

LAFAYETTE

CENTRAL SCHOOL DISTRICT



DISTRICT-LEVEL S.A.V.E. PLAN

Safe Schools Against Violence In Education Act (SAVE)

Distribution List

School Superintendent
Director of Student Services and Athletics
School Business Official
Principal, LaFayette High School
Principal, Onondaga Nation School
Principal, Grimshaw Elementary School
Principal, Big Picture School
School Resource Officer
Transportation Supervisor
Director of Facilities
Director of Curriculum, Instruction, Reporting
Cafeteria Manager
Building Nurses

July, 2002

Revised: July 2024

Table of Contents

INTRODUCTION	1
1. DEFINITIONS	2
2. POTENTIAL EMERGENCY SITES AND HAZARD ID	5
A. MAPS, FLOOR PLANS AND DISTRICT MAPS	5
B. SURVEY OF VULNERABILITY	5
3. STANDARD EMERGENCY RESPONSE PROCEDURES.....	6
A. GENERAL	6
B. EVACUATION	7
C. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY	8
D. EVACUATION TO AN OFF-SITE LOCATION	9
E. HOLD-IN-PLACE	11
F. SHELTERING	12
G. LOCK-DOWN	13
H. LOCK-OUT	13
I. EARLY DISMISSAL	14
4. PREVENTION AND INTERVENTION STRATEGIES	15
A. SPECIAL EDUCATION PROGRAMS	15
B. ALTERNATIVE EDUCATION PROGRAMS	15
C. OTHER PROGRAMS.....	15
5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS	16
A. INDICATIONS OF POTENTIALLY VIOLENT BEHAVIOR	17
B. INTERPRETATION OF WARNING SIGNS	17
6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS	18
A. PROGRAMS UTILIZED THROUGHTOUT THE DISTRICT	18
7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE	19
A. PROCEDURES	20
8. RESPONDING TO ACTS OF VIOLENCE	23
A. GENERAL	23
B. POST INCIDENT RESPONSE TEAM	23
C. COUNSELING	23
9. PROTOCOLS FOR RESPONDING TO EMERGENCIES	25
A. GENERAL PROTOCOLS	25
B. SPECIFIC PROTOCOLS	25
10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY	28
A. SEQUENCE OF ACTIONS	28
11. COORDINATING USE OF DISTRICT RESOURCES IN AN EMERGENCY	29
A. DISTRICT RESOURCES AVAILABLE	29
B. STAGING AREAS	30
C. TREATMENT AND RELEASE AREA	30
D. LOCATIONS OF THE COMMAND POST	31
E. DISTRICT PERSONNEL AT THE COMMAND POST	31
F. DUTIES OF THE SUPERINTENDENT OF SCHOOLS	32
G. DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR	33
H. DUTIES OF FACULTY AND STAFF	34
I. DUTIES OF THE CUSTODIANS	35
J. DUTIES OF THE SCHOOL NURSE.....	36
K. DUTIES OF THE SUPERVISOR OF TRANSPORTATION	36
L. DUTIES OF THE DIRECTOR OF FACILITIES	37
M. DUTIES OF THE CAFETERIA MANAGER.....	38
N. DUTIES OF SECRETARIAL AND SUPPORT STAFF	39
O. DUTIES OF THE DISTRICT SPOKESPERSON.....	39
O. DUTIES OF THE DISTRICT SECURITY STAFF (GUARD).....	41

LaFayette Central School District
District Level SAVE Plan

12.	CONTACTING PARENTS IN AN EMERGENCY	41
13.	EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES	42
14.	INTER-AGENCY ADVISE AND ASSISTANCE	42
15.	INTRA-SCHOOL DISTRICT ALERT SYSTEM	42
	A. SUPERINTENDENT’S DUTIES	43
	B. NOTIFICATION.....	43
16.	SCHOOL SAFETY PERSONNEL.....	43
	A. ALL STAFF	43
17.	MULTI-HAZARD SCHOOL SAFETY TRAINING	44
	A. TRAINING OF STAFF	44
18.	SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS	45
	A. RESPONSIBILITIES OF THE DISTRICT	45
	B. RESPONSIBILITIES WITH RESPECT TO STAFF	46
19.	EMERGENCY DRILLS AND EXERCISES	47
	A. CONDUCT OF DRILLS	47
	B. FIRE DRILLS	48
	C. BUS EMERGENCY DRILLS.....	50
20.	PLAN DISTRIBUTION AND REVIEW	50
	A. COPIES OF THE PLAN	50
	B. ANNUAL REVIEW CHECKLIST	50
21.	SCHOOL BUILDING SECURITY	50
	A. BASIC PROCEDURES	50
	B. VISITOR PROCEDURES	51
	C. STAFF RESPONSIBILITIES	52
	D. KEYS AND LOCKS.....	52
	E. SURVEILLANCE, BUILDING SECURITY AND SECURITY SYSTEMS.....	52
22.	INDIVIDUAL BUILDING INFORMATION	53

APPENDICES

A	Administrators' Telephone Numbers	55
B	Emergency/Agency Telephone Numbers	56
C	Emergency Response Team	57
D	District Map	58
E	District Profile	59
	Building Site Maps (omitted from District level plan – public)	
	Building Floor Plans (omitted from District level plan – public)	
	Evacuation Sites (omitted from District level plan – public)	
F	Assisted Evacuation Plans for Non-Ambulatory/Special Needs Students.....	61
G	Non-Public Schools and Day Care Centers	63
H	Incident Report Form	64
I	Bomb Threat Form	65
J	Telephone Threat Information Sheet	66
K	Threat Assessment Sheet and Flow Chart	67
L	Documentation of Suicide Risk Assessment and Safety Planning.....	68
M	Threat Assessment Triage and Assessment Form.....	72
N	District Resources	85
O	School Bus Fleet Inventory	86
P	Maintenance Vehicles Inventory	87
Q	Staff Qualified to Administer First Aid	88
R	Procedures for Cleaning Up Body Fluid Spills	89
S	Survey of Vulnerability	90
T	Red Cross Agreement.....	91

LaFayette Central School District
District Level SAVE Plan

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide staff and students of the LaFayette Central School District (the “District”) when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. This plan was originally adopted by the Board of Education in 2002 and submitted to the State Education Department on July 1, 2002.

Building-level safety plans have also been developed to comply with Project Save to establish specific emergency response plans for each school building. These building safety plans provide detailed response procedures for each school building within District. In contrast to this Plan, which is accessible to the public, the building-level plans are confidential and not subject to disclosure under Article 6 of the Public Officers Law, the Freedom of Information Act, or any other provision of law, in accordance with Education Law, Section 2801-a. Therefore, the building-level plans provide a confidential means to outline sensitive emergency procedures not included herein. Such plans comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the District Safety Plan and the specific procedures to implement such a policy are included in the Building-level Safety Plans or annexed as an appendix to the Building-level Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, District priorities are first the protection of life, then preservation of property, and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

LaFayette Central School District Chain of Command: The Superintendent of Schools is the “Individual In Charge”. In his/her absence the responsibility will go to the next alternate person as detailed below. When the Individual-In-Charge has been notified that an emergency exists, he/she will serve as “Incident Commander”, activate the appropriate procedures, direct the emergency response actions and serve as part of a unified command system with emergency responders, as applicable. If the Superintendent of Schools is not available, the administrative chain of command (alternate person in charge) is as follows: High School Principal, Big Picture School Principal, Director of Student Services and Athletics, Grimshaw School Principal, Onondaga Nation School Principal.

1. DEFINITIONS

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(e)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals that may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- G. CYBERSECURITY- According to CISA (Cybersecurity & Infrastructure Security Agency), cybersecurity is the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity and availability of information.
- H. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- I. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board to develop the initial plan. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student, teacher, administrator, and parent organizations, local emergency agency personnel, and other school personnel.
- J. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.

LaFayette Central School District
District Level SAVE Plan

- K. EMERGENCY – A situation, including but not limited to a disaster which requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.
- L. EMERGENCY RESPONSE BAG - A conspicuously marked carry bag maintained in the Building Administrator's office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept at the District's Administrative Office and at the office of the Director of Facilities.
- M. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- N. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- O. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- P. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- Q. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- R. HOLD-IN-PLACE – Hold and Hold-in place mean the restriction of movement of students and staff within the building while dealing with short term emergencies.
- S. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- T. INNER PERIMETER - The immediate area of containment around the incident site.
- U. LANDING ZONE - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- V. LOCK-DOWN – Lockdown means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while reading a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

LaFayette Central School District
District Level SAVE Plan

- W. LOCK-OUT – Lock-out and Secure Lockout means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.
- X. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- Y. NATURAL DISASTER - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- Z. OUTER PERIMETER - The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- AA. POLICE DETAIL COMMANDER - The police supervisor commanding police personnel detailed to the incident.
- BB. POST-INCIDENT RESPONSE TEAM – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- CC. RELOCATION CENTER - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- DD. SAFETY ZONE – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.
- EE. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- FF. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
- GG. SHELTER – Shelter and shelter in place mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students are held in a designated shelter location or common area inside the building, inside a gymnasium, cafeteria or etc., during an

LaFayette Central School District
District Level SAVE Plan

emergency or medical emergency until things can be returned to normal or dismissal can be arranged.

- HH. STAGING AREA - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- II. STUDENT RELEASE AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- JJ. TRAUMA – Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- KK. TRAUMA-INFORMED- Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- LL. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- MM. TREATMENT AREA - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- NN. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent of Schools prior to giving any order or instruction during or after the occurrence of a violent incident.

2. POTENTIAL EMERGENCY SITES AND HAZARD ID

A. MAPS AND FLOOR PLANS

Generally, the sites of potential hazards are:

1. Utility Shut-off (Gas, Water, and Electrical)
2. Phone jacks for outside lines
3. Chemical Storage areas
4. Mechanical Storage areas
5. Kitchen area(s)
6. Mechanical rooms (HVAC, etc.)

The Building Safety Plans include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated.

B. SURVEY OF VULNERABILITY

A site map of each school building and the adjoining grounds are also included with each Building Safety Plan.

3. STANDARD EMERGENCY RESPONSE PROCEDURES

A. GENERAL

In the event of an emergency the Principal or designee will be contacted immediately.

Concurrently, the Principal or designee will:

1. Contact the 911 Center and request the assistance of law enforcement, EMS and/or Fire
2. Notify all building occupants to take appropriate action:
(i.e. Lock-down or Evacuation)
3. Notify the Superintendent of Schools and the School Resource Officer

The Superintendent shall cause notification to be made to the Principals of the Jr./Sr. High School, Grimshaw, Onondaga Nation School, Big Picture School, and each Supervisor.

The Principal or designee will contact and direct the Building Level Emergency Response Team.

The Superintendent shall assemble and direct the Crisis Team as needed.

The systems utilized in the communication plan outlined above include:

Telephone system, Parent Square, digital Two-way Radio, Cell Phone,
School Intercoms, Bus Radio System, Fax, E-Mail

3. **STANDARD EMERGENCY RESPONSE PROCEDURES** - *continued*

Parental notification if required in the event of a violent incident and/or early dismissal will include using local media and Parent Square emergency contact numbers provided by families.

B. EVACUATION

Evacuations may be necessary in the event of fire, weather, and other emergency, or violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes, or alternate routes as instructed. Protocols for each emergency response procedure are in the Building Safety Plans.

1. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:
 - (a) Fire Alarm
 - (b) Intercom System
 - (c) Verbal or Written Notification
2. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
3. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Safety Plan and included in the Emergency Response Bag. Normal evacuation routes will also be posted in each room.
4. Teachers are to bring their Daily Attendance Records with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site. Teachers may be asked to turn in their Attendance Roster to the Building Administrator for use at the emergency command post.
5. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school's intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
6. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
7. Persons evacuating should remain calm and orderly in order to prevent panic and confusion.
8. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.

3. STANDARD EMERGENCY RESPONSE PROCEDURES - *continued*

9. All persons shall proceed to the designated Safety Zone and remain there until further notice.
10. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Principal if a student is not present.
11. Any time teachers have to relocate their class; attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
12. Occasionally, there may be a need to relocate students from the Safety Zone to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander upon consultation with the Superintendent of Schools. Procedures for evacuation to an off-site location are outlined in part C of this section. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles). A parent or a pre-arranged surrogate may sign a Student Release Form and pick up their child at the designated reunification site.
13. The School Nurse should have a medical alert list and have supplies available at all times. For supplies not on hand the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
14. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

C. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY

In the event of an evacuation, special care must be taken to ensure that disabled persons are safely transported out of the building. Each Building Safety Plan shall have a list of special needs students and the persons who have been designated to assist them.

1. An Assisted Evacuation Plan form is attached as an appendix to the Building Safety Plans. This form should be completed for every child or staff member who has limited mobility and for any other person who would require assistance to leave the building in an Emergency or require any kind of special accommodations during an Evacuation. The plan for each student should be reviewed annually.

3. STANDARD EMERGENCY RESPONSE PROCEDURES - *continued*

2. The Assisted Evacuation Plan will designate the person(s) responsible to assist in evacuating the non-ambulatory person as well as alternates for situations in which the person with primary responsibility is not available. The person with primary responsibility should be someone who is likely to be near the person who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic. Proceed to the assigned exit point and loading area for transportation.
3. A copy of the Assisted Evacuation Plan should be included in the Emergency Response Bag.
4. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Student Services and designated staff will respond to the Relocation Center or to the designated Safety Zone to assist with special education students and staff who serve them.
5. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director Student Services will act to facilitate the use of such groups.
6. Designated staff from the office of the Director Student Services will provide additional assistance where needed.

D. EVACUATION TO AN OFF-SITE LOCATION

1. First Step

The Building Administrator, or designee, will confer with the Superintendent, or Incident Commander, to assess the situation causing the evacuation. Such a decision would be made if the safety of students and staff were threatened if they are to remain outside on school grounds. This procedure could also be used when evacuation occurs during harsh weather conditions. When students from one school need to be moved to another school, the two Building Administrators shall make arrangements for a learning environment to occur while at the temporary location.

If students need to be evacuated to a remote school/location, the Supervisor of Transportation will be notified to send buses to the selected loading area for evacuation purposes. The Building Administrator will notify the School Resource Officer.

When alerted, the classroom teachers shall lead the students out of the building to the appropriate location as directed by the Building Administrator or designee as the emergency dictates.

3. STANDARD EMERGENCY RESPONSE PROCEDURES – *continued*

D. EVACUATION TO AN OFF-SITE LOCATION - *continued*

Special area teachers and non-instructional employees will help whenever needed to chaperon or supervise students as directed.

Teachers shall bring their class roster with them.

The Building Administrator will direct the Building Secretary to notify the location sites when the evacuation is underway. The Building Administrator will designate someone to bring the “Emergency Bags” which contain information for all students and staff as well as other emergency items.

The Head Custodian and maintenance department employees will check to ensure that everyone has evacuated and secure the building, to the extent possible.

2. Second Step

All Teacher, staff and students will remain at the temporary location(s) until further notice.

Students shall be supervised to ensure calm and quiet.

Teacher shall take attendance and notify the Building Administrator if a student is not present.

If students go to another school, teachers and students shall proceed with as normal a schedule as possible.

3. Third Step

The Building Administrator awaits further directions from the Superintendent.

A parent or guardian who arrives at the temporary location may take his/her child by signing the student out at the Main Office or other designated location. The Building Administrator will assign someone to maintain a sign out list.

4. Bus Loading Plan

All students will dismiss in a normal fashion. The buses will arrive at the usual bus-loading site, if possible. An alternate site will be chosen if conditions warrant and communicated to the Supervisor of Transportation before buses are dispatched. If buses are not available, staff and students shall walk to the relocation site if within walking distance and directed to do so by the Building Administrator or Incident Commander.

3. STANDARD EMERGENCY RESPONSE PROCEDURES – *continued*

D. EVACUATION TO AN OFF-SITE LOCATION - *continued*

5. Notification

Parents will be notified that relocation has occurred and will be given instructions for reunification via the local media.

E. HOLD-IN-PLACE

A Hold-In-Place procedure is used to limit movement of students and staff in hallways while dealing with short term emergencies.

In the event the Building Administrator, or person-in-charge, is advised or deems it necessary to initiate a Hold-In-Place, the following procedures will commence.

- a. The Building Administrator, or designee, will apprise all staff members over the PA system;
- b. Listen for instructions about the situation and your expected actions;
- c. Students in hallways should return to assigned classroom, if possible;
- d. Classroom teachers, take attendance. If students from other class(es) are present, notify instructor(s) of home classroom;
- e. All other staff assist students, as needed;
- f. Classroom instruction can continue as normal;
- g. **Do not respond to class bells;**
- h. Classroom telephone may be answered;
- i. Respond to fire alarm as normal;
- j. Listen for updates and further instructions.

F. SHELTERING

Not all Emergencies will require building occupants to get out and go somewhere else. A sheltering procedure is appropriate for situations when it is necessary to hold students in an inside Safety Zone temporarily during an Emergency until things can be returned to normal or dismissal can be arranged. Protocols for each emergency response procedure are in the Building Safety Plans. General procedures are as follows:

1. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 9-1-1 Control Center of the determination.

3. STANDARD EMERGENCY RESPONSE PROCEDURES - *continued*

3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone. Faculty are to bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.
4. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the Superintendent of Schools will issue a public notice to this effect through the local news media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of District resources in cooperation with the Incident Commander and request assistance from County Emergency Management Office, the American Red Cross and other agencies as appropriate (See App. B, "*Emergency Telephone Numbers*").
8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

G. LOCK-DOWN

A lock down procedure is appropriate for situations, which mandate that students remain in one location until authorized to move. Protocols for each emergency response procedure are in the Building Safety Plans. General procedures are as follows:

1. A lock-down procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff. The procedure may involve some or all persons within the building, depending on the nature and location of the Emergency.
2. The Building Administrator will apprise all building occupants of a Lock-down order using a plain language announcement. Students and staff shall remain in their classrooms or work-area until the Building Administrator or law enforcement official unlocks and opens the door.

3. STANDARD EMERGENCY RESPONSE PROCEDURES - *continued*

3. The Building Administrator will notify local 9-1-1 emergency responders, the Superintendent, and the School Resource Officer.
4. When a Lockdown is called, building staff must close and lock the door to their classroom or work area if possible.
5. Parents will be advised as to preferred responses, and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

H. LOCK-OUT

A lock-out procedure most commonly used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

1. The Building Administrator, or person-in-charge, will apprise all building occupants that lock-out procedures are being implemented using a plain language announcement.
2. The Building Administrator will notify local 9-1-1 emergency responders (if not first apprised by law enforcement), the Superintendent, and the School Resource Officer.
3. If the emergency dictates, building staff should close and lock windows.
4. Students/staff who are on the school grounds will be immediately summoned to return to the school building
5. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
6. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building
7. Modify normal dismissal procedures as appropriate.

I. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other Emergency situations as decided by the Superintendent of Schools. Each Building Safety Plan shall contain provisions on communication procedure to notify parents or guardians of early dismissal. That information shall be detailed in each Building Safety Plan.

3. STANDARD EMERGENCY RESPONSE PROCEDURES - *continued*

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent of Schools.
2. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
3. Due to the time it takes to coordinate an early dismissal, this action is normally coordinated at the District level and is typically used in response to inclement weather, or loss of heat or other utilities in the building.
4. The Transportation Department will be notified when and where to send buses.
5. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
6. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator or designee, as the Emergency dictates will select alternate dismissal procedures and/or loading areas.

4. PREVENTION AND INTERVENTION STRATEGIES

The District operates a number of specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. District-wide programs are described below:

A. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training).
2. The students are closely monitored by trained staff and any indication of violent behavior, e.g. rumor of weapons, and are immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
3. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to coordination with outside agencies, community based mental health services, or hospitalization.
4. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.

B. ALTERNATIVE EDUCATION PROGRAMS

1. The Alternative Education programs deal first with the social issues affecting students' academic achievement and second with academic issues. The programs begin each day with group meetings when necessary, individual counseling is provided.
2. Steps 2, 3, and 4 in Section A, above are followed in Alternative Education programs.

C. OTHER PROGRAMS

1. Alcohol-Drug Abuse Prevention Education Program (ADA-PEP).
2. Suicide Prevention, Intervention and Post-intervention Program.
3. D.A.S.A. (Dignity) Coordinator – Each School
4. Positive Behavioral Interventions and Supports (PBIS)
5. Second Step Program
6. Responsive Classroom Program
7. Restorative Justice

5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Staff members or students who observe any of these warning signs in a student, and who believe that such student is a threat to himself/herself and/or others, or may display aggressive rage or violent behavior, shall immediately notify the Building Principal. As deemed necessary and/or appropriate, the Building Administrator will contact the following individuals: the potential victim(s) and/or their parents/guardians; the parents/guardians of the student who made the threat; law enforcement officials, the school psychologist and/or counselor; and the Director of Student Services, if applicable, in order to discuss the student's behavior and implement a plan of appropriate intervention as may be necessary. The Superintendent will be kept informed as to actions taken by the Building Administrator.

The following actions, procedures and policies are in place to provide early detection and intervention of potentially violent behaviors:

- Ongoing training is provided to all staff members regarding early detection of risk factors leading to violent behavior or other at-risk behavior.
- A Code of Conduct distributed to each student and staff member address specific consequences relative to violent or risky behavior.
- An online reporting system allows staff to report and document violent and at risk behavior- "Tip Line" on the website.
- Students are encouraged to report at risk behavior to a staff member including but not limited to the Building Administrator and the School Resource Officer.
- An anonymous reporting system included with the yearly Student/Parent Handbook enables students or parents to anonymously report potential violent or other at risk behavior.
- School counselors and the school nurse are closely involved with the Crisis Team to bring at risk behavior or potential indicators of violent behavior to the attention of Crisis Team members.
- The CSE (Committee on Special Education) Team monitors students in the Special Education Program.
- The Section 504 Officer is responsible for students with Section 504 plans.
- Pupil Study Team staff by a counselor, an administrative staff member and the school nurse, identifies at risk students.
- Response Intervention Program
- Security Audit by Armoured One

5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS - *continued*

A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.
4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writings and drawings.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. The early warning signs listed above are offered as an aid identifying and referring students who may be potentially violent and are in need of help. It is important to note that these early warning signs are not equally significant and are not presented in any particular order. Furthermore, it is inappropriate, and potentially harmful, to use the following warning signs as a checklist against which to match individual students. School staff should use the early warning signs for identification and referral purposes only; it is the responsibility of trained professionals to make diagnosis in consultation with the student's parents or guardians. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS

The District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community need. The district currently has three (3) school psychologists (K-12), four (4) School Guidance Counselors (7-12), four (4) social workers (9-12) and several staff members (K-12) certified as mediators in conflict mediation. The following is a list of intervention programs and services currently available at LaFayette Central School District:

A. PROGRAMS UTILIZED THROUGHOUT THE DISTRICT:

- (1) Positive Behavioral Interventions and Supports (PBIS) Team
- (2) Alcohol-Drug Abuse Prevention Education Program (ADA-PEP)
- (3) Crisis Intervention Team - select and identify team members.
- (4) Mentoring Program
- (5) School Resource Officer
- (6) Code of Conduct - refer to Student/Parent handbook
- (7) Anonymous Reporting System – available on District website.
- (8) Emergency Response Team- need to select and identify team members.
- (9) Teen Institute Program
- (10) Student Support Team -identification of at risk students.
- (11) Pupil Study Team staff by a counselor, an administrative staff member and the school nurse, identifies at risk students.
- (12) Response to Intervention Program
- (13) Social and Emotional Learning Programs – Second Step and DBT Step A

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE

The District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are by students, staff, or others. Additionally, threats of violence against students, school personnel and/or school property, including bomb threats, will not be tolerated whether or not such threat occur on school grounds or during the school day.

Any acts and/or threats of violence, whether such threats are made orally, in writing, or by e-mail, shall be subject to appropriate disciplinary action in accordance with applicable law, District policies and regulations, the Student Code of Conduct, and collective bargaining agreements, as may be necessary.

The district shall make continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that District authorities can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on District property or elsewhere.

The school district has taken a proactive approach in identifying and addressing potential acts of violence before they occur. This policy is applicable during any school-sponsored event, whether the event occurs on school grounds or not. It includes implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

Any student, school staff member, school administrator or School Resource Officer will assume the threat is serious and is required to report said information to the Principal or designee. A student may report such information to any school staff member.

The principal or designee shall remove the student making the threats from the classroom and segregate him or her into a secured area pending further investigation and interviews.

The Principal or designee shall notify the School Resource Officer and local law enforcement, as warranted, and provide the officer with complete information regarding the information that was received.

The Principal or designee, in conjunction with the School Resource Officer/local law enforcement if warranted, will interview the student making the threat in order to ascertain the veracity of the threat. Other school administrative staff may be included in the interview at the discretion of the Principal.

If it is agreed that the threat is credible:

The law enforcement officer shall follow appropriate law enforcement procedures as the situation dictates.

The Principal shall take administrative action in accordance with School Board Policy, including the notification of the student's parents.

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE - *continued*

A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - (a) Assume the threat is serious;
 - (b) Immediately report the threat to a faculty member, a school administrator, law enforcement officer or contact the Onondaga County District Attorney's office at 315.435.2470. Reports can be made confidentially via tip 411
 - (c) Suicide threats should be reported to the Building Principal and the Superintendent of Schools.
 - (d) Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - (a) Assume threat is serious;
 - (b) Immediately report the threat to the school administrator, Superintendent or law enforcement officer; and
 - (c) Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - (a) Assume threat is serious;
 - (b) Immediately report the threat to a school administrator/designee; and
 - (c) If threat is received by telephone, obtain as much information as possible and attempt to complete a Telephone Threat Information Sheet (see Appendix R).

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE - *continued*

A. PROCEDURES - *continued*

- (d) If receiving report of threat from student, obtain as much information as possible and write it down. Report the incident to the Building Administrator and encourage the student to accompany you.
 - (e) Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
- 4. Building Administrator, upon receiving a report of threat of violence, shall:
 - (1) Contact the School Resource Officer, evaluate and assess all threats of violence.
 - (2) Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received.
 - (3) If person(s) making threat are observed, or found to be possessing, or are suspected of possessing any dangerous weapon **call 9-1-1** to contact local law enforcement agencies.
 - (4) Bomb threats are a crime - Notify law enforcement and the Superintendent
 - (5) Threats of violence or bodily harm:
 - * Discipline according to District Code of Conduct
 - * Notify law enforcement
 - (6) Notify Superintendent of serious threat
 - (7) Convene Building Crisis Intervention Team
- 5. Building Crisis Intervention/Response Team shall do the following:
 - (1) Assess and document (Using Threat Assessment Report Form) all threats of violence. Factors to consider when determining whether a threat is credible are listed in "Appendix S" which contains a threat-assessment flow chart for use by administrators.
 - (2) Investigate credibility and validity of threats
 - (3) Interview person(s) reporting/observing threat

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE - *continued*

A. PROCEDURES - *continued*

- (4) Summon and interview person(s) making threat. If there is the potential of violent reaction or confrontation **consider the following:**
 - The nature of the threat
 - Who is sent to summon person(s) making threat
 - The training and ability of person sent.
 - The class schedule of person(s) making threat
 - The time of day
 - Proximity of other students and staff
 - The age and history of person(s) making threat
 - The use of on-site security or **summoning local law enforcement**, especially if individual is suspected of possessing a weapon.
 - (5) Report occurrence, whether involving an actual confrontation or a threat of potential violence, to the potential victim(s) and/or their parents/guardians, to the parents/guardians of the student who made the threat, the school psychologist and/or counselor, and the Director of Student Services, if applicable. Coordinate with local mental health agencies and other outside resources as necessary.
 - (6) Keep Superintendent apprised.
 - (7) Discipline person(s) making threat according to District Code of Conduct.
6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
7. If it is agreed that the threat is credible:
 - (a) The administrator will immediately consult with appropriate law enforcement.
 - (b) The school administrator shall take appropriate action.
 - (c) The administrator will activate student release if necessary.
 - (d) The students' parents or guardians shall be notified.
8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

8. RESPONDING TO ACTS OF VIOLENCE

A. GENERAL

The District enforces a strict discipline policy regarding violent threats or actions and prohibits any student from communicating violent threats or committing violent acts against any student or District employee. Included in this policy is any offense against school property that has the potential to create a substantial risk to the safety and well being of the school population.

It shall be the responsibility of any student, school staff member or school administrator to report any violent behavior or actions to the Principal. In the event said behavior is in progress, the Principal shall immediately notify the School Resource Officer/local law enforcement agencies who shall take appropriate police action.

If the situation warrants, the Principal shall notify the Building Level Emergency Response Team.

If the situation warrants, the Superintendent shall be notified and the Crisis Management Team, under the leadership of the Superintendent, shall be activated.

B. POST INCIDENT RESPONSE TEAM

1. The District has established Post Incident Response Teams comprised of appropriate school personnel, medical counselors, mental health counselors, social workers, and others who can assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.
2. The Post Incident Response Team shall be activated in accordance with the appropriate Building Safety Plan.
3. Additional post-incident response assistance is available, if necessary, through the Onondaga County Department of Emergency Management, (315) 435-2525 and the Onondaga County Department of Mental Health Services, (315) 435-3355.

C. COUNSELING

1. Logistics: The following locations shall be identified in each Building Safety Plan:
 - (a) Crisis counseling referral center
 - (b) Group counseling center
 - (c) Individual counseling location

8. RESPONDING TO ACTS OF VIOLENCE - *continued*

C. COUNSELING - *continued*

- (d) Parents information and support center
 - (e) Staff support center (certificated and classified)
 - (f) Sign-in for Crisis Team Members
 - (g) Media room
- 2. Each Building Safety Plan shall also inform teachers of the process for referring students for crisis services, including procedures for self-referral. In addition, they shall contain information on
 - (a) Disseminating student referral information and forms to teachers and other staff, and
 - (b) Distribute “*Emergency Memo to Teachers Regarding Tragic Incident*” or similar information to all teachers, and
 - (c) Identifying a crisis team member to staff each location.
- 3. Each Building Safety Plan shall also contain specific procedures on how to identify and contact affected students, staff and personnel and follow through on high-risk individuals.
- 4. Finally, each Building Safety Plan shall contain procedures on how to initiate appropriate interventions, including the following:
 - (a) Individual counseling.
 - (b) Group counseling.
 - (c) Parent/community meetings.
 - (d) Staff meetings (all staff).
 - (e) Classroom activities/presentations/discussions.
 - (f) Referrals to community agencies.

9. PROTOCOLS FOR RESPONDING TO EMERGENCIES

A. GENERAL PROTOCOLS

1. Evacuation takes place in the event of fire, bomb threat, or other Emergency that requires students and staff to leave the building immediately. Evacuation to another school or predetermined community site (Evacuation to Another Location) may need to be initiated during inclement weather, during a prolonged emergency or if the safety of the building occupants would be in question while waiting out the emergency at the usual outdoor assembly areas.
2. Hold-in-place or Sheltering may be used in the event of an Emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated Safety Zone or other designated area). Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.
3. Lock-down may be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
8. Lock-out may be used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

B. SPECIFIC PROTOCOLS

Protocols for various contingencies listed below have been developed as part of the district Emergency Management Plan and Building-level Plans. Consult the Emergency Management Plan or Building-level Plan for specific procedures.

Abduction/Kidnapping

Assaults and Fights

Biological Agent/Poisonous Substance Threat

Bomb Threats

Civil Disturbance

Dangerous and/or Armed Persons

Fire / Explosion

Gun/Weapon Threat

Hazardous Material Spill (in the building and off-site)

Hostage-Taking

Medical Needs and Automated External Defibrillators

Severe Storm

System Failure (power, heat, water, sewer, natural gas, structural)

Threats of Violence

9. PROTOCOLS FOR RESPONDING TO EMERGENCIES- *continued*

1. BOMB THREATS

The school district administrator should familiarize themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. A Bomb Threat Questionnaire will be available in each main office.

Upon receipt of a bomb threat, buildings will now lock down (Please see Appendix I for Bomb Threat Procedures).

2. HOSTAGE TAKING

The Building-Level Emergency Response Plan for Missing/Abducted/Kidnapped Student procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

3. INTRUSIONS

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.

9. PROTOCOLS FOR RESPONDING TO EMERGENCIES- *continued*

- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

4. KIDNAPPING:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system. Parent/guardian will be notified. If student is not found, police will be notified.

- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, when a student has not arrived at home, the school may be notified by a concerned parent/guardian.

9. PROTOCOLS FOR RESPONDING TO EMERGENCIES- *continued*

- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The Building Principal and Superintendent will contact 911. Unless and until that protocol is developed, the following procedures shall be followed by District personnel:

A. SEQUENCE OF ACTIONS.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - (a) **Call 9-1-1**
 - (b) Call the Superintendent of Schools at 315-677-9728
PLEASE NOTE – you must talk to a person at the Superintendent's office
 - (c) Call the School Resource Officer (*private number withheld*)
4. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.
5. School personnel should oversee Safety Zones (if evacuation occurs), and ensure that Treatment Area is operational (if needed).
6. School personnel should cooperate with and provide assistance to Police and Emergency Personnel.
7. School personnel should provide information to the District Spokesperson (Superintendent) in charge of dealing with the media.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

A. DISTRICT RESOURCES AVAILABLE

The following resources are available in the event of an emergency:

<u>RESOURCE</u>	<u>DISTRICT LOCATION</u>
Telephone System	All
Cell Phones	All Administrators
Zoned Fire Alarm System	All
Radio Station/Two-way Radios	Transportation Center High School and Elementary School
Emergency Generator	Jr./Sr. High School and Grimshaw Elem. Powers fire alarm panel, well pumps, phone systems, and basic lighting in all areas of the buildings
Public Address System	All
First Aid Supplies	All
Fire Extinguishers	All
Water Supply – Fire	Hydrant at Nation School only (municipal water not available at other sites)
Food Storage	High School, Grimshaw, Nation School
Maintenance Vehicle Fuel Storage	Transportation Center (Diesel)
Flashlights, Batteries	All
Maps (School District Area and Roads)	Transportation Center, Maint. Center
Building Floor Plans	All
Buses	Transportation Center
Pick-up Trucks, Vans	Maintenance Center/Transportation
Maintenance Tools & Equipment: Portable Electrical Generator, Portable Water/Mud Pump Portable Welder, Portable Lifts	Maintenance Center

11. **COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY -**
continued

B. STAGING AREAS

1. The Police Staging Area for each school is specified in the school's Building Safety Plan. The 9-1-1 Center should direct responding police units to travel to this location, specifying the safest and most practical route of travel.
2. The EMS Staging Area will be determined by the destination of the evacuees and will be specified in the Building Safety Plans.
3. The Fire Department Staging Area shall be as specified in the Building Safety Plan, unless otherwise directed by the Incident Commander.
4. The Landing Zone will be located as close to the EMS Staging Area as possible.
5. The Media Assembly Area will be specified in the Building Safety Plans. The District Spokesperson (Superintendent) and support personnel necessary to assist the Spokesperson will man this area.
6. The Parent Staging Area will be located as specified in the Building Safety Plans. This area shall be located in close proximity to the Student Assembly Area and shall provide for parent parking that would not interfere with emergency operations.

C. TREATMENT AND RELEASE AREAS

1. The Treatment Area for each school shall be specified in the Building Safety Plans. Those in need of immediate medical attention will be intercepted and treated or transported by EMS personnel from this area.
2. The Student Release Area(s) for each school will be specified in the Building Safety Plan. EMS personnel will recheck each evacuee before they are returned to their parents or homes. A faculty member with a current student roster will meet students in this area. Every student passing through this area will be checked off using this roster so that a complete list of evacuated students can be compiled.

Where individuals require medical attention as a result of accident or injury, qualified persons should provide general first aid until more expert help is secured. Specific procedures to handle medical emergencies are provided in the Building Safety Plans.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

D. LOCATION OF THE COMMAND POST

In the event of a full-scale evacuation of a school, the Command Post will be established at the location specified in the Building Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter and its location must be communicated to the Building Administrator through the 911 Emergency Communications Control Center as soon as possible. Whenever possible, the Command Post should have the availability of land-line telephone communications.

E. DISTRICT PERSONNEL AT THE COMMAND POST

The following District personnel will report for duty at the Command Post during a declared emergency:

1. The Building Administrator, or in his or her absence, a designated District administrator shall bring the Emergency Response Bag for the affected school.
2. The Director of Facilities, or in his or her absence, a designated member of the Buildings and Grounds staff. He or she shall bring a radio capable of operating on District radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag.
4. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

F. DUTIES OF THE SUPERINTENDENT OF SCHOOLS

1. The Superintendent of Schools, or in his or her absence, a designated administrator, will represent the District as part of the Unified Command staff at the Command Post.
2. The Superintendent of Schools will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of the District, will facilitate the District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.
3. The Superintendent of Schools shall also be responsible for:
 - (a) Mobilizing District personnel and resources as necessary.
 - (b) Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children.
 - (c) Providing information to the District Spokesperson (Superintendent) with the approval of the Incident Commander.
 - (d) Performing other duties as assigned by the Incident Commander.
 - (e) Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list shall be included in the Emergency Response Bags.
 - (f) Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies.
 - (g) Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes. A copy of any changes shall be sent to the Superintendent of Schools for inclusion in the District Office Emergency Response Bag, with copies provided to emergency response agencies.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

F. DUTIES OF THE SUPERINTENDENT OF SCHOOLS - continued

4. The Superintendent will maintain contact with the buildings affected by the Emergency and will act as District Spokesperson. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the most senior Administrator, and the Supervisor of Transportation, the Director of Facilities, the Cafeteria Manager, and others as appropriate.
5. If an evacuation is ordered, the Superintendent may request Administrative Office personnel to report to the receiving school to help assist with the arrival of students from the building affected by the emergency.

G. DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR

1. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
2. Provide collaborative support and assistance for Fire and Rescue Personnel.
3. Establish plans for the transport of all staff and students for each school building upon evacuation.
4. Work with the Building Administrator or site supervisor will make arrangements for creating maps or folders which will show the Safety Zone for each school and for determining pick-up of students and handicapped passengers at each school's Safety Zone and delivery of students at each school's designated Relocation Center.
5. Maintain close contact with the Incident Commander at the Emergency Command Post.
6. Prepare a plan for food preparation/distribution during situations that require students/staff to be sheltered for an extended period.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

H. DUTIES OF FACULTY AND STAFF

In the event of an Emergency, the faculty and staff will have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
2. The degree of the Emergency and subsequent actions will be determined from information supplied by the Building Administrator, County Emergency Coordinator, Civil Defense Officials and others. One or more of the following responses may be utilized: Evacuation, Early Dismissal, Hold-In-Place, Sheltering, or Lock-down.
3. In an Emergency, all District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.
4. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.
5. Each classroom teacher should have a Classroom Emergency Bag. This bag will go out with them for all evacuations (inside, outside and off site). It should be within close reach of the teacher at all times, and should be checked and updated regularly. This bag should minimally contain:
 - (a) Updated class rosters for each class using the room.
 - (b) Emergency evacuation (including assisted evacuation) plans.
 - (c) Latex gloves.
 - (d) Pen and paper.
 - (e) Names and telephone numbers of crisis team members.
 - (f) List of assigned roles for school personnel and division personnel.
 - (g) Laminated 8 ½" X 11" inch signs saying "HELP" and "OK" for use in an emergency.
6. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help whenever needed to chaperone or supervise students.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

H. DUTIES OF FACULTY AND STAFF - continued

7. Upon arrival at the designated Safety Zone or Relocation Center, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or Relocation Centers.
8. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.
9. Whenever possible, if students are protected in place in a room with an exterior window, a signal to emergency personnel may be displayed in the window using 8 ½ x 11 inch paper as follows:
 - (a) The letters “OK” written in large letters on the paper indicates that students are present in the room and are not facing imminent danger or needing immediate assistance.
 - (b) The word “HELP” written in large letters on the paper indicates that students are present in the room and are facing imminent danger or need immediate assistance.
 - (c) If circumstances within the room change, the signal in the window should also be changed. If the room is evacuated the signal should be removed.

I. DUTIES OF CUSTODIANS

The custodial staff for each building shall be assigned the following duties prior to an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems under the direction of the Building Administrator.
2. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
4. Provide support and be alert to needs of staff and students.
6. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
7. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as is possible.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

I. DUTIES OF CUSTODIANS

8. Secure the building and check to ensure that everyone is evacuated.
9. Be sure the entire custodial team has assignments spelled out in advance for all Emergencies.

J. DUTIES OF THE SCHOOL NURSE

The school nurse for each building shall have the following duties in the event of an emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include creating “Disaster First Aid Packs”, “Emergency Cards”, and/or on-line resources that can be taken to the far corners of the building should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
5. Provide collaborative support and assistance for Fire and Rescue Personnel.
6. Carry out first aid in the Safety Zone and/or at the Evacuation Site as needed.
7. Maintain a list of emergency medical conditions and needs for all students.

K. DUTIES OF THE SUPERVISOR OF TRANSPORTATION

In the event of an Emergency, the Supervisor of Transportation will have the following duties:

1. Maintain a roster of vehicle drivers including telephone numbers (home and alternate employment) where they can be reached for recall during an emergency. Part of this plan will be the development of a procedure by which drivers can be called back to perform this service.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

K. DUTIES OF THE SUPERVISOR OF TRANSPORTATION - continued

2. Maintain a roster of vehicle availability, in district and from outside resources, in order to put vehicles into operation during an emergency.
3. Maintain a list of all students who are handicapped and non-ambulatory that require transportation in a specially equipped bus.
4. Map the safest and fastest route to the pre-determined re-location site(s) for each school. Insure that all vehicle drivers are aware of and familiar with this route.
5. Establish plans for the transport of all staff and students for each school building upon evacuation.
6. Work with the Building Administrator of each building to make arrangements for creating maps or folders which will show the Safety Zone for each school and for determining pick-up of students and handicapped passengers at each school's Safety Zone and delivery of students at each school's designated Relocation Center.
7. Maintain close contact with the Building Administrator or Incident Commander at the Emergency Command Post. The Transportation Center will often function as a hub for centralized communication during an Emergency. Transportation Personnel along with Administrative Staff will assist in every way possible during all Emergencies.
8. The Supervisor of Transportation and law enforcement may declare at any time during an Emergency a CODE SILENCE, which means ALL radio traffic not related to the emergency MUST CEASE. Normal radio traffic may resume only AFTER the Transportation Supervisor or law enforcement official stops the Code Silence.

L. DUTIES OF THE MAINTENANCE SUPERVISOR

In the event of an Emergency, the Maintenance Supervisor will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Be prepared to share blueprints for any and all school buildings to police or Emergency officials whenever needed.

**11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
*continued***

L. DUTIES OF THE MAINTENANCE SUPERVISOR - *continued*

3. The Maintenance Supervisor will also set up:
 - (a) A system for sharing blueprints of our buildings if needed during an Emergency.
 - (b) A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency.
 - (c) A procedure for the assignment and use of, powered equipment, trucks, and other heavy equipment from the District to assist as part of any Emergency.
 - (d) Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.
4. Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to Emergency personnel.

M. DUTIES OF THE CAFETERIA MANAGER

In the event of an Emergency, the Cafeteria Manager shall:

1. Prepare a plan for food preparation/distribution according to each possible Emergency where food service might be needed over a longer term.
2. Include in the food preparation/distribution plan the possibility that your school may be used as a Relocation Center and that this will mean additional students/staff to feed beyond the normal number at a school.
3. Communicate fully with the Building Administrator and Head Custodian in their building to provide food service if needed.
4. If food service is not needed, establish a way by which members of the building's food service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of the operation to the Building Administrator.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

N. DUTIES OF SECRETARIAL AND SUPPORT STAFF

As directed by the Building Administrator, the building secretarial and support staff shall take an active role in performing the following tasks:

1. The building secretary will have primary responsibility for retrieving the Emergency Response Bag from the school office at the onset of the Emergency/Evacuation and for bringing it to the Command Post. At the Command Post the building secretary will be responsible for assisting the Incident Commander and acting as a representative of the school. The building secretary shall be responsible for providing information regarding faculty, students, attendance and visitors in the building.
2. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and District personnel.
3. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
4. Assist the school nurse, teachers, or other colleagues as directed.
5. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an “office” in the Safety Zone if this area is activated.

O. DUTIES OF THE DISTRICT SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the District is responding to it. The District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent of Schools shall serve as District Spokesperson and Spokesperson for the Incident Commander. The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

1. The overall functions of the Spokesperson will be:
 - (a) To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and what the School District is doing in response;
 - (b) To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;

**11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
*continued***

O. DUTIES OF THE DISTRICT SPOKESPERSON - *continued*

- (c) To act as a liaison between the media, the public and School District officials who are involved in decision making and the operational response to the emergency;
 - (d) To organize the District's response to parents; and
 - (e) To provide for rumor control by keeping a TV set or radio tuned to a news station in Command Center only (not in classrooms and/or public places). The Spokesperson shall verify ALL facts heard and update the Fact Sheet as needed.
- 2. The Spokesperson shall respond to the designated Media Assembly Area and clearly identify himself or herself to the press as the official Spokesperson for the Incident Commander.
- 3. All news releases and public statements on behalf of the District shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.
- 4. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - (a) Causes or motives for the incident.
 - (b) Extent of casualties or damage.
 - (c) Expected duration of the operation.
 - (d) Liability or responsibility for the incident.
 - (e) Tactical responses, operations or considerations.
- 5. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
- 6. The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY –
continued

P. DUTIES OF THE DISTRICT SECURITY STAFF (GUARD)

The Guard is responsible for the protection of public buildings or grounds or property from harm, theft, vandalism, illegal entry, or other unlawful activity or equipment failure. The guard performs routine security duties to deter, observe, detect and/or report incidents in order to prevent unlawful or unauthorized activity or to protect public property, buildings, equipment, etc. This work typically includes patrolling public buildings and grounds at night when the facilities are closed for business, unoccupied or closed to the public.

1. Hall Monitor - Walks through public buildings or grounds on a regular or scheduled basis to detect fire, theft, vandalism, illegal entry, equipment failures or any suspicious findings to protect the property from threat, harm or theft.
2. Reports any and all suspicious activity or illegal activity on an immediate basis as required in an emergency.
3. Closes or locks doors, windows or fire doors according to prescribed routines, to deter criminal activity or accidental loss.
4. Examines doors, windows, gates and locks to determine their security.
5. Watches for and reports irregularities to designated personnel.
6. Gives directions or answers questions for visitors to assist them in locating their destination or informing them of pertinent information.
7. Questions people who appear to be loitering to determine their reasons for their presence; may order those without legitimate purpose to leave the premises.

12. CONTACTING PARENTS IN AN EMERGENCY

A. EMERGENCY CARDS AND STUDENT RELEASE FORMS

“Emergency Cards” and “Student Release Forms” are specified in the Building Safety Plans. These will be sent out to all parents at the beginning of each school year to obtain the following:

1. Permission to send child home early in the event of emergency;
2. Any conflict of scheduling that may arise for working parents;
3. The name and telephone number of employers at which to contact parents in the event of early dismissal;

12. CONTACTING PARENTS IN AN EMERGENCY - *continued*

A. EMERGENCY CARDS AND STUDENT RELEASE FORMS- *continued*

4. Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and
5. Special students' needs identified and planned for appropriately.

B. PARENTAL NOTIFICATION

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

1. The Superintendent of Schools shall designate an individual to organize the District's response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
2. The names of any students released shall be communicated to the Command Post.

13. EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES

In an Emergency, the Superintendent of Schools will contact the 9-1-1 call center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact the Onondaga County Emergency Management Center for assistance. Appendix B contains the names and the phone numbers of other agencies that may be contacted as appropriate.

14. INTER-AGENCY ADVICE AND ASSISTANCE

The Superintendent or his designee in the advent of an emergency may contact the Emergency Management Coordinator of Onondaga County for assistance and/or advice. Assistance can also be obtained from the American Red Cross, LaFayette Fire Department, New York State Police, Onondaga County Sheriff's Department, Town of LaFayette Highway Department and other agencies. See Appendix B for phone list of local emergency responders, county and state agencies.

15. INTRA-SCHOOL DISTRICT ALERT SYSTEM

In the event of an emergency the Principal or designee will be contacted immediately.

Concurrently, the Principal or designee will:

Contact the 9-1-1 Center and request the assistance of law enforcement, EMS
and/or Fire

Notify all building occupants to take appropriate action:

(i.e. Lock-down or Evacuation)

Notify the Superintendent of Schools and the School Resource Officer

The Superintendent shall cause notification to be made to the Principals and the Transportation Supervisor.

The Principal or designee will contact and direct the Building Level Emergency Response Team, as appropriate.

The Superintendent shall assemble and direct the Crisis Team, as needed.

The systems utilized in the communication plan outlined above include:

Telephone system	cell phones
School Intercoms	Bus Radio System
Fax	E-Mail

Parental notification if required in the event of a violent incident and/or early dismissal will include the use of Parent Square, local media and/or using emergency contact phone numbers provided for students.

A. SUPERINTENDENT'S DUTIES

The Superintendent of Schools shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the Superintendent of Schools or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within the District, and shall address all news media.

B. NOTIFICATION

The Superintendent of Schools will be responsible for notifying the Office of the District Superintendent of the Onondaga-Cortland-Madison Board of Cooperative Educational Services, at 315-433-2602, as soon as possible whenever the emergency plan results in the closing of a school building within the District (except routine snow days).

16. SCHOOL SAFETY PERSONNEL

A. ALL STAFF

LaFayette Central Schools employs school guards and Onondaga County Sheriff Deputies for building safety/security. In the process of training all instructional, clerical, custodial and other support staff, we review safety procedures for violence prevention and intervention strategies. In addition, all staff have been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

General Duties of all staff would include:

- Inform the administration in a timely manner of problems and potential problems. Report all suspicious conditions, violent incidents and emergency situations to the Building Administrator
- Supervise students under your charge and monitor their behavior during the school day
- Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property. Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest
- Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
- Working with Building Administrators and guidance counselors to present problems of truancy and work on solutions
- May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended

17. MULTI-HAZARD SCHOOL SAFETY TRAINING

A. TRAINING OF STAFF

1. Specific training shall be provided for school staff that have been assigned specific roles and areas of responsibility in the Building Safety Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
2. Training for District staff should be conducted annually to insure school staff and students understand emergency procedures. The training should discuss any changes to this Plan or to the Building Safety Plans.
3. Other agencies participating in this Plan (e.g., police, fire, EMS) should conduct appropriate training on this Plan.

17. MULTI-HAZARD SCHOOL SAFETY TRAINING- *continued*

4. Emergency services agencies and the District may cooperatively conduct emergency simulations to test the Building Safety Plan. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include “tabletop exercises” where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.
5. Training programs enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan should have appropriate training. This applies to both staff and students.
6. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone’s role in implementing an effective school emergency response.

18. SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF THE DISTRICT

All Building and District administrators and program supervisors will perform the following tasks with respect to training for staff and students.

1. Review District Safety Plan, and the Building Safety Plan for their particular building with their staff no later than August 1st of each academic year. Any revisions to the Plan will be distributed to staff at the beginning of each school year. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
2. Prepare an emergency warning system that is in place and functional, for informing the School District population of the actual or impending activation of Emergency Response Procedures by the District.
3. Prepare education, training, and drills required of the District population to assure effective operation of the plan.
4. Integrate emergency preparedness material into the curriculum.

18. **SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS - *continued***

B. RESPONSIBILITIES WITH RESPECT TO STAFF

The following tasks shall be performed by Building and District authorities with respect to staff training. Specifically:

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.
4. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
5. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.
6. Drills and training shall be conducted in a trauma-informed, developmentally and age-appropriate manner. Drills will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff will be informed when a school is conducting a drill. The goal in providing training and conducting drills is to practice and prepare, not to scare.
7. Schools should include school social workers, counselors, psychologists, nurses, special education teachers and other pupil personnel services staff on safety teams to utilize their knowledge and expertise in developing training and drills that are trauma-informed and age and developmentally appropriate.
8. Leave time after the drill to debrief with students and answer questions. Involve school pupil personnel services staff as needed to support students and/or staff.

19. EMERGENCY DRILLS AND EXERCISES

A. CONDUCT OF DRILLS

1. The Superintendent of Schools shall be responsible for determining the nature and frequency of drills to be conducted with respect to this plan. Training programs can enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. All individuals including staff and students will be provided with appropriate training. At a minimum, early dismissal and sheltering drills must be:
 - (a) Conducted at least once every school year;
 - (b) Inclusive of transportation and communication procedures; and
 - (c) Held with at least one week's notice to parents or guardians.
2. Exercises: Crisis Team & Emergency Response Team to meet regularly to review and update Crisis Plans with the use of tabletop crisis scenarios. Exercises will include representatives of Emergency Medical Services, Fire Departments, and Law Enforcement. Exercises, drills and training will be documented.

If requested, the Building Safety Team will assist the District in conducting drills and evaluate the response in order to improve the overall level of Building Safety Plans.

Training: All staff members will be trained in their respective responsibilities in the event of a school crisis. Each staff member will be provided with a flow chart that describes his or her actions for specific school emergencies.

3. Each building within the District will hold one annual early dismissal drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.
4. Exercise and drills must be conducted in accordance with State Education Department regulations. They shall test Building Safety Plans for early dismissal and evacuation, including sheltering, transportation, and communication issues. Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time. Building Administrators shall give parents or guardians at least one week's notice of early dismissal drills.
5. Drills and training shall be conducted in a trauma-informed, developmentally and age-appropriate manner. Drills will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff will be informed when a school is conducting a drill. The goal in providing training and conducting drills is to practice and prepare, not to scare.
9. The building administrator shall notify parents and caregivers regarding drills.

19. EMERGENCY DRILLS AND EXERCISES- *continued*

10. Building Administrators shall obtain written consent for students to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials on non-school days when school activities such as athletics are not occurring on school grounds.
11. Schools should include school social workers, counselors, psychologists, nurses, special education teachers and other pupil personnel services staff on safety teams to utilize their knowledge and expertise in developing training and drills that are trauma-informed and age and developmentally appropriate.
12. When conducting a drill, it must ALWAYS be announced that it is a DRILL and NOT AN EMERGENCY. Use consistent language to ensure students and staff know you are conducting a drill, such as, "This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown (or Evacuate). This is a drill."
13. Leave time after the drill to debrief with students and answer questions. Involve school pupil personnel services staff as needed to support students and/or staff.
14. Notify parents regarding drills. Consider the following: a) providing annual open house presentation on safety procedures b) send an annual letter home to parents regarding safety protocols, drills, parent notification system for emergencies.

B. DRILLS

A total of twelve (12) drills shall be conducted each year, with eight (8) occurring before December 31st. Education Law specifies that 8 evacuation drills and 4 lockdown drills shall be conducted annually within each school building. At least one (1) of the twelve (12) drills shall be held during one of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a students lunch period. At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school. The Building Administrator, or designee, shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Fire drills must be taken seriously at all times. From the time the alarm sounds, until occupants are back in the building, there should be no talking during these drills.

Fire Drills - In buildings where students are housed, teachers shall implement the following procedures:

1. See that doors and windows are closed, doors unlocked, and lights are out before leaving their classroom (if safe to do so).

19. EMERGENCY DRILLS AND EXERCISES - *continued*

B. DRILLS - *continued*

2. Take class list (if safe) and take attendance (if possible). Report missing students to the Building Administrator after students are safely outside.
3. Move students quickly to the designated exits.
4. Escort the class to a safe distance from the building and remain with students until called back into the building.
5. Be sure students know alternate escape routes from their classrooms.
 - (a) Fire exits are marked on the floor plans of every building. Each room must contain a floor plan showing fire exits. All staff must become familiar with them.
 - (b) Be sure students know alternate escape routes from the classroom.
6. Building Administrator, or designee, fill out fire drill log in each building

Lockdown Drills – Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in predesignated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. When conducting a drill, it must ALWAYS be announced that it is a DROLL and NOT AN EMERGENCY. Use consistent language to ensure students and staff know you are conducting a drill, such as, “This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown (or Evacuate). This is a drill.”

Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS PLEASE WAIT .**” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

The required number of fire and lockdown drills will be documented by the Building Administrator detailing the type of drill, date/time of drill, evacuation time (as applicable) and the agencies involved (as applicable).

19. EMERGENCY DRILLS AND EXERCISES - *continued*

C. BUS EMERGENCY DRILLS

1. A minimum of three (3) bus emergency drills are to be held on each school bus during the school year. The first drill is to be conducted during the first week of the fall term, the second between November 1st and December 31st, and the third between March 1st and April 30th. Students who ordinarily walk to school shall also be included in the drills.
2. Each drill shall include instruction in all topics mandated by the Education Law and the Commissioner's Regulations and shall include, but will not be limited to, the following:
3. Safe boarding and exiting procedures
4. The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
5. Orderly conduct as bus passengers.

20. PLAN DISTRIBUTION AND REVIEW

A. COPIES OF THE PLAN

A copy of this Plan shall be kept in the office of the Superintendent of Schools, School Business Official, Director of Student Services, each Building Administrator, School Resource Officer, Supervisor of Transportation, Director of Facilities, Cafeteria Manager, and each School Nurse

B. ANNUAL REVIEW

This Plan shall be reviewed annually.

21. SCHOOL BUILDING SECURITY

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

1. General access to buildings is limited to a clearly identified central access. All entrances are locked and secured while classes are in session.

21. SCHOOL BUILDING SECURITY - *continued*

A. BASIC PROCEDURES - *continued*

2. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear photo identification badges.

B. VISITOR PROCEDURES

The community should feel welcomed in our schools, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns building accessibility needs to be balanced with the safety of our students and staff.

As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
 - (a) Signage on all entrances clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.
3. All visitors are required to report to the main entrance or Main Office and sign a guest book. Guest books shall be maintained for two years.
 - (a) All visitors, including vendors, will be issued a visitor identification badge and are required to wear the badge at all times while in the school or on school grounds.
 - (b) Visitors must return the identification badge to the main office and sign-out before leaving the building.
 - (c) If a staff member observes a visitor, including a vendor, without a badge then the staff member shall request that person to report to the main office. The staff member shall inform the Main Office that they directed an individual to sign-in. A description of the person shall also be given. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building.

21. SCHOOL BUILDING SECURITY - *continued*

B. VISITOR PROCEDURES - *continued*

4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.
5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in Board Policy and the District's Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce the Administrative Regulations and the District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor.
2. Upon observing a dangerous or armed person, school staff must report their presence to the Building Administrator immediately.

D. KEYS AND LOCKS

Procedures for administering and maintaining keys and locks shall be according to district procedure.

E. SURVEILLANCE, BUILDING SECURITY AND SECURITY SYSTEMS

1. Assigned staff, monitor hallways at the beginning and conclusion of the school day.
2. Guards are assigned to all school buildings
3. Administrative Staff, Maintenance Staff, and Transportation Staff are equipped with cell phones.
4. District employs a "no re-entry" policy during after school functions
5. All outside sheds are closed and locked when not in use.
6. Each building is equipped with surveillance cameras at main entry points or station greeters at the main entry.
7. Receiving bay (High School and Grimshaw) is equipped and secured with a metal gate.

22. INDIVIDUAL BUILDING INFORMATION

Building Safety Plans contain maps and floor plans of the buildings, and information on the number of staff and students in that school. See also Appendix D, “*District Profile*” and Appendix E, “*Non-Public Schools and Day Care Centers*” of this plan.

Emergency procedures for various hazards are outlined within the Building-Level Plans.

APPENDIX A

ADMINISTRATORS' TELEPHONE NUMBERS

<u>Name/Department</u>	<u>School Phone</u>
Jeremy Belfield, Superintendent	315-677-9728
Laurie Holtsbery, School Business Manager	315-677-5504
*Nicole Petranchuk, Principal, Grimshaw Elem.	315-677-3152
*Jason P. Ryan, Principal, Jr./Sr. High School	315-677-3131
*John Gizzi Principal Onondaga Nation School	315-469-6991
*Ronald Cooper, Director of Facilities	315-677-7725
*Christine Finch, Transportation Supervisor	315-677 9700
*Robert Kennedy, Cafeteria Manager	315-677-9761
* Susan Hart, Principal, Big Picture School	315-504-1000
New York State Police	9-1-1
Fire Chief, Fire Department	9-1-1

*For emergencies involving their buildings or departments

APPENDIX B

EMERGENCY/AGENCY TELEPHONE NUMBERS

<u>Agency</u>	<u>Telephone Number</u>
Onondaga County 911 Center	9-1-1
Fire Department	9-1-1
Ambulance	9-1-1
Local Police	9-1-1
State Police	9-1-1
County Office of Emergency Management	315-435-2525
Department of Environmental Conservation	315-426-7519 or (800) 457-7362
District Physician, Dr. Dignant Nanavati	315-218-7020
Poison Control Center	315-476-4766 or 1-800-222-1222
County Health Department	315-435-3236
Highway Department	Town 315-677-9535; County 315-469-3205
National Grid (formerly Niagara Mohawk)	800-642-4272
Natural Gas Emergency:	800-892-2345
Red Cross	315-425-1666

APPENDIX C

EMERGENCY RESPONSE TEAM

<u>Name/Department</u>	<u>School Phone</u>
Jeremy Belfield, Superintendent	315-677-9728
Laurie Holtsbery, School Business Manager	315-677-5504
*Nicole Petranchuk, Principal, Grimshaw Elem.	315-677-3152
*Jason P. Ryan, Principal, Jr./Sr. High School	315-677-3131
* John Gizzi Principal Onondaga Nation School	315-469-6991
*Ronald Cooper, Supv. Maintenance	315-677-7725
*Christine Finch Supv, Transportation	315-677-9700
*Robert Kennedy, Cafeteria Manager	315-677-9761
*Susan Osborn, Principal, Big Picture School	315-504-1000
<u>School Resource Officers:</u>	
BUSH, MARTIN L	
Brand, Whitney	
ECKER, ANDREW B	
GILES, LINDSEY M	
GROME, LINDSAY M	
HILL, JOSHUA W	
KERN, MICHAEL J	
Lorenzini, Daniel	
O'HARA, CHRISTOPHER D	
RENAUD, ROBERT A	
*SHENANDOAH, PERCY N – Onondaga Nation School	
Police	9-1-1
Fire Department	9-1-1

*For emergencies involving their buildings or departments

APPENDIX D

DISTRICT MAPS

Maps located in confidential Building-Level Emergency Response Plans

APPENDIX E

DISTRICT/BUILDING PROFILE

SCHOOL NAME: Grimshaw Elementary School

Grades: Pre-K - 6

Number of Staff: 73

Number of Students: 332

Principal: Nicole Petranchuk

Phone: 315-677-3152

Nurse: Ashley Brown

Phone: 315-677-5501

Class Time: 7:45 a.m. - 2:30 p.m.

Transportation Needs: 10 (buses)

SPECIAL TRANSPORTATION NEEDS:

Non-Ambulatory/Wheelchair Students: 0

Non-Ambulatory/Wheelchair Staff: 0

SCHOOL NAME: Onondaga Nation School

Grades: PreK - 8

Number of Staff: 51

Number of Students: 126

Principal: John Gizzi Principal

Phone: 315-469-6991

Nurse: Mackezie Cook

Phone: 315-469-0091

Class Time: 7:45 a.m. - 3:00 p.m.

After School Program: 3:00 – 4:15 p.m.

Transportation Needs: 3 (buses)

SPECIAL TRANSPORTATION NEEDS:

Non-Ambulatory/Wheelchair Students: 1

Non-Ambulatory/Wheelchair Staff: 0

APPENDIX E

DISTRICT/BUILDING PROFILE

SCHOOL NAME: LaFayette Jr./Sr. High School

Grades: 7 - 12

Number of Staff: 68

Number of Students: 375

Principal: Jason Ryan

Phone: 315-677-3131

Nurse: Jennifer Gates

Phone: 315-677-5507

Class Time: 7:55 a.m. - 2:30 p.m.

Transportation Needs: 7 (buses - minimum)

SPECIAL TRANSPORTATION NEEDS:

Non-Ambulatory/Wheelchair Students: 0

Non-Ambulatory/Wheelchair Staff: 0

SCHOOL NAME: Big Picture School

Grades: 9 - 12

Number of Staff: 13

Number of Students: included in HS above

Principal: Susan Hart

Phone: 315-504-1000

Class Time: 8:00 a.m. - 2:20 p.m.

Transportation Needs: 1 - 2 (buses)

SPECIAL TRANSPORTATION NEEDS:

Non-Ambulatory/Wheelchair Students: 0

Non-Ambulatory/Wheelchair Staff: 0

APPENDIX F

ASSISTED EVACUATION PLANS FOR STUDENTS WITH SPECIAL NEEDS

An assisted evacuation plan form (see attached sample) should be completed for any child who has limited mobility and for any other child who would require assistance to leave the building in the emergency. These forms can be obtained from Student Services.

The plan should include alternatives for situations in which the person with primary responsibility is not available.

It is suggested that the Building Administrator not be designated as the person with primary responsibility. In an emergency situation the Building Administrator must attend to many immediate demands and decisions. Also, the Building Administrator should be free to report to the designated place in the assembly area to meet staff members and to give instructions.

It is also suggested that the person with primary responsibility be someone who is likely to be near the child who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic.

One strategy for the evacuation of a child who cannot use the stairs unassisted, or who cannot negotiate crowded stairs quickly, is to designate an area of the stairwell out of the flow of traffic (Remember that the stairwells are designed to retard the spread of fire). The child remains there with an adult assistant until the students have passed and the stairs can be used.

This form should be completed for every child who needs any kind of special accommodations in emergency evacuations. Copies should be distributed according to the instructions on the form. The plan should be reviewed annually.

APPENDIX F - continued

ASSISTED EVACUATION PLAN FOR STUDENTS WITH SPECIAL NEEDS FORM

Name of Child _____ Building: _____

Grade: _____ Teacher (Home Room Teacher) _____ Room: _____

Reason child needs assistance: _____

The student uses (*check applicable*): Wheelchair _____ Crutches _____ Student is ambulatory _____

Assistance to be given: _____

Is student to be assisted to, and supervised at, an Area of Refuge? Yes _____ No _____

If Yes, list specific location: _____

Is the Area of Refuge equipped with a call button? Yes _____ No _____

The call button is connected to the _____ and is staffed by _____

Has this been communicated to the local Fire Department in advance: Yes _____ No _____

Is student to be assisted directly to the exterior of the building? Yes _____ No _____

If Yes, how? _____

If Stair Chair or other device is to be used?

Where is it located? _____

Are staff responsible trained and familiar with location & use of device? Yes _____ No _____

List specific exterior assembly point: _____

Special arrangements needed at assembly point: _____

The staff person responsible is to inform _____ upon safe arrival.

Primary person(s) responsible: _____

Alternate person responsible: _____

Alternate person responsible: _____

Other pertinent information: _____

Attach copy of student's class schedule and out-of-classroom services.

Signature of person who prepared plan

Date

File copies with: Principal/Program Supervisor, District Office, Building-level Response Plan
Substitute information folder
Building Nurse
Classroom/Homeroom Teacher

Circulate information to all special area or class teachers.

Copy of plan should be kept with class attendance roster.

APPENDIX G

NON-PUBLIC SCHOOLS AND DAY CARE CENTERS

<u>School/Center Name</u>	<u>Phone Number</u>	<u>Contact Person</u>
LaFayette Headstart	315-677-7814	

APPENDIX H

INCIDENT REPORT FORM (recommended)

Type of Incident: _____

Location: _____

Date: _____ Time: _____ a.m. _____ p.m. _____

Person Reporting Incident: _____

Command Post Manned By: _____

Type Of Response:	Hold In Place	YES	NO
	Early Dismissal	YES	NO
	Evacuation	YES	NO
	Shelter In Building	YES	NO
	School Cancellation	YES	NO
	Lock-Out/Secure Building	YES	NO
	Lockdown	YES	NO

		TELEPHONE			
NOTIFICATIONS:		NUMBER	YES	NO	TIME
Superintendent		315-677-9728			
School Business Official		315-677-5504			
Supervisor of Transportation		315-677-9700			
Director of Facilities		315-677-7725			
Cafeteria Manager		315-677-9761			
Principal(s), (at each location)	Grimshaw	315-677-3152			
	Big Picture	315-504-1000			
	High School	315-677-3131			
	Nation School	315-469-6991			
Fire Department		911			
Police (Local)		911			
Police (State)		911			
County Emergency Management		315-435-2525			
County Health Department		315-435-3236			
American Red Cross		315-425-1666			
Hospitals:					
	University Hospital	315-464-5540			
	Crouse-Irving Memorial	315-470-7111			
	Community General	315-492-5011			
	St. Joseph's	315-448-5111			
Radio Stations	Per Superintendent's Listing				

SUPERINTENDENT _____
Signature

APPENDIX I

BOMB THREAT FORM



**PLACE THIS CARD
UNDER YOUR
TELEPHONE**

QUESTIONS TO ASK:

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

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Additional Information on Reverse

**BOMB THREAT
INSTRUCTIONS**

Number at which
call was received: _____

Time: _____ Date: _____

CALLER'S VOICE:

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

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

BACKGROUND SOUNDS:

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

THREAT LANGUAGE:

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

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number _____

APPENDIX J

TELEPHONE THREAT INFORMATION SHEET

Date: _____ Time: _____ a.m. _____ p.m. _____

Name of Recipient: _____

Location of Recipient: _____

Telephone Number of Recipient: _____

Exact Words of Person Placing Call: _____

DESCRIPTION OF SUBJECT'S VOICE:

Male _____ Female _____

Young _____ Middle-Aged _____ Old _____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is voice familiar? _____

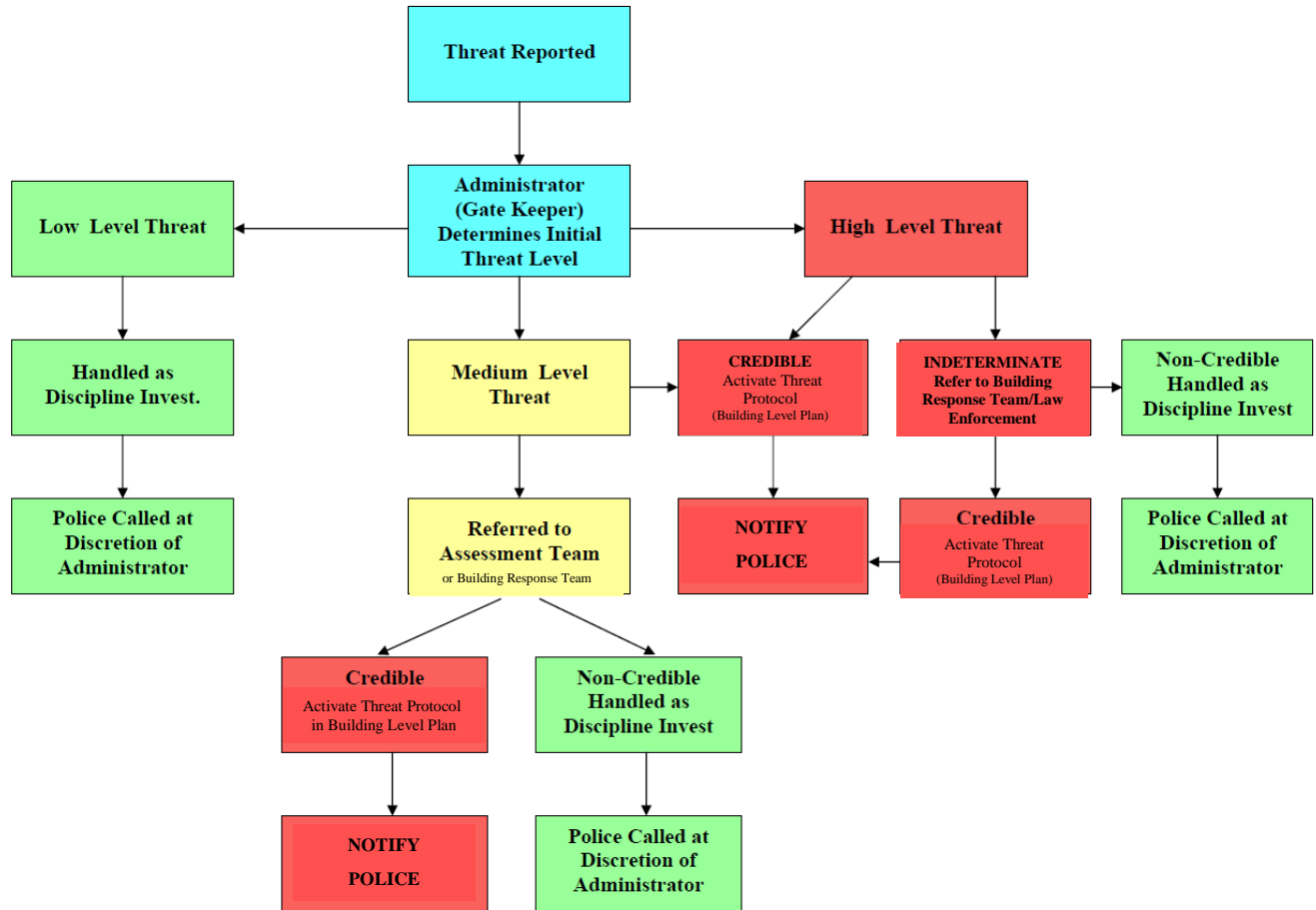
If so, who did it sound like? _____

Time suspect hung up: _____ a.m. _____ p.m. _____

REMARKS:

APPENDIX K

THREAT ASSESSMENT SHEET AND FLOW CHART



APPENDIX L

DOCUMENTATION OF SUICIDE RISK ASSESSMENT AND SAFETY PLANNING

LaFayette Central School District
Documentation of Suicide Risk Assessment and Safety Planning

Student Name _____ **Date** _____

Name of Person Completing Form _____

For each step, please check all that apply. Attach all relevant documentation (completed C-SSRS, Parent Notification Form, Safety Plan.)

Assess Student's Suicide Risk

- ☐ Interview student
- ☐ Complete Columbia Suicide Severity Rating Scale Screener

Supervise Student

- ☐ Supervise student until released

Notify the Student's Parent(s) or Guardian(s)

- ☐ Provide your name and position in school
- ☐ Assure parent/guardian that the student is currently safe
- ☐ Explain why a suicide risk assessment was conducted and review the results
- ☐ Depending on the results of the screening
 - ☐ Ask parent/guardian to come to school and discuss their child's needs
 - ☐ Inform parent/guardian that the child must be picked up by an adult or transported by emergency personnel (if high risk)
 - ☐ Provide referrals (LaFayette Community Resource Information Sheet)
 - ☐ Discuss current concerns
 - ☐ Discuss home safety and supervision with parents
 - ☐ If applicable, notify outside therapist or doctor (with signed release from parent)
 - ☐ Schedule a follow up meeting/phone call
- ☐ Emergency Notice Form is explained to parent (and signed by parent when possible)

Develop Safety Plan with Student

- ☐ Identify Warning Signs
- ☐ Develop safety plan with student

Follow up

- ☐ Principal is notified. Teachers and staff are notified on a need-to-know basis only.
- ☐ Complete follow-up in one week or more as specified in safety plan (DATE: _____)
- ☐ Complete follow-up in one month (DATE: _____)

APPENDIX L - continued

Suicide Risk Assessment

Student Name _____ Date _____

1. Complete Columbia-Suicide Severity Rating Scale (C-SSRS) on the reverse side of this form. Use the exact language the form specifies.

2. Ask the following questions:

A. Do you take medication? Have you taken your medication today?

B. Have you been using alcohol or other drugs?

Based on results of the C-SSRS Screener, respond as follows:

Level of Risk	Response
Low (Yellow)	Parent notification; develop safety plan; recommended consultation/counseling with licensed or certified MH Professional for ideation.
Medium (Orange)	Parent notification, consult with colleagues, develop safety plan, refer parent/child to community mental health provider.
High (Red)	Parent notification, consult with colleagues, refer parent/child to community mental health provider, transition to emergency department care (parent or emergency personnel)

Referring Person: _____ Date _____

Assessment Completed by: _____ Date _____

Principal Signature: _____ Date _____

APPENDIX L APPENDIX L - continued

Parental Notification of Concerns about Suicide Risk

To be filled out even if contact with parent/guardian is by phone, only

Student Name _____ Date _____

Name of Parent(s)/Guardian(s) _____

Was the Parent/Guardian: Notified by phone _____ Consulted in Person _____

School representative(s) present _____

I have been contacted today to discuss concerns that have arisen at school that may indicate that my child has an acute mental health concern or risk for suicide or self-harm. A preliminary screening was done at school and results have been shared with me.

Based on the concerns raised, the following actions have been taken:

- ☐ A safety plan was developed, which includes coping strategies and supports my child can access to assist with staying safe while at school.
- ☐ Supportive crisis intervention
- ☐ Crisis Intervention and Suicide Prevention Hotline numbers were provided to my child (and/or me)
- ☐ Information about community mental health services were provided to me
- ☐ Other:

Based on the concerns raised, the following recommendations have been made:

- ☐ An emergency psychiatric evaluation by mobile crisis or emergency department
- ☐ Secure all medications, weapons or other objects that might be used to inflict self harm
- ☐ Increase supervision of my child and my child's social media usage
- ☐ Secure appointment with my child's primary care provider
- ☐ Contact my child's mental health provider and request a same-day appointment
- ☐ Other:

Signature/acknowledgement:

Parent/Guardian: _____

School Mental Health Professional: _____

APPENDIX L APPENDIX L – continued

STUDENT SAFETY PLAN

Student Name _____ Date _____

Warning Signs (<i>What thoughts, moods, situations, and behaviors indicate that a crisis may be developing?</i>)		
Internal Coping Strategies (<i>What can you do, on your own, to help yourself not act on suicidal thoughts? Think about how likely you would be to use these strategies and what might stand in your way of doing these things?</i>)		
Social Coping Strategies (<i>Safe people and places. Who or what social situations might help to make you feel better, or take your mind off your problems.</i>)		
Family or friends to contact for help (<i>Who can you talk to when you are feeling depressed, stressed, or having suicidal thoughts? Think about people at school, home, and other places.</i>)		
At School:	At Home:	Other:
Other numbers I can call (<i>agencies, crisis hotlines, etc.</i>)		
Ways that supportive people can help me stay safe:		

Student _____
School MH Professional _____
Parent (if possible) _____

APPENDIX M

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Student Interview Form - <http://ongov.net/cfs/documents/2.Level1StudentInterviewForm.pdf>

Student Threat Assessment and Management System *Student Interview - Level 1*

Step 1: Directions for Case Manager:

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level 1 Assessment Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do **NOT** ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the student is not available or is unwilling to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator/Case Manager's Name: _____

Interviewer's Name: _____

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student and others. (ORS 339-250).

Step 2: Ask the following questions through conversation or direct inquiry.

1. Do you know why I'm speaking with you? It has been reported that you are _____ or have done _____.

How do you explain what is being reported by others?

2. Why did you do _____? When did you _____?

3. Who are you upset or angry with? _____

4. Who else is involved? How are they involved? _____

LaFayette Central School District
District Level SAVE Plan

APPENDIX M – continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Student Interview Form - <http://ongov.net/cfs/documents/2.Level1StudentInterviewForm.pdf>

5. Why do you think people are concerned? _____

6. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how? _____

7. Do you have weapons, or are you trying to get weapons (including knives, swords, bats, explosives, etc.)? _____

8. Are there people or things that are stressing you or harming you (e.g., bullying, harassment, gang issues, school work, or threats to you)? _____

9. Do you use any social media accounts (e.g., Twitter, Snapchat, Instagram, Yik Yak, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity? _____

10. How is school? Do you have anyone you trust (e.g., education staff, relative, or adult within the community) and can you talk with them about this situation? _____

11. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.? _____

12. Who are your friends? Are they helpful and positive, or are they encouraging you to be aggressive? _____

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Student Interview Form - <http://ongov.net/cfs/documents/2.Level1StudentInterviewForm.pdf>

13. Who has control of this situation? _____

14. Is there anything else I should know? _____

15. What can we do to help you? _____

Step 3:

1. What is interviewer's relationship with student:

☐ Difficult ☐ Neutral, ☐ Positive

In your opinion, was the student:

☐ Guarded ☐ Defensive ☐ Communicative in a manner appearing open and honest

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>

Witness Interview Threat Assessment Form -

<http://ongov.net/cfs/documents/3.Level1StudentWitnessInterviewForm.pdf>

Student Threat Assessment and Management System
Student-Witness Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level 1 Assessment Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do **NOT** ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the student is not available or is unwilling to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator/Case Manager's Name: _____

Interviewer's Name: _____

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student and others. (ORS 339-250).

Step 2: Ask the following questions through conversation or direct inquiry.

1. It has been reported that you witnessed a threat. Tell me what happened. _____

2. When did this happen? Who is/are involved in the threat/situation? How are they involved?

3. What exactly was said (or written, posted, drawn, filmed, or otherwise communicated)?

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>

Witness Interview Threat Assessment Form -

<http://ongov.net/cfs/documents/3.Level1StudentWitnessInterviewForm.pdf>

4. Who was threatened? Who do they want to harm? _____

5. What reasons, if any, were given for the threatened behavior? _____

6. Is there a plan to hurt anyone? _____

7. Do any of the students who are involved with the threat have weapons or have access to weapons (including knives, swords, bats, explosives, etc.)? _____

8. Have any of the students involved done anything that would make you think they are practicing or preparing to follow through on the threat and harm someone? _____

9. Who is in control of the situation? Is there a leader? _____

10. What do you think of this situation? _____

11. Is there anything else we should know about this situation? _____

12. What can we do to help? _____

Step 3:

1. What is interviewer's relationship with student:

☐ Difficult ☐ Neutral ☐ Positive

2. In your opinion, was the student:

☐ Guarded ☐ Defensive ☐ Communicative in a manner appearing open and honest

Revised by John Van Dreal and Courtenay McCarthy 10-19

Page 2

Attach copy with Level 1 Protocol.
Place copy in envelope marked "Confidential Record."

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Care Giver Interview Form - <http://ongov.net/cfs/documents/4.ParentorGuardianInterviewForm.pdf>

Student Threat Assessment and Management System
Parent/Guardian Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Assessment Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Assessment meeting. Address the following questions through an interview or conversation with open-ended inquiry.

Do **NOT** ask the parent/guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the parent is not available, is unwilling to cooperate, or if the Site Team determines that the parent should not be included at this time.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator/Case Manager's Name: _____

Parent/Guardian's Name: _____

Interviewer's Name: _____

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff. (ORS 339-250)

Step 2: Ask the following questions through conversation or direct inquiry.

The numbers in parenthesis at the end of each question refer to the corresponding Level 1 Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.

1. Does the parent/guardian (or other family/community members) have concerns about behavior, potential violence, or issues specific to the incident? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of violence, or wishes/intentions to harm anyone (at school, at home, in the community, or himself/herself)? (2, 3, 4, 5)

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Care Giver Interview Form - <http://ongov.net/cfs/documents/4.ParentorGuardianInterviewForm.pdf>

3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, or Internet usage)? Does the student justify the use of violence as a means to solve problems? (7, 8, 11)

4. Has the student become increasingly focused or agitated about a particular issue (e.g., social problems, girlfriend/boyfriend, justice, bullying, revenge, etc.)? (7, 8, 10, 11, 15)

5. Do certain situations agitate the student or their inclination towards violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased their stress level? Have there been any relationship changes (e.g., peers or family) or belief changes? (7, 8, 9, 15, 17)

6. What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

7. Are there drug and/or alcohol issues with the student, family, or friends? (17)

8. Is the student involved with the Juvenile Department, Police, Child Welfare, Mental Health, or other agencies? Is communication with these agencies possible? (20)

9. What are student's positive activities, interests, and relationships, (scouting, church, sports, clubs, recreation, pets, family, friends, community, etc.)? (16)

10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions? (6)

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Care Giver Interview Form - <http://ongov.net/cfs/documents/4.ParentorGuardianInterviewForm.pdf>

11. Does the student have access to a smartphone (active or inactive)? To your knowledge, does the student use social media (e.g., Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student's social media use? Have you ever felt concerned by a post, link, or comment the student made or explored?

12. Are there any other concerns not addressed by these interview questions? (19, 20)

13. What is parent's relationship with the student? (16) ☐ Difficult ☐ Neutral ☐ Positive

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Teacher Questionnaire form - <http://ongov.net/cfs/documents/5.TeacherQuestionnaireForm.pdf>

**Student Threat Assessment and Management System
Teacher/Staff Questionnaire - Level 1**

Step 1: Directions for Case Manager (Administrator):

Contact teacher/staff member and describe threat, dangerous situation, or aggressive action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student and/or others. Request that teacher/staff member complete this questionnaire as thoroughly as possible. **The numbers in parenthesis at the end of each question refer to the corresponding Level 1 Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.**

This questionnaire is only to be completed as a supplement to the Level 1 Assessment Protocol if a teacher or staff member does not attend the Level 1 Assessment. The Level 1 process is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; therefore, review the results of this questionnaire while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of aggression.

Student's Name: _____ Date: _____

Administrator's/Case Manager's Name: _____

Teacher's/Staff Member's Name: _____

Step 2: Directions to teacher/staff member: Please address the following questions regarding the student noted above and return to administration:

1. Do you have concerns about disruptive behavior or potential aggression? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of aggression, or wishes/intentions to harm anyone, an animal, or object (at school, at home, or in the community), as well as themselves? (2, 3, 4, 5)

3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Teacher Questionnaire form - <http://ongov.net/cfs/documents/5.TeacherQuestionnaireForm.pdf>

4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and Internet usage)? Does the student justify the use of aggression as a means to solve problems? (7, 8, 11)

5. Has the student become increasingly focused or agitated about a particular issue (e.g., social problems, girlfriend/boyfriend, justice, bullying, revenge, grades, etc.)? (7, 8, 10, 11, 15)

6. Do certain situations that agitate the student or their inclination towards aggressive activity, ideas, or communication? Has the student experienced any relationship changes (e.g., peers, family) or belief changes? (8, 9, 15)

7. What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

8. Are there indications of drug/alcohol issues with the student or family? (17)

9. What positive activities, interests, and relationships, (e.g., clubs, church, sports, recreation, hobbies, pets, family, friends, and community) does the student engage in? (16)

10. Do you have a ☐ difficult, ☐ neutral, or ☐ positive relationship with this student? Is the student approachable and open? (16)

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Teacher Questionnaire form - <http://ongov.net/cfs/documents/5.TeacherQuestionnaireForm.pdf>

11. Do you have concerns or information not addressed by this assessment? (16, 20)

LaFayette Central School District
District Level SAVE Plan

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Plan to Protect Targeted or Victimized Student -
<http://ongov.net/cfs/documents/6.PlantoProtectTargetedorVictimizedStudent.pdf>

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM <i>Plan to Protect Targeted or Victimized Student</i>							
Student Name: _____ Today's Date: _____							
DOB: _____ Student #: _____ School: _____ Date(s) of Incident: _____							
INCIDENT	The following is the plan to protect (student's name) _____ from harm. Attach copy to Level 1 and place in confidential folder.						
SAFETY CONCERNS	The safety issues of concern are: _____ _____ _____						
SUPPORT PLAN	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> CDS/Counselor <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Guardian/Parent <input type="checkbox"/> Security <input type="checkbox"/> Special Education Team <input type="checkbox"/> Other (_____), the following was or will be implemented:</p> <p><input type="checkbox"/> Law enforcement has been notified. _____ (date)</p> <p><input type="checkbox"/> Further assessment will be pursued through the Student Threat Assessment Team.</p> <p>The student will aid in his/her own protection by: _____ _____ _____</p> <p>The student will receive the following support from the school: _____ _____ _____</p> <p>The student will receive the following support from the community: _____ _____</p> <p>The student will receive the following support from home: _____ _____</p> <p>The student will receive the following support from law enforcement: _____ _____</p>						
<table style="width: 100%; border: none;"><tr><td style="width: 50%; border: none; vertical-align: top;">_____ Administrator, Plan Supervisor, Date: (Will maintain responsibility until reassigned or modified)</td><td style="width: 50%; border: none; vertical-align: top;">_____ CDS/Counselor, Date:</td></tr><tr><td style="border: none; vertical-align: top;">_____ Liaison Officer, Date:</td><td style="border: none; vertical-align: top;">_____ Parent/Guardian, Date:</td></tr><tr><td style="border: none; vertical-align: top;">_____ Student, Date:</td><td style="border: none; vertical-align: top;">_____ Other, Date:</td></tr></table>		_____ Administrator, Plan Supervisor, Date: (Will maintain responsibility until reassigned or modified)	_____ CDS/Counselor, Date:	_____ Liaison Officer, Date:	_____ Parent/Guardian, Date:	_____ Student, Date:	_____ Other, Date:
_____ Administrator, Plan Supervisor, Date: (Will maintain responsibility until reassigned or modified)	_____ CDS/Counselor, Date:						
_____ Liaison Officer, Date:	_____ Parent/Guardian, Date:						
_____ Student, Date:	_____ Other, Date:						

1 Revised by John Van Dreal, Courtenay McCarthy, and Clem Spinner 10-19

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Notification Log - <http://ongov.net/cfs/documents/7.NotificationLog.pdf>

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Log

(Use as documentation for notification to legal guardians
of threatened or victimized students - See ORS 339.327 and District Policy.)

☐ An interpreter was used for non-English communication

School: _____ Student Name: _____ Student #: _____

Date /Time of Incident: _____ Name of administrator completing this form: _____

Parent/Guardian Name: _____	Home #: _____	Work #: _____
Parent/Guardian Name: _____	Home #: _____	Work #: _____
**#1 Emergency Name: _____	Home #: _____	Work #: _____
**#2 Emergency Name: _____	Home #: _____	Work #: _____

****NO INFORMATION REGARDING INCIDENT SHOULD BE GIVEN TO THE EMERGENCY CONTACT PERSON, ONLY TO PARENT/GUARDIAN.**

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

Name	Number Used	Attempted Date and Time	Message Left

NOTIFICATION CHECK-LIST

- ☐ Described incident to parent/guardian — parent/guardian's comments (attach additional sheet if necessary):

- ☐ Informed the parent/guardian that school personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.
- ☐ Described to parent/guardian any immediate safety measures that have been taken — parent/guardian's comments (attach additional comment sheet if necessary):

- ☐ Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days, as required by Oregon Revised Statutes.
- ☐ Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the school resource Officer for the law enforcement portion of the investigation and the officer's contact information.
- ☐ Notified parent/guardian of meeting scheduled on _____ to develop a plan to protect their student from harm.
(date)

APPENDIX M - continued

School Based Threat Assessment Countywide System - <http://ongov.net/cfs/sta.html>
Recommended Notification Letter - <http://ongov.net/cfs/documents/8.RecommendedNotificationLetter.pdf>

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Letter

(Use as written communication to legal guardians
of threatened or victimized students - See ORS 339.327 and District Policy.)

Certified mail is recommended.

Date: _____

Name/Address: _____

Dear _____,

This letter is a follow-up to our phone conversation of _____. To further ensure the safety of all our students, the Oregon Revised Statutes require written notification to the parent of a student who may be at risk for potential harm.

This matter has been referred to the _____ (*police agency*). The contact officer will be the School Resource Officer, _____ (*name of officer*), who may be reached at _____ for information regarding the law enforcement investigation.

Enter more information about the threat here:

The validity of this threat will be investigated by a multi-disciplinary team, which will include law enforcement, school administration, and school-based mental health, as well as other disciplines and community agencies, as needed. This team is currently assessing concerns and implementing safety measures for your student. If you have any further questions, I am the contact person for this team, and you may call me at the phone number listed above.

Sincerely,

Printed Name

Date

APPENDIX N

RESOURCES AVAILABLE WITHIN DISTRICT

<u>Resources</u>	<u>District Office</u>	<u>Jr./Sr. High School</u>	<u>Grimshaw Elementary School</u>	<u>Onondaga Nation School</u>	<u>Bus Garage</u>
Telephone System	X	X	X	X	X
Cell Phones	X	X	X	X	X
Zoned Fire Alarm System	X	X	X	X	X
Emergency Generator	X	X	X		X
Battery Backup System (Emergency Lighting Only)	X			X	X
Public Address System	X	X	X	X	X
Nurses' Office/ and First Aid Supplies	X	X	X	X	
Potable Water	X	X	X	X	X
Municipal Water (hydrants)				X	
Fire Extinguisher	X	X	X	X	X
Food Storage (See APPENDIX E)		X	X	X	
Eye Wash Device		X	X	X	X
Gasoline Fuel Storage					X
Emergency Two Way Radio	X	X	X	X	X
Flashlights, Batteries	X	X	X	X	
Maps--School Dist./Area	X	X	X	X	X
Bull Horns					X
Building Floor Plans	X	X	X	X	X
Kitchen, Cooking and Eating Utensils		X	X	X	
Parent Square	X	X	X	X	X

LaFayette Central School District
District Level SAVE Plan

APPENDIX O
SCHOOL BUS FLEET INVENTORY

<u>VEHICLE</u>	<u>YEAR</u>	<u>MAKE</u>	<u>CAPACITY</u>	<u>VIN</u>	<u>PLATE</u>		
142	2009	CARAVAN	7	2D8HN44E19R638294	AF8255		
146	2010	CARAVAN	7	2A4RR4DE9AR104403	AF8271		
149	2011	IC	66	4DRBUAAN9BB322622	AC8733		
151	2012	IC	66	4DRBUAAN1CB397929	AC8735		
154	2014	IC	66	4DRBUSKNXEB793459	AC8738		
155	2014	IC	24 W/C	4DRBUSKLXEB793458	AC8747		
156	2014	CARAVAN	7	2C4RDGBG4ER380049	AC8748		
157	2015	FORD/GIRARDIN	20	1FDDW7PM6FKA20781	AW4516		
158	2015	IC	66	4DRBUAAN3FB669949	AT1941		
159	2016	IC	66	4DRBUC8N5GB230559	AX1937		
160	2016	IC	66	4DRBUC8N1GB230560	AX1936		
161	2016	CARAVAN	7	2C4RDGBG5GR108337	AX1935		
162	2016	CHEVY SUBURBAN	8	1GNSKKEC5GR251692	AX5031		
163	2017	IC	66	4DRBUC8N9HB500698	AY6552		
164	2017	IC	48	4DRBUC8N0HB500699	AY6553		
165	2019	IC	24 W/C	4DRBUC8L9KB096419	AZ9804		
166	2019	IC	66	4DRBUC8N7JB096418	AZ9803		
167	2019	IC	66	4DRBUC8N1KB353462	AC8736		
168	2019	IC	30	4DRBUC8L4KB353082	BB4338		
169	2019	CHEVY/GIRARDIN	24	1GB3GRBG3K1209290	BC7755		
170	2019	CHEVY/GIRARDIN	24	1GB3GRBG5K1209050	BC7754		
171	2020	IC	48	4DRBUC8N7LB126634	BC7756		
172	2021	IC	66	4DRBUC8N8MB078675	BD7835		
173	2021	IC	66	4DRBUC8NXMB078676	BD7831		
174	2021	CHEVY SUBURBAN	8	1GNSKAED3MR335153	BE4163		
175	2021	CHEVY SUBURBAN	8	1GNSKAED7MR338735	BE4161		
176	2023	IC	66	4DRBUC8N8PB127152	BF1628		
177	2023	IC	66	4DRBUC8NXPB127153	BF1627		
178	2023	IC	66	4DRBUC8N7PB220146	BF7241		
179	2023	IC	66	4DRBUC8N9PB220147	BF7243		

Updated: 8-2023

APPENDIX P

MAINTENANCE VEHICLES INVENTORY

TRANS TRUCK	2016	FORD F250	1FTBF2B60GEB87192	AX5032		
MAINT TRUCK	2022	DODGE 3500	3C63R3AJ1NG311894	BG2065		
MAINT TRUCK	2021	DODGE 5500	3C7WRNAL8MG546815	BE5461		
MAINT TRUCK	2019	DODGE 3500	3C63R3AJ9KG567714	BC3372		
MAINT TRUCK	2012	FORD F350	1FTRF3B60CEC96427	AC8740		
MAIL VAN	2020	FORD	1FTYE1C87LKB50028	BD8364		

Updated: 8/2023

APPENDIX Q

STAFF QUALIFIED TO ADMINISTER FIRST AID

In case of injury during any emergency, the Building Administrator and/or Non-Instructional Supervisor shall have made available to all faculty members and Non-Instructional staff the names of persons who are currently trained and certified in the provision of first aid and/or CPR. **The School Nurse is the first responder in an emergency.**

Faculty and Staff Certified in First Aid and/or CPR (by building)

<u>Building Name</u>	<u>Phone #</u>	<u>Person</u>	<u>Certification</u>	<u>Expiration</u>
High School	315-677-3131	Jennifer Gates	Registered Nurse	
Grimshaw School	315-677-3152	Ashley Brown	Registered Nurse	
Onondaga Nation	315-469-6991	Mackenzie Cook	LPN Nurse	

APPENDIX R

PROCEDURES FOR CLEANING UP BODY FLUID SPILLS

These procedures must be used to clean up all spills involving: vomitus, blood, feces, urine, semen or vaginal secretions.

1. PUT ON PROTECTIVE GLOVES

Wear disposable gloves. If unanticipated contact occurs immediately wash affected areas with soap and water.

2. CLEAN UP

For small spills, use paper towels to wipe up then use clean paper towels with soap and water. For larger spills, apply an absorbent material (i.e., Discard, Quaff) until absorbed then vacuum or sweep up all material. Place all waste in a plastic bag and seal.

3. DISINFECT AREA

For hard surfaces such as floors use a clean mop and disinfectant. Shampoo carpets, rugs and cloth furniture with disinfectant.

4. BAG DIRTY MATERIALS

Place all disposable items in plastic bag, remove gloves and seal. Note: Clothing and other non-disposable items should be rinsed in a disinfectant solution and placed in a plastic bag to be sent home.

5. DISPOSE OF DIRTY MATERIALS

Place all bags of disposable waste into another plastic bag (double bag), secure and dispose of immediately in dumpster located outside building. Dispose of dirty water down the drain.

6. CLEAN EQUIPMENT

Rinse broom, dustpan, mop bucket or other equipment in disinfectant solution then rinse thoroughly with hot water. Soak used mops in fresh disinfectant solution then rinse thoroughly. Disinfectant solution should be promptly disposed of down the drain.

7. WASH HANDS

Wash hands with soap and water. Bar soap is acceptable.

APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms. The following disinfectants are registered by the United States Environmental Protection Agency (EPA) for use in schools; 3M #10 Quaternary Disinfectant, Quest, DMQ Disinfectant and Neutralizer and Household Bleach (1 part bleach to 10 parts water). Do not use aerosol sprays.

APPENDIX S

SURVEY OF VULNERABILITY

<u>Site of Vulnerability within District Limits</u>	<u>Potential Hazard</u>
Gas Stations	Underground Storage Tanks
LaFayette C.S.D. Bus Garage	Underground Storage Tank (gas & diesel)
Grimshaw School	Interstate 81 – West Side of building
Grimshaw School	Intersection of Route 11 and Route 20

APPENDIX T



Facility Use Agreement

The American National Red Cross ("Red Cross"), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross's disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

Parties and Facility

Owner:

Full Name of Owner	LaFayette Central School District
Address	5955 Route 20 LaFayette NY, 13084
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Jeremy Belfield Superintendent Schools 35.677.9728 315.329.9550 - cell
Address for Official Notices (only if different from above address)	

Red Cross:

Chapter Name	
Chapter Address	
24-Hour Point of Contact Name and Title Work Phone Cell Phone	
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

Facility:

Insert name and complete street address of building or, if multiple buildings, write "See attached facility list," and attach facility list, including complete street address of each building that is part of this agreement. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.

See Attached Facility List

APPENDIX T - continued



Facility Use Agreement

Terms and Conditions

1. **Use of Facility:** Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Facility Purpose	Owner Initials	Red Cross Initials
Service Center (Operations, Client Services, or Volunteer Intake)	J.B.	8PP
Storage of supplies	J.B.	8PP
Parking of vehicles	J.B.	8PP
Disaster Shelter	J.B.	8PP

2. **Facility Management:** The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager"). The Owner will designate a Facility Coordinator to coordinate with the Red Cross Manager regarding the use of the Facility by the Red Cross.
3. **Condition of Facility:** The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's *Facility/Shelter Opening/Closing Form* to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.
4. **Food Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request by the Red Cross, and if such resources are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.
5. **Custodial Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility. The Facility Coordinator will designate a Facility Custodian to coordinate these services at the direction of and in cooperation with the Red Cross Manager.
6. **Security/Safety:** In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
7. **Signage and Publicity:** The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs when the Red Cross concludes its activities at the Facility. The Owner will not issue press releases or other publicity concerning the Red Cross's activities at the Facility without the written consent of the Red Cross Manager. The Owner will refer all media questions about the Red Cross activities to the Red Cross Manager.

APPENDIX T – continued



Facility Use Agreement

8. **Closing the Facility:** The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.
9. **Fee** (This paragraph does not apply when the Facility is used as a shelter. The Red Cross does not pay fees to use facilities as shelters.): Both parties must initial one of the two statements below:

- a. Owner will not charge a fee for the use of the Facility.
Owner Initials: J.B. Red Cross Initials: SLP
- b. The Red Cross will pay \$_____ per day/week/month (circle one) for the right to use and occupy the Facility. Owner Initials: _____ Red Cross Initials: _____

10. **Reimbursement:** Subject to the conditions in paragraph 10(e) below, the Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross, in consultation with the Owner, will select from bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel and supplies which would not have been incurred but for the Red Cross's use of the Facility. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.*
- c. *Reasonable, actual, out-of-pocket costs for the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):*

	Owner Initials	Red Cross Initials
Water	<u>J.B.</u>	<u>SLP</u>
Gas	<u>J.B.</u>	<u>SLP</u>
Electricity	<u>J.B.</u>	<u>SLP</u>
Waste Disposal	<u>J.B.</u>	<u>SLP</u>

- d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked.
- e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.
11. **Insurance:** The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

APPENDIX T - continued



Facility Use Agreement

12. **Indemnification:** The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.
13. **Term:** The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

LaFayette Central School District

Owner (Legal Name)

Jeremy Belfield

By (Signature)

Jeremy Belfield

Name (Printed)

Superintendent Schools

Title

2/14/19

Date

The American National Red Cross

(Legal Name)

Susan Pope

By (Signature)

Susan Pope

Name (Printed)

Disaster Program Manager

Title

3/19/19.

Date