3: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A

(Although every attempt should be made to update these policies:
Refer To Most Current Board of Trustees Approved Policy)

,

Insert School Policies Here

- Code of Conduct..... Policy Number 3410
- Early Warning Signs of Student Violence .....Policy Number 3412
- School Conduct and Discipline.....Policy Number 7310
- Student Suspension .....Policy Number 7313
- Weapons in Schools (Reporting).....Policy Number 7360
- Gun Free Schools ..... Policy Number 7361
- Alcohol, Drugs and Other Substances (Students)..... Policy Number 7320
- Alcohol, Drugs and Other Substances (Personnel)..... Policy Number 6150
- Physical Force / Corporal Punishment ..... Policy Number 7350
- Student Interrogations ..... Policy Number 7330
- Sexual Harassment of Students .....Policy Number 7551
- Racial Harassment..... Policy Number 7542
- Bullying: Peer Abuse in the Schools..... Policy Number 7543
- Hazing of Students ..... Policy Number 7544
- Anti-Harassment in School District .....Policy Number 3420

Refer to Administrative Manual for Current Policy

SECTION 3: RESPONDING TO THREATS AND ACTS OF VIOLENCE

B

BUILDING RELATED

Sections 3101 - 3107

EMERGENCY UTILITY SHUT-OFFS

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

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 Superintendent of Buildings & Grounds or Director of Facilities	First person on the scene.
2. Notify Building Administrator	Head of Building Maintenance
3. Evaluate problem insofar as possible	Superintendent of Buildings & Grounds, or Director of Facilities
4. Notify Superintendent	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	Building Administrator
6. Evaluate problem and commence appropriate remedial action	Superintendent of Buildings & Grounds or Director of Facilities
7. Termination of Contingency: Notify staff, parents and students	Superintendent

Comments:

NATURAL GAS LEAK

Response Action	Person(s) Responsible
1. Upon discovery or detection of a gas leak notify Head of Building Maintenance	First person on the scene
2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise	Head of Building Maintenance
3. Notify Superintendent of Buildings & Grounds or Director of Facilities	Head of Building Maintenance
4. Notify Building Administrator	Superintendent of Buildings & Grounds or Director of Facilities
5. Notify Superintendent	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	Building Administrator
7. Evaluate problem and commence appropriate remedial action	Superintendent of Buildings & Grounds
8. Termination of Contingency: Notify staff, parents and students	Superintendent

Comments:

HEATING SYSTEM FAILURE

Response Action	Person(s) Responsible
1. Upon discovery or detection of heating system failure notify Head of Building Maintenance	First on scene
2. Notify Superintendent of Buildings & Grounds or Director of Facilities	Head of Building Maintenance
3. Notify Building Administrator	Superintendent of Buildings & Grounds or Director of Facilities
4. Evaluate problem insofar as possible	Superintendent of Buildings & Grounds or Building Administrator
5. Notify Superintendent	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	Building Administrator
7. Evaluate problem and commence appropriate remedial action	Superintendent of Buildings & Grounds or Director of Facilities
8. Termination of Contingency: Notify staff, parents and students	Superintendent

Comments:

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	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	Building Administrator, Superintendent
3.	Revise pupil transportation system as necessary	Superintendent, Building Administrator, Transportation Supervisor
4.	Notify school districts of any changes	Superintendent
5.	Notify staff, parents, and students	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	Board of Trustees Superintendent; Director of Facilities or Superintendent of Buildings & grounds, Business Official

Comments:

SEWAGE SYSTEM FAILURE

	Response Action	Person(s) Responsible
1.	Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance	First at scene
2.	Notify Superintendent of Buildings & Grounds or Director of Facilities	Head of Building Maintenance
3.	Evaluate problem insofar as possible	Head of Building Maintenance, Superintendent of Buildings & Grounds or Director of Facilities
4.	Notify Building Administrator	Superintendent of Buildings & Grounds or Director of Facilities
5.	Notify Superintendent	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	Building Administrator
7.	Evaluate problem and commence appropriate remedial action	Director of Facilities, Superintendent of Buildings & Grounds, Superintendent, Board of Trustees, Business Official
8.	Termination of Emergency **a**. Notify staff, parents and students **b**. Resume building operation	Superintendent

Comments:

WATER SYSTEM FAILURE

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

Comments:

SEVERE WEATHER

Sections 3120 – 3124

STORM-SNOW or ICE

Response Action:	**Person(s) Responsible:**
1. Monitor weather and road conditions	Superintendent
2. Close schools if conditions deteriorate.	Superintendent
3. Institute Emergency Closing plan	Superintendent
4. Notify parents via radio & television	Superintendent/Director of Communications

Comments:

STORM-THUNDER/LIGHTNING

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

Comments:

	Response Action	Person(s) Responsible
1.	Monitor any weather bureau tornado watch/warning	Building Administrator, Superintendent
2.	If tornado is imminent, curtail all outdoor activities	Building Administrators
3.	Summon all persons into building(s)	Building Administrators
4.	If tornado is sighted in vicinity of school, institute "**Shelter In Place**" and move into hallways away from windows.	Building Administrators; teachers
5.	Termination of contingency	Building Administrator
6.	Recovery: if building is damaged, refer to contingency plans for System Failures	Superintendent
7.	Curtail or cease building operations as appropriate **a**. Hold at School **b**. Early Dismissal **c**. Evacuate **d**. Resume normal activity	Superintendent

Comments:

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 Shelter in Place for tornado and take cover in the hallways, away from windows and vulnerable areas.

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.

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 locations.

6. When staff and students are assembled 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 above. Consideration should be given to lo lying areas (i.e. ditch, culvert to take cover). 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.	Superintendent
2.	Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake.	Superintendent; Building Administrator
3.	Notify other school districts of pending problems and actions to be taken	Superintendent of Buildings & Grounds, or Director of Facilities
4.	Notify parents via radio & television	Superintendent

Comments:

FLOOD

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

Comments:

ENVIRONMENTAL

Sections 3130 - 3134

AIRBORNE GASES

	Response Action	Person(s) Responsible
1.	Notify Building Administrator	First person on the scene
2.	Notify 911 (Local Fire Department)	Building Administrator
3.	Implement Evacuation Plan. Direction of evacuation depending on wind direction.	Building Administrator, Fire Department
4.	Notify Superintendent	Building Administrator

Comments:

ASBESTOS FIBER RELEASE EPISODE

There is no known asbestos identified by CSAT at this time.

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	First person on scene
2. Curtail or cease building operations: **a**. Evacuate **b**. Sheltering	Building Administrator
3. Summon fire department	Building Administrator
4. Notify Superintendent	Building Administrator
5. Upon their arrival, advise fire department of the situation and follow their instructions	Building Administrator
6. Termination of Emergency	Fire department
7. Resume, curtail or cease building operation, as appropriate	Superintendent
8. Make proper notifications	Superintendent

Comments:

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

Comments:

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

Comments:

CIVIL DISTURBANCES

Sections 3140 - 3149

New York State Education Department
Bomb Threat Response Guideline
Revised February 2007

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

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

Telephone or Other Verbal Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- 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.
- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

Information to be asked of the caller includes:

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

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

Suspicious Packages

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

Do not open or squeeze the envelope or package.
Do not pull or release any wire, string, or hook.
Do not turn or shake the letter or package.

Do not put the letter or package in water or near heat.
Do not touch the letter or package, thereby compromising fingerprint evidence.
Do move people away from the suspected envelope or package.
Do notify the state and/or local police (911).
Do activate your emergency plan for dealing with bombs.

Investigating Bomb Threats

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services-including bomb squads, hazardous materials management, county, and state emergency management agencies.
- Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
- Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and should be consulted to make the 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,
- Only after building and grounds have been "cleared" at the start of the day and continually monitored throughout the day.
- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

School Employee Involvement

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

PLACE THIS CARD
UNDER YOUR
TELEPHONE

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

EXACT WORDING OF THREAT:

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

ADDITIONAL INFORMATION
ON REVERSE

Bomb Threat Instructions

Number at which call is received:

Time: Date:

Caller's voice:

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

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

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

THREAT LANGUAGE

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

REMARKS:

Report call immediately to:
Phone Number:
Date:
Name:
Position:

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."	First to contact
2.	Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call.	First to contact
3.	Contact the building principal, if this happens in Central Office contact the Superintendent by telephone.	First to contact
4.	Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	Principal, Superintendent
5.	Notify Buildings & Grounds to shut down the HVAC units throughout the building.	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.	Principal, Superintendent, Teachers, Staff
7.	Activate the Shelter In Place and Secure/ Lockdown plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:	Principal, Superintendent
	a. Free movement throughout the building **b**. Food preparation and distribution. Let staff and students know of the situation and how often they will be updated	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.	Police, Fire, Disaster Coordinator, Superintendent

9.	If the incident is ruled to be a false alarm, a note telling parents of the details should be considered and sent home for the parents to read.	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.	Superintendent
11.	Implement appropriate plan **a**. Resume normal activity **b**. Early dismissal	Superintendent

Comments:

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. If available consider using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette or sink to wash your hands until you are cleared to leave the area.	First to contact
2.	Secure the area, do not leave or let any one into the area.	First to contact
3.	Contact the building administrator.	First to contact
4.	Call 911. Be specific in reporting the incident, location, how many are affected and where to meet.	Principal, Superintendent
5.	Notify Buildings & Grounds to shut down the HVAC units throughout the building.	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.	Principal, Superintendent, Teachers, Staff
7.	Activate the Shelter In Place plan. Curtail the following until an assessment is made by police, fire or local Emergency coordinator: **a**. Free movement throughout the building **b**. Food preparation and distribution. Let staff and students know of the situation and how often they will be updated	Principal, Superintendent, Teachers, Staff

8.	Upon arrival of the police, fire or local emergency coordinator the incident will be assessed, and further action could be taken upon assessment.	Police, Fire, Disaster Coordinator, Superintendent
9.	If the incident is ruled to be a false alarm, a note telling parents of the details should be considered and sent home for the parents.	Superintendent
10.	If the incident escalates, arrangements should be made for the following: **a**. Staging area for parents/guardians coming to the building or alternate evacuation point 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	Superintendent
11.	Implement appropriate plan **a**. Resume normal activity **b**. Early dismissal	Superintendent

Comments:

HOSTAGE/KIDNAPPING

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

Comments:

INTRUDER

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

Comments:

THREATS OF VIOLENCE

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

Comments:

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

Comments:

MEDICAL EMERGENCIES

Sections 3150 - 3151

GENERAL GUIDELINES FOR MEDICAL EMERGENCIES

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

RECOMMENDATIONS:
The response to a medical emergency depends on the nature of the emergency and the number of students and/or staff involved. If many students and staff become ill (e.g., vomiting, diarrhea, fainting, etc.) during the school day, it may be reasonable to suspect that a common cause is involved (e.g., food poisoning, airborne hazard). It can be reasonably expected that the greater the number of students and staff involved, the greater the response.

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

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

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc. will be maintained by the Nurse and available during an evacuation with the materials taken out of the building.

SCHOOL BUS ACCIDENT AND/OR FIRE

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

Comments:

Section 3: Responding to Threats and Acts of Violence

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.
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.

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

SAMPLE
Dated: XX

Dear Parents/Guardians:

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

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

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

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

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

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

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

Sincerely, XX, Principal

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

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

Signature of Parent(s)/Guardian(s) _____ Date _____

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.

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 with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
2) The Superintendent 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.

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.

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.emsc.nysed.gov/sss/SAVE/.

School Year _____: School Safety and the Educational Climate (SSEC) Summary Data Collection Form *(Revised 5/25/18)*

Part 1:Dignity for All Student Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)*		1. Homicide	2. Sexual Offenses		3. Assault		4. Weapons Possession		5. Material Incidents of Discrimination, Harassment, and Bullying		6. Bomb Threat	7. False Alarm	8.Use, Possession or Sale of Drugs	9. Use, Possession or Sale of Alcohol
			2a. Forcible Sex Offenses	2b. Other Sex Offenses	3a. Physical Injury	3b. Serious Physical Injury	4a. Routine Security Check	4b. Other	5a. All Excluding Cyberbullying	5b. Cyberbullying				
Report the total number of incidents. Count each incident only one time regardless of the number of offenders or targets/victims involved. For incidents that fit more than one category, choose the most serious (higher weighted category).														
Total Number of Incidents	a													
Report if the offense listed in row (a) was related to a bias. * Note that if appropriate, an incident may be reported for more than one bias (duplicated count). For example, if an Assault with Physical Injury was related to the Victim/Target's Religion and Gender, it should be reported in both rows. See directions for additional information.														
Total Number of Biased-Related Incidents	b													
Race	c													
Ethnic Group	d													
National Origin	e													
Color	f													
Religion	g													
Religious Practices	h													
Disability	i													
Gender	j													
Sexual Orientation	k													
Sex	l													
Weight	m													
Other	n													
Report the number of incidents in row (a) that were gang/group related.														
Gang or Group Related	o													
Report the number of incidents in row (a) that involved a weapon, alcohol, and/or drugs. The sum of rows (p) and (q) must equal the number reported in row (a)* Note rows (q1-q3) may be duplicated counts if an incident involved more than one weapon.														
Total Number of Incidents Not Involving a Weapon	p													
Total Number of Incidents Involving Weapons	q													
Number Reported in row q that Involved Firearms	q1													
Number Reported in row q that Involved Knives	q2													
Number Reported in row q that Involved Other Weapons	q3													
Number of Incidents Involving Alcohol	r													
Number of Incidents Involving Drugs	s													

Part 1:Dignity for All Student Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)*		1. Homicide	2. Sexual Offenses		3. Assault		4. Weapons Possession		5. Material Incidents of Discrimination, Harassment, and Bullying		6. Bomb Threat	7. False Alarm	8.Use, Possession or Sale of Drugs	9. Use, Possession or Sale of Alcohol
			2a. Forcible Sex Offenses	2b. Other Sex Offenses	3a. Physical Injury	3b. Serious Physical Injury	4a. Routine Security Check	4b. Other	5a. All Excluding Cyberbullying	5b. Cyberbullying				
Report the location where incidents reported in row (a) occurred - report each incident only one time. The sum of rows (t), (u), and (v) must equal the number reported in row (a).														
On School Property (including on school transportation)	t													
At School Function Off Grounds	u													
Off School Property (that creates a risk of disruption within the school environment)	v													
Of the incidents reported in Row (t) above, report the number that occurred on School Transportation	w													
Report the number of incidents in row (a) that occurred during the regular school day and after school hours. The sum of rows (x) and (y) must equal the number reported in row (a).														
During Regular School Hours	x													
Outside of Regular School Hours	y													
Report the number of Targets/Victims that were students, staff or other involved in incidents in row (a). A target/victim must be counted more than once if he/she is a target/victim of more than one incident (duplicated count).														
Number of Student Targets/Victims	z													
Number of Staff Targets/Victims	aa													
Number of "Other" Targets/Victims	bb													
Report the number of OFFENDERS that were students, staff or other involved in incidents in row (a). An offender must be counted more than once if he/she initiates more than one incident (duplicated count).														
Number of Student Offenders	cc													
Number of Staff Offenders	dd													
Number of "Other" Offenders	ee													
Report the number of STUDENT OFFENDERS that received the following type of discplinary action or referral (Report all that apply).														
Counseling or Treatment Programs	ff													
Teacher Removal (Section 3214)	gg													
In School Suspension	hh													
Out-of-School Suspension	ii													
Involuntary Transfer to an Alternative Placement	jj													
Community Service	kk													
Juvenile Justice Or Criminal Justice System	ll													
Law Enforcement	mm													
Report the unduplicated count of STUDENT OFFENDERS.														
Number of Unduplicated Student Offenders for Serious Incidents	nn	Report the Unduplicated Number of Student Offenders Involved in Serious Offenses in row (a) (Serious Offenses include Categories 1-5: Homicide, Sexual Offenses, Assault, Weapons Possession, Material Incidents of Discrimination, Harassment, and Bullying) Count each individual only once if he/she initiated numerous incidents in one or more categories. Count unknown offenders as separate individuals.												

*Items collected on this form are required by Education Law §2802 and Commissioner's Regulation 100.2 (gg) as amended in December 2016 (http://www.regents.nysed.gov/common/regents/files/1216p12a2.pdf).

Part 2: Victims of Violent Criminal Offenses and Unsafe School Transfers (Note: Do not complete this section on the District or BOCES forms)		
During the current school year, how many students were determined by the Superintendent of Schools or Charter School Leader to have been a victim of a violent criminal offense pursuant to the Every Student Succeeds Act (regardless of when the offense took place)?	a	
Of the students counted in Part 2(a), how many requested to transfer to another school in the district, including a charter school?	b	
Of the students counted Part 2(b), how many accepted the transfer to another school in the district, including a charter school?	c	
Was the school on the list of persistently dangerous schools during the current school year? If yes, answer the next two questions.	d	
If the school was designated as a persistently dangerous school during the current school year, how many students requested to transfer to a safe school, including a charter school, within the district or LEA?	e	
Of the students in part (e), how many accepted the transfer offer and enrolled in another school?	f	

Part 3: Police or Safety Officer in the School		
Is there a safety agent, police or other safety resource officer present in your school on a regularly scheduled basis?	YES	NO

Part 4: School-Related Arrests: Report the total number of school-related arrests.*	
*For further explanation see Glossary of Terms and Elementary and Secondary Education Act of 1965, as amended by the 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	

Part 5: Weapon Type and Fire-Arms-Related Offenses and Suspensions: Enter the duplicated number of student offenders involving each of the following weapons at school and the disciplinary action.**		General Education Students	Students with Disabilities	All Students
Weapon Type and Fire-Arms-Related Offenses: Enter the number of student offenders involving each of the following weapons at school.				
Handguns	a			
Rifle or Shotgun	b			
Other (any firearm other than a handgun, rifle or shotgun)	c			
Multiple (Use of more than one of the above)	d			
Total	e			
For the students who brought firearms to school reflected in Row (e), report the disciplinary action imposed in rows (f) through (l) below.				
suspended for one year (180 school days) and were provided instruction (including alternative placement):	f			
suspended for one year (180 school days) and were not provided instruction (including alternative placement):	g			
suspension was modified to LESS THAN ONE YEAR (180 school days) and were provided instruction (including alternative placement):	h			
suspension was modified to LESS THAN ONE YEAR (180 school days) and were NOT provided instruction (including alternative placement):	i			
received no suspension because the student was removed for other reasons such as death, withdrawal or incarceration:	j			
received a different disciplinary action (this should be rare):	k			
received no disciplinary action (this should be extremely rare):	l			
***This is required by USDE Code C086 Students Involved with Firearms and data submission used to monitor and report on the Gun-Free Schools and Communities Act*				

Part 6: Superintendent/Charter School Leader Information			
Superintendent/Charter School Leader:			
Email Address:			
Date:			
Phone:			
Fax:			
Unsafe School Choice: (Please note-Do not complete this section on the District form or BOCES form) Is the following statement true? "This school is in compliance with the unsafe school choice provisions of Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq., (Public Law 114-95, title 1, section 8532, 129 STAT. 1802); Education Law §2802(7) ." (See instructions for a description of Unsafe School Choice provisions.)		YES	NO
Code of Conduct: Provide the web address (URL) where the code of conduct can be found. Remember to include the http:// prefix in your entry.			

SECTION 4

COMMUNICATION WITH OTHERS

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

- Step-by-Step Procedures 4100

B. Procedures for obtaining advice and assistance 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 within a school district of a disaster.

- Statement 4300

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

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

SECTION 4

COMMUNICATION WITH OTHERS

A

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.

SECTION 4

COMMUNICATION WITH OTHERS

B

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

HISTORY:

Add, L 1978, ch 640, ' 3, eff Apr 1, 1979

CROSS REFERENCES:

This article referred to in ' ' 20, 21; CLS Unconsol ch 131 '20

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

1. It shall be the policy of the state that:

a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;

b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;

c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;

d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and

e. state and local plans, organizational arrangements, and response capability required to 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.

SECTION 4

COMMUNICATION WITH OTHERS

C

C. IN THE EVENT OF AN EMERGENCY WITHIN THE SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE SUPERINTENDENT, OR DESIGNEE, OF THE CHARTER SCHOOL FOR APPLIED TECHNOLOGIES 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.

SECTION 5
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

- School Building Access Control ..... Policy Number 5632
- Safety/Security ..... Policy Number 5680
- School Safety Plans..... Policy Number 5681

B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- Board of Trustees Policies ..... Policy Number 1410
- Community Notification of Sex Offenders ..... Policy Number 7550
- Staff Development Training ..... Policy Number 6160, 6161
- Building Staff Meeting ..... Per Principal's Guidance
- Crisis Response ..... Policy Number 5682

C. 5200
Appropriate prevention and intervention strategies such as:

- Collaborative agreements with local law enforcement officials (Memorandum)
- Non-violent conflict resolution training program
- Peer mediation programs and youth courts

D. 5300
Strategies for improving communication among students 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. 5400
Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.

SECTION 5
PREVENTION AND INTERVENTION STRATEGIES

A

SECTION 5
PREVENTION AND INTERVENTION STRATEGIES

B

2026-2027

SECTION 5
PREVENTION AND INTERVENTION STRATEGIES

C

2026-2027

SAMPLE

MEMORANDUM OF UNDERSTANDING BETWEEN THE

_____ POLICE DEPARTMENT AND

THE _____ SCHOOL DISTRICT

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

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

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

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

GENERAL STATEMENT

The _____ Police Department and the Board of Trustees for the _____ School District recognize that the abuse of alcohol and other drugs and the threat to personal safety are societal problems and the remediation of these problems must begin at the community level. These two groups pledge to adopt a formal

"Memorandum of Understanding" that will outline for both the rights and responsibilities each will assume to affect positive change.

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

PROCEDURE

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

MEMORANDUM OF UNDERSTANDING

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

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

POLICE DEPARTMENT ACTION

1) The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with all school personnel.
2) The police will respond to any call relating to violations of the law as soon as is reasonably possible.
3) If a student is arrested, notification of parent/guardian will follow the District "Code of Conduct" policy.
4) In instances where the removal of the student is essential to insure the safety of himself/herself or others, the police will do so immediately and work with the school district to contact the parent/guardian as soon as is reasonably possible.

5) The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.
6) The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.
7) A designated officer will be appointed to serve on the district "Building Level SAVE Team. (Liaison)
8) School Administration will be notified by the police regarding incidents that were reported but not by school administration.
9) All police personnel will receive a copy of the procedures

ACTIONS OF SCHOOL PERSONNEL

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

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

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

WHAT SHOULD BE REPORTED TO THE POLICE

1) Possession of alcohol by a minor 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 Trustees Date

(Signature) Superintendent Date

(Signature) Building Principal Date

(Signature) Chief of Police Date

SECTION 5
PREVENTION AND INTERVENTION STRATEGIES

D

2026-2027

The Charter School for Applied Technologies 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 Charter School for Applied Technologies 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

SECTION 5
PREVENTION AND INTERVENTION STRATEGIES

E

2026-2027

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 Charter School for Applied Technologies District, or shall be determined by the Charter School for Applied Technologies District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The Charter School for Applied Technologies 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 Trustees. 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 Charter School for Applied Technologies 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.

The Charter School for Applied Technologies does employ the services of a School Resource Officer whose terms of employment are outlined in a memorandum of understanding in Appendix G

If the Charter School for Applied Technologies 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

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 investigated 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 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 safely 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 students comply with school dress code;
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 judgment; physical condition commensurate with the demands of the position.

Job Description – Monitor - Continued

MINIMUM QUALIFICATIONS:

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

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

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

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

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

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

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

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

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

Job Description – Security Guard - Continued

Age

Must be at least 18 years of age.

Training

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

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

Fees

$36 - 2-year registration
$50 - Fingerprint fee payable to Division of Criminal Justice Services with original application
$25 - Renewal fee, every 2 years

Licensing Authority

New York State Department of State
Division of Licensing Services
84 Holland Avenue
Albany, New York 12208-3490
Phone: (518) 473-2739
Fax: (518) 473-2730/1

Occupational Reference Codes

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

Site Overview

A. 1. Buildings Covered by the District-wide Plan

Charter School for Applied Technologies K-5 (Elementary School)
2303 Kenmore Avenue
Buffalo, NY 14207

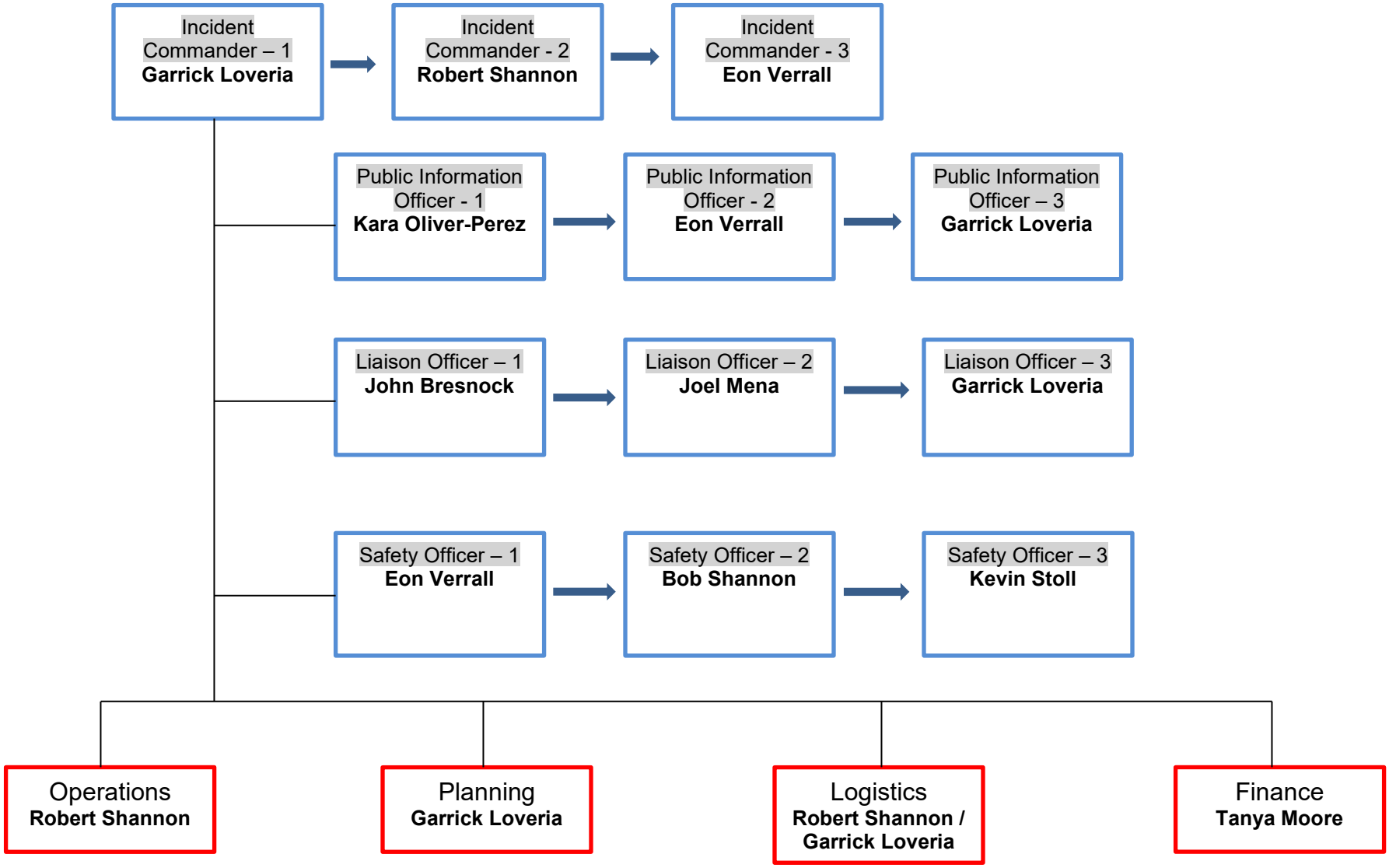
Charter School for Applied Technologies 6-8 (Middle School)
24 Shoshone Street
Buffalo, NY 14214

Charter School for Applied Technologies 9-12 (High School)
2245 Kenmore Avenue
Buffalo, NY 14207

Charter School for Applied Technologies Family Support Center
317 Vulcan
Buffalo, NY 14207

CSAT DISTRICT-WIDE

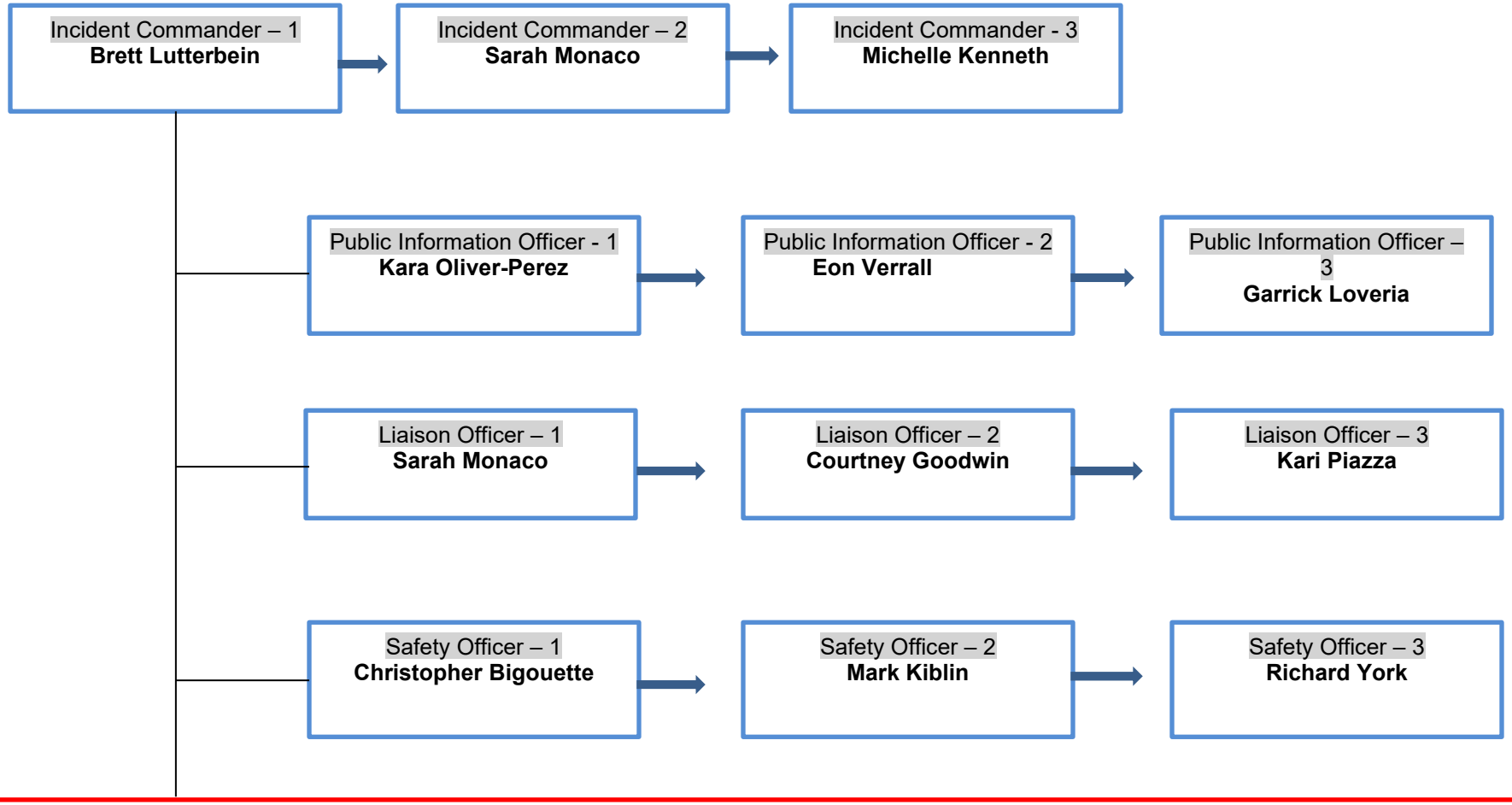
Command Post –Board Room at Family Support Center



2026-2027

HIGH SCHOOL 9-12

Incident Command Post – Fishbowl

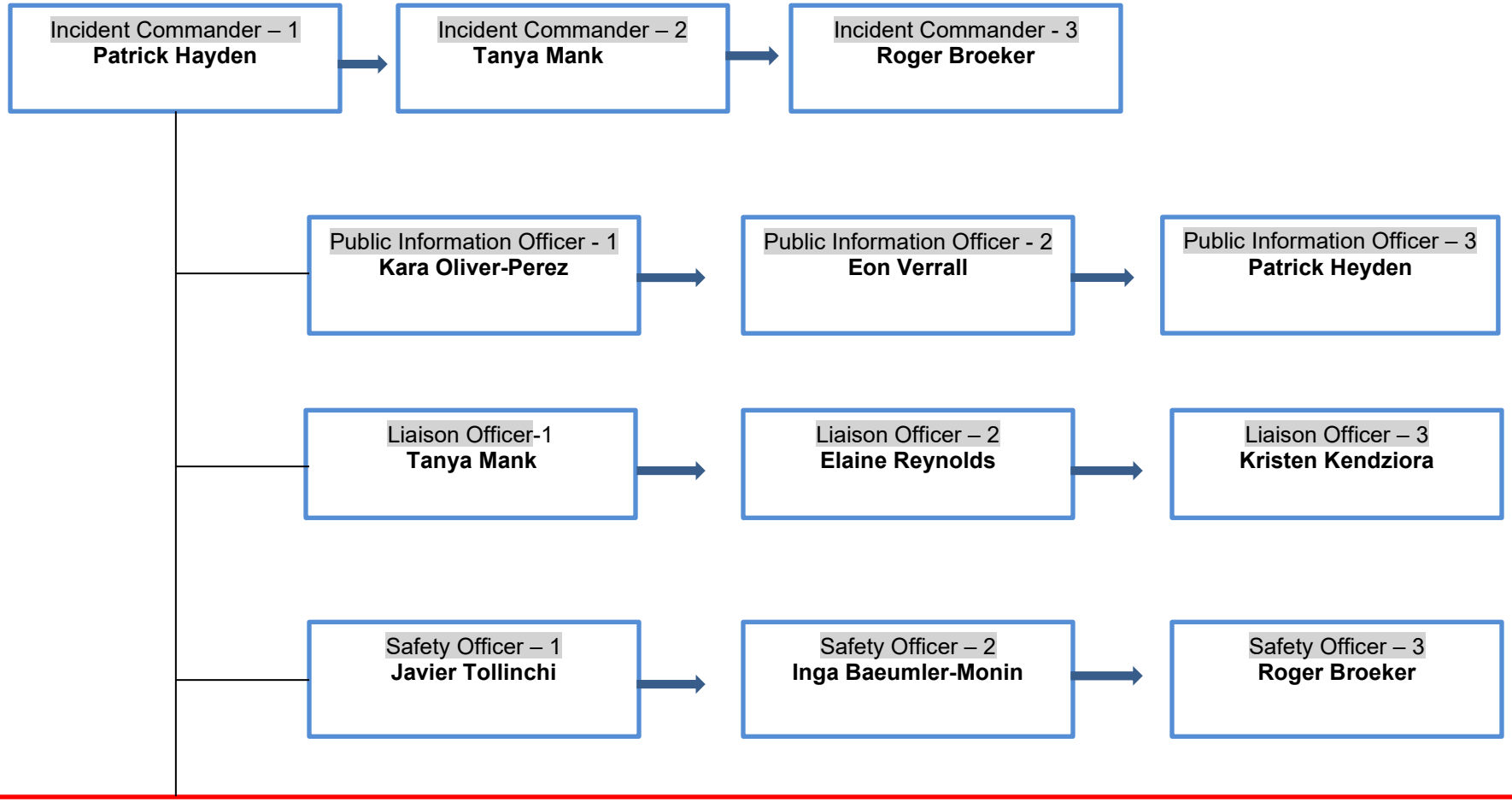


Emergency Response Team – Staging Area : Primary – Fishbowl, Secondary – Main Office, Tertiary – 63

Brett Lutterbein, Sarah Monaco, Michelle Kenneth, Courtney Goodwin, Chris Bigouette, Mark Kiblin, Kelly Kiblin, Layla Diaz, Rich York, Katelyn Ventry, Sybria Laney (Nurse), Christina Deynes (Nurse), Gene Smith, Derrick Spinda, Dianna Taylor, Leslie Choi, Tom Palcic, Caleb Bia, Makhi Love

MIDDLE HIGH SCHOOL 6-8

Incident Command Post – Middle School room #118 (Principal's Office)

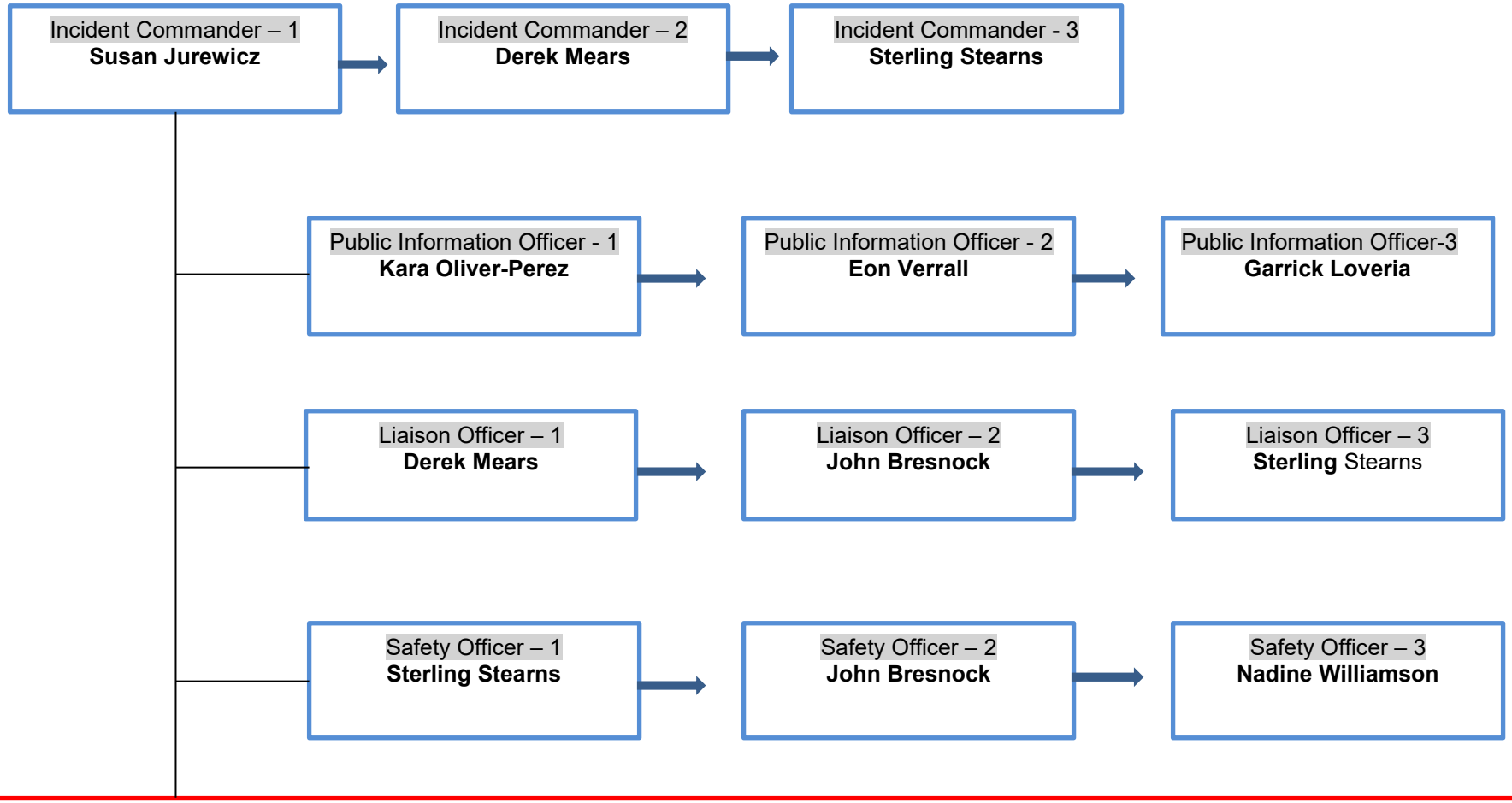


Emergency Response Team – Staging Area in Main Office:

Patrick Hayden, Roger Broeker, Tanya Mank, Elaine Reynolds, Jeanette Fanara, Javier Tollinchi, Inga Baeumler-Monin, Kristin Kendziora, Nurse, Kristen Werthman, Laura Bannon, Colleen Harris, James Padin, Damien Goodman, Anthony Adams, James Padin, Jacob Costello

ELEMENTARY K-5

Incident Command Post – Main Office #141



Emergency Response Team – Staging Area in Main Office:

John Bresnock, Christoper Greene, Tara Jefferson, Susan Jurewicz, Sterling Stearns, Derek Mears, Nadine Williamson, Jillian Ayala, Julie Traver, Traver Zayatz

Appendix C

Charter School for Applied Technologies

Unexpected Death Guidelines

Updated 10/03/2023

2026-2027

Appendix C

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Page 4	Before the Close of the First Day
Page 5	Second/Third Day
Page 6	Memorialization
Page 7	Suggestions for Administrators and/or Trauma Response Team
Page 8	Teacher and Staff Memo
Page 9	Cultural Considerations
Page 10	Normal Student Reactions
Page 11	Special Considerations for Students that Die by Suicide
Page 12	Tips for Talking to Students About Suicide
Page 13	Safe Reporting on Suicide
Page 14	Suicide Warning Signs and What to Do
Page 15	Resources
Page 16	Sample Letter to Parents – Death of a Student
Page 17	Sample One Call Now to Parents
Page 18	Sample Letter to Parents – Death of Staff Member

Appendix C

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES
ADMINISTRATIVE REGULATION

UNEXPECTED DEATH GUIDELINES
Unanticipated Death of Student/Staff Member

NOTE: The following will outline the procedures to be followed in the event of a death within the district.

1. As soon as a principal learns of a death, he/she will contact local officials and/or family members to CONFIRM the facts. Upon confirmation, the school will implement a coordinated crisis response to achieve the following:
    a. Effectively manage the situation.
    b. Provide opportunities for grief support.
    c. Maintain an environment focused on normal educational activities.
    d. Help students cope with their feelings.
    e. Minimize risk of suicide contagion (if the student died by suicide).

2. As soon as the school official CONFIRMS the death, he/she will immediately inform:
    a. **Superintendent** Eon Verrall
    b. **Deputy Superintendent** Garrick Loveria
    c. **Principals** (K-5) Susan Jurewicz
    (6-8) Patrick Heyden
    (9-12) Brett Lutterbein

    d. **Trauma Response Team**
        i. All members will be notified and asked to report to the building affected by the death of the student/staff member by 7:00am the following day.

District	Elementary School	Middle School	High School
Michael Walter	TBD	Jeanette Fanara	Dianna Taylor
Kara Oliver-Perez	John Bresnock	Stephen Anastasia	Sarah Monaco
Emily Lyons	Tara Jefferson RN	Tara Jefferson RN	Courtney Goodwin
Tara Jefferson RN			Kari Piazza
TBD Gateway Longview			

When contacting the family:

a. Offer condolences.
b. Inquire as to what the school can do to assist.
c. Ask them to identify the student's closest friends that may need support.
d. Discuss what students should be told and respect their wishes.
e. Inquire about funeral arrangements and make sure it is okay to share with students.

3. Outside Consultants will be notified on a as needed basis.
   a. **Crisis Services Trauma Response Program,** (716) 834-3131
   b. **The Center for Hospice and Palliative Care** (716) 686-8007
   c. **Gateway Longview** (716) 783-3100

4. The principal will immediately call a meeting of members of the Trauma Response Team, teachers of the student, fellow administrators and identified professional support personnel to plan the first day.

5. Initiate a **One Call Now** in the specific building(s) to schedule an early morning meeting at 7:00 a.m. to briefly address the staff.

During the meeting:

a. Principal will share accurate and factual information and will be respectful in regard to what the family has requested be shared.
b. A script will be provided to all teachers to read to students at the start of the school day. In the event a teacher feels they are unable to do this a member of the Trauma Response Team will assist.
c. Teachers will be provided with a tip sheet to help with any difficult conversations.
d. A member of the Trauma Response Team will be assigned to follow the deceased student's schedule to monitor peer reactions and answer questions. It is also important to monitor staff reactions as well and provide relief when needed.
e. Substitute teachers will be available as "floaters" to be a support for teachers and staff. (not required but recommended)
f. An email will be sent to all K-12 staff with the facts of the situation. A reminder to all staff that all information is to be kept confidential.

6. School will not be closed. It is important that the grieving process within the school-family be allowed to occur. The school will also provide a sense of structure and routine, one of the elements necessary to promote healing.

7. The principal or his/her designee, accompanied by a witness, will check the desk(s) the student sat in and the student locker(s) (hall, gym, etc.) before school. *If the death was not an accident the police should be present for the desk/locker search.*

8. Friends, siblings and teachers of the deceased who may be in other schools in the district should be informed, and plans made to assist them.

NOTIFYING STUDENTS:

1. A scripted announcement of the death will be created, typed, and distributed. This is to be **read by homeroom teachers** at the start of the school day.
   a. In the event the staff member is unable to read the statement a member of the Trauma Response Team or a member of administration will assist with this.

b. In the event the school is notified of a death during the school day the principal will confirm with the family. The Trauma Response team will meet to identify
c. the student's teachers and close friends. Those teachers will be notified personally while their class is covered by a member of the Trauma Response Team. Once these teachers know, an announcement will be made for all teachers to check their email which will give them the details of the death. Teachers will be instructed to read a script to the class at that time.
d. An announcement of the death **will not** be shared over the announcements or in a large group assembly.
e. Students should be informed in a manner appropriate for their developmental level. Who informs who will be decided by the building principal, in consultation with his/her Trauma Response Team, fellow administrators, and identified professional support personnel.

2. Students who are overcome, or who cannot handle the classroom setting and who are felt to need individual or small group assistance by mental health staff, should be escorted to a designated area in the building where support staff will be available.
    a. On the first day, **DO NOT** announce availability of counseling services over the PA system as many times students are just curious about what is going on.
    b. Teachers should make the decision on an individual basis about who will leave the classroom for the counseling services.
    c. Announcements over the PA system on the second and third day are acceptable.
    d. Do not assume everyone or most students will need help. Most students will cope effectively without professional assistance.
    e. Students availing themselves of counseling services will need to sign in to keep a record of high-risk students. Keep daily contact with these people and notify the parents of any students who are high-risk.

3. A CONFIDENTIAL memo will be distributed to the faculty as soon as reasonable to assist teachers and inform them of key issues. (See attached sample memo.)

4. The principal, the superintendent or their designees will be the only persons authorized to talk with representatives from the media.
    a. Scripted phone messages are recommended.
    b. Media will be escorted on school property and briefed of the crisis by district public relation officials or administration. **Media will not be granted access to interview teachers or students on school property.** The Superintendent or his/her designee will coordinate the control of traffic and access to the school buildings.

5. Group memorial plans and other forms of grieving should be allowed to evolve under the guidance of the building principal, in accordance with the family's wishes.
    a. Principal should contact the family to ask what their wishes may be regarding disclosure of funeral arrangements.
    b. Students should be encouraged to provide appropriate individual memorials; send cards, flowers and/or messages of sympathy consistent with the family's wishes.

All items sent to the family from school must be reviewed by staff to ensure appropriate content.

6. Student after-school and athletic activities will **not be canceled.** It is important that the students have the opportunity to participate in scheduled activities.

7. Staff members from Crisis Services and The Center for Hospice and Palliative Care in Buffalo are available to work with all staff on the topic of "Death and Grief."

8. It is important that what we do for one we do for all. We do not discriminate based on cause of death.

BEFORE THE CLOSE OF THE FIRST DAY:

1. An appropriate PA announcement should be made.
    a. Thanking everyone; staff, students, etc.
    b. Reiterate how tough it has been
    c. Offer continued support
    d. Offer sympathy to family and friends
    e. Expected times of services, if family wishes (reminder of attending with a family member)

May I have your attention please. I wish to thank all of the students and faculty and staff for the support you have shown each other today. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Please ensure you are all taking time for yourselves and doing things you enjoy. Lean on your support network and all the people that care about you, and lastly know that everyone here at CSAT is available to help and support you!

2. Letter to parent(s)/guardian(s) should be written and sent home:
    a. See attached draft.
    b. Administration may also decide to do a One Call Now to families in order to get information to them quicker.
        i. See attached draft message.

3. At the close of the first school day following the death, the principal will have a faculty meeting allowing staff the opportunity to grieve (discuss their own feelings, reactions and issues) and to make recommendations for subsequent days.
    a. Lists of high-risk students should be turned in.
        i. Decide if the parents of those students should be contacted about their distress?
        ii. Who will require individual follow-up?
        iii. What teachers should be informed about at-risk behavior of certain students?

SECOND/THIRD DAY

1. Announcement at beginning of second day.
    a. Opening statement on the crisis/death again
    b. Thank you for support

   c. Reiterate plan
   d. Counseling center(s)
   e. Memorials
   f. End announcement in the cognitive realm

Good morning. I want to take this opportunity to welcome you all back this morning. I am sure for some of you it was tough to get here. Thank you for being here! (the rest of the announcement will focus on the supports available, funeral arrangements if applicable and the plan for the day). Please remember to support each other and know that we are all in this together.

2. Teachers/counselors continue observing behavior of students.

3. Classes will be flexible.

4. Counseling stations for individuals/groups in place (specific times and places).

5. The principal should be prepared to respond to the request for large numbers of staff and students who wish to attend the funeral. Staff members should attend. If a large number of students will be attending the funeral, please plan for staff to be present during the entire service.
   a. The school will not provide transportation to a funeral or memorial service.
   b. Parents will be encouraged to attend with their child.
   c. Memorial services should not be held on school grounds. When possible, services should be held outside of school hours.

MEMORIALIZATION: (what is done for one student must be done for any student that has passed away regardless of the cause of death)

*The school's goal is to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death or causing additional distress to other students.

1. Yearbooks
   a. If there is a history of dedicating the yearbook, or a page, to a student that has died, it will be the same for any student that has died regardless of the cause.
   b. Final decisions should be made by the principal and mental health staff to ensure appropriateness. If the student died by suicide the focus should be on mental health and/or suicide prevention. (For example, "in your memory, we will work to erase the prejudice surrounding mental health problems and suicide").

2. Graduation
   a. The school may wish to include a brief statement acknowledging and those students from the graduating class who have died.

3. Permanent Memorials
   a. Recommendation is that they should be off grounds as it can be upsetting to bereaved students.

4. Clothing
   a. All students will be in uniform. Students will not be allowed to wear shirts (or buttons) memorializing the student that died.

i. If a student shows up at school wearing a shirt to memorialize a student, they will be asked to change and not permitted to go to class.

5. Lockers – this will be approved by each building
    a. Needs to be time sensitive and monitored for appropriateness by staff.
    b. A statement will be posted near the memorial with the date it will be removed and given to the family. "We appreciate your gesture of remembrance for _____. Your tokens will remain here until _____, and then will be collected and give to the family."
        i. This is to prevent students from feeling like the items were removed disrespectfully.
        ii. Items should be removed the day after the funeral.
6. Desks
    a. There will be no memorials allowed at the student's desk(s).
    b. After approximately five days (or after the funeral), seat assignments may be re-arranged to create a new environment.
        i. Teachers should explain in advance that the intentions is to strike a balance between compassionately honoring the student who died, while at the same time returning the focus back to the classroom curriculum.

7. Creative options for school to honor a deceased student
    a. Hold a day of community service
    b. Make a book or notecards available in the school office for students to write memories and messages to the family. These items need to be reviewed for appropriateness prior to giving to the family.
    c. Signing a poster to send to the family.
    d. Raise funds to help the family of the deceased student.
    e. If the student died by suicide the school can sponsor a mental health awareness day or develop and implement curriculum focused on social and emotional development.

<u>SUGGESTIONS FOR ADMINISTRATORS AND/OR TRAUMA RESPONSE TEAM</u>

1. Take time out for yourself and your own feelings.

2. Division of labor is crucial. Give specific school leaders jobs to do and let them do them.
    a. Crisis Resource Team (counselors, nurses, principal, assistant principal)
    b. Public Relations Person
    c. Family Liaison Person
    d. Telephone Response Person
    e. Crisis Consultants
    f. Community Liaison Person
    g. Student Leaders
    h. Substitute Teachers

3. Identify and use the resources.

4. Be careful of the media and social media.

5. Work with families involved. Identify a person to liaison between the school and the family.

6. Remember that different people have different needs. Try to have alternatives for people with different needs. Set up the crisis center and counseling rooms.

7. Prepare responses for "at-risk" students.

8. Help your staff first. Don't forget support staff.

9. Allow people to be real, to grieve. Appropriate role models are crucial. Be mindful of cultural differences in the grieving process. What appears unusual may in fact be typical for that specific culture. Acknowledge the different facets and feelings of grief. Give permission to grieve.

10. Don't make demands of staff. Let them do what they think they can handle with support.

11. Let everyone know the facts. Diffuse rumors.

12. Empower people as much as possible. Allow people to take positive action.

EMERGENCY MEMO TO TEACHERS and STAFF

The following information will, hopefully, help you through this most difficult day:

1. Don't cancel after-school or athletic activities. It is important to meet all student groups so that each group can handle the dynamics of the grieving process.

2. Both teachers and students need to support each other as much as possible.

3. Don't expect to get your usual amount or quality of work done. Try to teach, based on your feelings as well as those of your students. If it is not possible, a quiet class period is appropriate.

4. Establish your classroom routines as soon as possible, AFTER children have had a chance to express their feelings.

5. It is okay for a teacher to feel uncomfortable about dealing with this situation. Ask for help from the Trauma Response Team if you want it.

6. It is okay for teachers to show their feelings.

7. You may be overwhelmingly upset, especially if you have had contact with the student or staff member. There are professional support staff available to talk with you. If you cannot meet your classroom responsibilities, please inform administration immediately and coverage will be provided.

8. You should give mutual support to other staff.

9. Be aware of the **FACTS** regarding this situation in order to be able to counteract inaccurate rumors. If you do not know the answer to a question, do not assume facts or speculate. It's ok to say, "I don't have that information, but I will do my best to get it" and make all efforts

10. to obtain the information being sought. If a student died by suicide, students, parents, and teachers will have persistent questions as to why the incident occurred. It's important to note that we may never have the answer to that question, and we must follow the family's wishes in regard to only sharing what they want us to. (please see section "Special Consideration for Students that Die by Suicide)

11. Expect the entire range of emotional reactions from hysterical behavior to joking. MOST reactions are normal. **Grief looks different for everyone!**

12. If a child expresses the feeling that he/she should have done something to prevent the death listen to what he/she has to say. Let him/her fully express himself, *and* then let him/her know he/she was not responsible. Normalize the guilt where appropriate.

13. Encourage students to identify people outside of school that they can talk to.

14. For those students who are extremely upset, designated areas have been set up in the building where professional support staff are available to assist them. Grieving students should not be in the corridors unsupervised, but rather sent to the designated areas. They will be returned to class when they are ready to handle it. The names of these students will be kept in a confidential log and:
    a. Their parents will be notified immediately if there is significant distress and will be followed up by the mental health staff.

15. Many children may have to talk this through. Be open to students; continue to talk about the death until they "get it all out". This may take a number of days, weeks or even months.

16. Do not be surprised if you find yourself dealing with a student who is re-grieving. The current death could trigger re-grieving the death of a family member, pet or friend.

CULTURAL CONSIDERATIONS

Key points involving cultural differences include the following:

- Be aware that the extent to which people are able to talk about suicide or death varies greatly in some cultures. Suicide is still seen as a moral failing.
- Be sensitive to the beliefs and customs regarding the family and community, including rituals, funerals, the appropriate person to contact.
- Be sensitive to how the family or the community may need to respond to the death before individuals outside of the family or community intervene to provide support.
- Consider using a "Cultural broker" to act as a liaison between the family, community and school if keep members of school staff are not from the same racial, ethnic, or religious group as the person who died.
- Bring interpreters and translators if there are language difference. If possible, have resource material in different languages available for parents.

Appendix C

NORMAL STUDENT REACTIONS

Primary school age:

- Blaming themselves for the death.
- Being easily distracted, forgetful.
- Being anxious; having increased fears such as the dark or others' safety.
- Clinginess – wanting to be near you or others more.
- Withdrawing, being quiet, showing lack of response.
- Being fretful, distressed, not wanting to go to school.
- Feeling embarrassment; feeling different from others; may conceal their loss.
- Physical complaints, such as tummy aches or headaches.
- Being irritable, having more tantrums, being defiant, or developing antisocial or aggressive behaviors.
- Change in eating, sleeping and toileting habits.

Middle school age:

- Be especially anxious about the safety of family, friends and themselves.
- Try very hard to please adults and not them.
- Feel stronger emotional reactions, such as anger, guilt, sense of rejection.
- Want to take on more adult responsibility, trying hard to please.
- Become aggressive, defiant or irritable.
- Become more focused on what is happening and asking more questions.
- Increase anxiety and/or depression.

High school age:

- Being easily distracted, forgetful.
- Having difficulty concentrating at school.
- Being unsettled in class, a change in class performance, not wanting to go to school.
- Having difficultly expressing intensity of emotions, or conflict of emotions.
- Blaming self for death.
- Increased anxiety and/or depression.
- Withdrawn.
- Risk taking behaviors.
- Defiance, aggression.
- Changes in eating, sleeping and toileting habits.
- Possible suicide thoughts.

What can you do?

Bereaved children and teenagers will need ongoing attention, reassurance and support. It is not unusual for grief to resurface later on, even well after the death. This can happen as they move through different life milestones and develop as individuals.

- Be as honest as you can.
- Listen!
- Acknowledge feelings and emotions.
- Talk about grief and what it looks and feels like.
- Reassure any fears.
- Seek outside counseling.
- Allow them to grieve.

*more information available at https://www.kidshealth.org

Appendix C

SPECIAL CONSIDERATIONS FOR STUDENTS THAT DIE BY SUICIDE

A death by suicide of a school-age student can attract a lot of media attention. It is important for schools to develop safe messages in order to avoid contagion.

The risk of contagion is related to the amount, duration, prominence, and content of media coverage. Therefore, it is extremely important that schools strongly encourage the media to adhere to the recommendations for safe reporting (please see attached document "Safe Reporting on Suicide"). It is also important to respect a family's wishes about disclosing the cause of death.

These recommendations include:

- Do not glamorize or romanticize the victim or the suicide. Adolescents are vulnerable to the risk of suicide contagion, that is, when a struggling student experiences the loss of another student to suicide and becomes at greater risk. It is important not to inadvertently simplify, glamorize, or romanticize the student or his or her death.
- Do not oversimplify the causes of suicide.
- Do not describe the details of the method.
- Do not include photographs of the death scene or of devasted mourners, which can draw vulnerable youth who may be desperate for attention and recognition.
- Include messages of hope and recovery.
- Important to emphasize complexity of suicide, its connection to mental health concerns (for which there is treatment) and that there is no single cause for suicide.
- Consult suicide prevention experts.
- Include a list of warnings signs. (see attached list)
- List resources for parents. (see attached list)

Appropriate Suicide Language

Say This	Instead of This
Died by suicide Ended his/her life Killed himself/herself	Committed suicide
Suicide death Death by suicide	Successful attempt
Suicide attempt	Unsuccessful attempt
Person living with suicide thoughts or behavior	Suicide attempter

IDENTIFYING OTHER STUDENTS AT POSSIBLE RISK

In the face of potential contagion, it is important for schools to use mental health professionals and others who have been trained to identify students who may be at heightened risk for suicide due to underlying mental disorders or behavioral problems (e.g., depression, anxiety, conduct disorder, and/or substance abuse) or who have been exposed to the prior suicide either directly (by witnessing the suicide or by close identification or relationship with the deceased) or indirectly (by extensive media coverage).

Of special concern are those students who:

- Have a history of suicide attempts.
- Have a history of depression, trauma, or loss.
- Are dealing with stressful life events, such as a death or divorce in the family
- Were eyewitnesses to the death.
- Are family members or close friends of the deceased (including siblings at other schools as well as teammates, classmates, significant others, and acquaintances of the deceased).
- Received a phone call, text, or other communication from the deceased foretelling the suicide and possibly feel guilty about having missed the warning signs.
- Had a last very negative interaction with the deceased.
- May have fought with or bullied the deceased.

TIPS FOR TALKING TO STUDENTS ABOUT SUICIDE

- Suicide is a complicated behavior and is not caused by one single event.
    - "The cause of (name)'s death was suicide. Suicide is not caused by a single event. In many cases, the person has a mental health or substance use disorder and then other life issues occur at the same time leading to overwhelming mental and/or physical pain, distresses, and hopelessness."
    - "There are effective treatments to help people with mental health or substance abuse problems or who are having suicidal thoughts."
- It is common to ask "why" after a suicide and can cause people to blame others.
    - "Blaming others or the person who died does not consider the fact the person was experiencing a lot of distress and pain. Blaming is not fair and can hurt another person deeply."
- Do not focus on the method.
    - "Let's talk about how (name)'s death has affected you and ways you can handle it."
    - "How do we deal with your loss and grief?"
- Some may feel angry.
    - "It is okay to feel angry. These feelings are normal, and it doesn't mean that you didn't care about (name). You can be angry at someone's behavior and still care deeply about that person."

*for more information please visit www.suicidepreventionlifeline.org

Appendix C

SAFE REPORTING ON SUICIDE

Key points:

- More than 50 research studies worldwide have found that certain types of news coverage can increase the likelihood of suicide in vulnerable individuals.
- Risk of suicide increases when the story explicitly describes the suicide method, uses dramatic/graphic headlines or images, and repeated/extensive coverage sensationalizes or glamorizes a death.
- Covering suicide carefully, even briefly, can change public misperceptions and correct myths, which can encourage those who are vulnerable or at risk to seek help.

DO THIS	INSTEAD OF THIS
Inform the audience without sensationalizing the suicide and minimize prominence (e.g. "Kurt Cobain Dead at 27").	Big or sensationalistic headlines, or prominent placement (e.g. "Kurt Cobain Used Shotgun to Commit Suicide").
Use school/work or family photos; include hotline logo or local crisis phone numbers.	Including photos/videos of the location or method of death, grieving family, friends, memorials or funerals.
Seek advice from suicide prevention experts.	Quoting/interviewing police or first responders about the causes of suicide.
Describe as "died by suicide" or "completed suicide" or "killed him/herself".	Referring to suicide as "successful", "unsuccessful", or "failed attempt".
Most, but not all, people who die by suicide show warning signs. Include what they are.	Describe the suicide as inexplicable or "without warning".

Avoid misinformation and offer hope:

- Suicide is complex. There are almost always multiple causes, including psychiatric illness, that may not have been recognized or treated. However, these illnesses are treatable.
- Refer to research that mental disorders and/or substance abuse have been found in 90% of people who have died by suicide.
- Avoid reporting that death by suicide was caused by a single event.
- Use your story to inform people about the causes, warning signs and treatment available.
- Include up to date resources and advice that promotes help-seeking.
- Social media sites often become memorials to the deceased and should be monitored for hurtful comments and for statements that others are considering suicide.

Appendix C

SUICIDE WARNING SIGNS:

***The more of these signs a person shows, the greater the risk.**

- Talking about wanting to die.
- Previous attempt
- Looking for way to kill oneself.
- Talking about feeling hopeless or having no purpose.
- Taking about feeling trapped or in unbearable pain.
- Talking about being a burden to others.
- Increasing the use of alcohol or drugs.
- Acting anxious, agitated or recklessly.
- Sleeping too little or too much.
- Withdrawing or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.
- Acting as if they are "tying up loose ends"

What should you do?

- Do not leave the person alone.
- Remove any firearms, alcohol, drugs or sharp objects that could be used in a suicide attempt.
- Tell someone.
- Call Crisis Services (716) 834-3131
- Call the U.S. National Suicide Prevention Lifeline (800) 273-8255.
- Take the person to an emergency room for help.
- Call 911.

****for more information and resources visit www.reportingonsuicide.org**

Resources

Crisis Services of Erie County
(716) 834-3131
http://crisisservices.org

Niagara County Mental Health Services
(716) 285-3515
http://www.niagaracounty.com/Departments/Mental-Health-Services/Crisis-Services

The Center for Hospice and Palliative Care (support groups, counseling and education)
(716) 686-8007
https://www.hospicebuffalo.com/services/grief-support

National Suicide Prevention Lifeline
(800) 273-8255
https://suicidepreventionlifeline.org

Crisis Text Line
Text HOME to 741741
https://www.crisistextline.org

Trevor Project (provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13-24)
Trevor Lifeline: (866) 488-7386
TrevorText: Text TREVOR TO 1-202-304-1200
https://www.thetrevorproject.org

Appendix C

SAMPLE LETTER TO PARENT/GUARDIAN ABOUT DEATH OF STUDENT

Please delete items in red and add building specific letterhead

Date

Dear Parent/Guardian

Last night, the CSAT community experienced a tragedy when a ____ grade student passed away in an untimely manner. (do not specify child's name or reason/cause of death)

This heartbreaking incident has profoundly affected many in the CSAT family, and therefore, we are providing notice to you that your child(ren) many also experience some reactions associated with this event. Should this be the case, please know that there are qualified staff (school counselors, social workers and outside crisis counselors) on hand to help students through this difficult time.

Students will have varied reactions to the death of a peer. Many different reactions are normal in the grief process and can range from withdrawal, to crying to anger. We encourage you to openly discuss with your child(ren) their reactions and feelings regarding this. Should your child need additional support please feel free to contact us.

We have enclosed for you some of the common reactions students may or may not exhibit following this type of event.

Thank you for your attention and take comfort in the fact that all of us here are committed to supporting one another through this trying time. Do not hesitate to contact us with any further concerns.

Sincerest regards,

Principal name
Principal

SAMPLE ONE CALL NOW TO PARENTS

Last night, the CSAT community experienced a tragedy when a ___ grade student passed away in an untimely manner. (do not specify child's name or reason/cause of death)

This heartbreaking incident has profoundly affected many in the CSAT family, and therefore, we are providing notice to you that your child(ren) many also experience some reactions associated with this event. Should this be the case, please know that there are qualified staff (school counselors, social workers and outside crisis counselors) on hand to help students through this difficult time.

Students will have varied reactions to the death of a peer. Many different reactions are normal in the grief process and can range from withdrawal, to crying to anger. We encourage you to openly discuss with your child(ren) their reactions and feelings regarding this. Should your child need additional support please feel free to contact us at add building specific contact info.

SAMPLE LETTER: DEATH OF A TEACHER/STAFF MEMBER

Please delete items in red and add building specific letterhead

[INSERT DATE]

Dear Parent/Guardian:

Our school community was saddened to learn of the death of [Name].(do not include cause of death) [Name] was an outstanding teacher (or add role) who cared very deeply about the success and wellbeing of each student here at CSAT. We will all miss [him/her] very much and will spend many difficult moments grieving [his/her] loss.

In order to support our students during this difficult time, we have arranged to have counselors available during the school day to assist students and faculty with the questions and grief which accompany such a difficult situation. Experiencing, witnessing, or even hearing of a traumatic incident such as this may affect a child or adult in a variety of ways; therefore, it is very important that students and teachers be given ample opportunities to ask questions and to talk about their reactions. For some students a death of someone they know may remind them of some other loss in their lives. For others, this may be their first encounter with death.

We suggest that you make an extra effort to listen to your child during this time. It is important that you deal honestly and directly with any questions that he or she may have. Referring to death as passing away may result in confusion and it is appropriate that you use the word "death" in your discussions. Should you have difficulty approaching this issue or if you would like additional information about talking to your child about death, we have material available at school and at our Family Support Center.

Please do not hesitate to contact the school if we can be of additional assistance to you and/or your child during this difficult time.

Sincerest regards,

Add principal's name
Principal

Town of Tonawanda and City of Buffalo Fire Department Emergency Contact List

Name	Position	Phone
Tonawanda Fire Department (non-emergency)	Administration	716-876-1212
Tonawanda Police Department (non-emergency)	Dispatch	716-876-5300
Buffalo Police Department (non-emergency)	Dispatch	716-851-6556
Buffalo Fire	Headquarters/Hazmat/Homeland Security	716-851-5333

Charter School for Applied Technologies Vehicle Inventory

Vehicle Type	Department	Usage	Make / Year
Multipurpose School Vehicle	System Wide	Capacity – 14 Student Maximum	GM / 2010
Multipurpose School Vehicle	Internship	Capacity – 7 Students Maximum	Toyota / 2025
Multipurpose School Vehicle	Internship	Capacity – 7 Students Maximum	Toyota / 2026
Van	System Wide	Cargo Only	Ford / 2011
Pickup	Maintenance	Cargo Only	Ford / 2026
Van	Food Service	Cargo Only	Ford / 2018

Drivers

Name	Type of License	Passengers	Number of Passengers
Timothy Klotzbir	CDL	N / A	N / A
Bill Miller		N / A	N / A
Mike Gould		N / A	N / A

CSAT Bus Accident Protocol

The Charter School for Applied Technologies receives transportation services from Buffalo Public Schools (BPS). The BPS terminal can be contacted at 716-816-4866. Students from other surrounding districts are bused by the residing school district's buses. In the event that a CSAT bus (excluding Metro) has been involved in an accident the following protocol will be followed.

1. Driver of bus immediately contacts terminal to inform bus dispatch that the bus has been involved in an accident.
2. Emergency responders are dispatched to the accident scene. The terminal makes a determination as to the severity of the accident and contacts 911 if necessary.
3. Bus terminal notifies CSAT regarding the severity of the accident and action that has been taken.
4. Administration makes decision whether to travel to accident site with Transportation Coordinator in order to obtain pertinent student emergency information and relay information to affected parents/guardian.
5. Administration notifies Director of Communication to prepare a response to School stakeholders or media.
6. If accident is not severe the bus travels to school and is met by school administration and nurse to verify condition of students.
7. Administration selects most appropriate form of communication with parent/guardians (automated phone message, note home, personal phone call).

MEMORANDUM OF UNDERSTANDINGBY AND BETWEEN THE Charter School for Applied Technologies ("CSAT) AND VISTA SECURITY GROUP, INC. ("VSG")

JULY 1ST, 2021

WHEREAS, CSAT and VSG are parties to a contract for services which provides for CSAT's engagement of school security services as an additional support to CSAT's safety plan; and

WHEREAS, the 2019-2020 Enacted State Budget included amendments to Education Law Section 2801-a to require that school districts adopt a written contract or memorandum of understanding that is developed with stakeholder input, and that defines the relationship between a school district, school personnel, students, visitors, law enforcement, and public or private security personnel;

NOW, THEREFORE, the parties hereby acknowledge the following:

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

FOR CSAT: _____ DATE: 7/1/2021

FOR VSG: _____ DATE: 7/1/2021

PRESIDENT, VSG

60 Bryant Woods South
Amherst, NY 14228
Office: 716-833-4700
Fax: 716-833-4701
vistasecuritygroup.com

STRONGER TOGETHER

Emergency Remote Instruction Plan

This document will support the school's transition to an alternative remote instructional model in the event that traditional in-person instruction is not an option as a result of emergency conditions such as a public health related closing. The Charter School for Applied Technologies (CSAT) does not shift to remote instruction in response to emergency closing due to unforeseen adverse weather events as the distribution required to ensure connectivity to all families could compromise staff and/or parent safety.

The K-12 guidance below will ensure continuity of learning that is equitable to all CSAT students and provides high levels of accountability for any online learning setting. Staff and students will be provided this information prior to any transition to a remote learning environment. The plan accounts for both device and connectivity access necessary to participate in both synchronous and non-synchronous instruction while also outlining expectations for staff and students during a shift to remote learning.

1. CSAT will ensure that computing devices are made available to students in order to participate in synchronous instruction.

CSAT operates in a true 1-to-1 device environment and budgets for and maintains a stock of devices to service all students up to its charter maximum enrollment number of 2365 students. Included in this figure and budget are alternate devices, repair costs and a replacement schedule for devices that are aging out. Students in grades 9-12 are provided a laptop at the beginning of the year and travel to and from school with it in their possession. At the end of the year all computers are collected for annual maintenance and reimagining then redistributed again at the beginning of the next school year. In grades K-8, laptops are stored with the schools but are immediately available for dissemination to all students once the superintendent has provided principals the directive that laptops should be distributed in anticipation of a shift to remote learning. Students in these grades are provided with a laptop, storage bag and ancillary charging cord. Parents and guardians of students in grades K-8 receive communication via automated call and text message that the school intends to shift to remote learning and that their child will be in possession of a school laptop moving forward. This information along with additional links to technical support is also provided on the school's website and posted to its social media accounts.

In general, service repairs on damaged devices are performed in-house by the CSAT Technology Department except for Apple products. Anytime that a device is returned to the school for repairs or replacement another 'loaner' device is provided to the student to utilize. All electronic equipment is internally catalogued and maintained on service schedule. Laptops are replaced on an annual five-year schedule as they age out of useful service.

2. CSAT will ensure that students have access to internet connectivity necessary to participate in remote instruction during emergency conditions.

Following the decision to move to remote instruction the CSAT Communications Department communicates with all parents/guardians that the school is shifting to remote instruction via automated call, text message and is also shared on the website and social media platforms. This communication also includes instructions to contact the school if the student/family has no internet access to determine who has internet connectivity sufficient to participate in remote instruction. Those who reply that they do not have connectivity are then contacted by the Family Support Center to determine if they qualify for a school provided hotspot at no charge. Hotspots are limited and ordered on an as needed basis. Hotspots have sufficient broadband capability to accommodate all academic functions.

Parents are also directed to local libraries and community centers when the school does not have access to hotspots by the Family Support Center so students are able to access online educational materials.

3. CSAT will define synchronous instructional expectations for school staff when emergency conditions necessitate a shift to remote learning. Additionally, CSAT will determine the percentage of daily instruction deemed non-synchronous instruction and supplemental in nature.

All staff are provided laptops by the school and have internet access at their residences. Should the school be made aware for a connectivity deficiency for staff then hotspots can be made available. All staff are trained on the usage of the Microsoft Teams platform which will be utilized to deliver and store all instructional materials during remote instruction. All classes will be pre-scheduled on calendars for ease of access during synchronous classes. All grade level (K-12) classes meet virtually (synchronously) during their regularly school class times and attendance is also taken. It is anticipated that synchronous instruction will compromise the entirety of the school day. There are also planned opportunities for students to work non-synchronously on independent tasks during school day. The time spent working on independent work varies somewhat based on the lesson/unit but is not anticipated to be longer than one hour per day. Independent assignments or homework are completed outside of the school day and are reviewed during synchronous instructional time in much the same fashion as would be the case if traditional in-person instruction was occurring.

ELL teachers will "push-in" to the virtual classes they are assigned that are occurring over TEAMs and support the students. They will also schedule a times to meet with the small group of the ELL students to provide their pull-out services or to assist with providing accommodations with class assignments. ELL teachers will continue to monitor the students they are assigned in both the classroom and pull-out sessions.

4. CSAT will provide an alternate means of remote instruction for those students for whom digital technology is not available or appropriate.

To date the school has not encountered a scenario where digital/virtual instruction has not been deemed appropriate while operating in a remote learning environment. CSAT's preference given past student performance is to remain in an in-person instructional status however we acknowledge the need to remain prepared for the eventuality of remote instruction. Should the CSAT Family Support Center Coordinator make a determination that existing digital technology resources are not appropriate then the FSC Coordinator will consult with the Director of Special Education and Principal to develop an alternate instructional approach that will provide appropriate supports.

5. CSAT will describe how students with disabilities or special needs will receive individualized education programs during remote instruction that ensures a continuity of support that comports with a free and appropriate public education.

Students receiving special education or related services at grades K-12 will continue to be provided those services virtually by their respective consultant SPED teacher within the outlined high school schedule. Special education staff will attend their regular class schedule and join virtual class sessions for co-teaching opportunities while also utilizing the Break-out Room to parallel teach and use the chat feature to call in for support and assistance on assignments. SPED staff also provide remote services and call-in times that offer students additional support and assistance on assignments. SPED staff will continue to complete draft Individual Education Plans (IEP), Summary Reports while continuously updating student tracking sheets. This tracking will be coded as "RL" to reflect remote learning on the tracking sheets.

CSAT acknowledges that remote learning is a modality of instruction that may need to be substituted for in-person instruction and therefore has committed itself to providing its staff with the professional development necessary to appropriately utilize technology in a remote environment. All new staff receive training from the school's Technology department on the use of Microsoft application. Additionally, all special education teachers and aides are linked to their co-teaching Microsoft TEAMS pages and channels. Class assignments and related notes are uploaded in One Note for all to access. Special education teachers have access to student IEPs through online student information systems. Students are taught how to access and use the online applications such as Immersive Reader and Translation to assist them with independent work.

6. Not applicable. As a New York State public charter school, CSAT does not receive foundation aid.