

“SAVE”



**Tonawanda City
Schools
District Wide
School
Safety Plan
2016-2017**



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INTRODUCTION

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

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

A

A. PURPOSE

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

B

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

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

Membership Roster

<u>Representative Area</u>	<u>Name</u>
* Board of Education	Jennifer Mysliwy
* Superintendent	James Newton
* Facility Administrator	Paul Maziarz
Building Administration	Jessica Lyons, David Sellan, John Mckenna, Claudia Panaro, Larry Badgley
* Central Administration	Mary Beth Scullion, Rubie Harris
* School Safety Risk	Dennis Kwaczala
Teachers	Ron Sesnie
School Nurse	Gary Bisone
School Doctor	Tom Szalkowski (Tona. Pediatrics)
Police Department	Chief William Strassberg
SRO	Officer Jason Balling
Fire Department	Chief Charles Steward
Tonawanda OEM	Mark Banks
Red Cross Disaster Program Manager	Ken Turner, 786 Del. Ave., Bflo, 14209
Ambulance Representative (Twin City)	Terry Clark
Student Transportation	Al Herrmann
Student Food Service	Wendy Doster
School Insurance	Brett Carruthers
School Psychologist	open
FACT	Jean Gargala

C

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Local emergency officials play an important role in managing response actions in emergency situations. Assistance from these officials is obtained by:
 - 1.) Asking for their input in the planning process. If possible, include them as a member of the district-wide and building teams.
 - 2.) Include them in the training of staff and students.
 - 3.) Use their expertise and experience in the conduct of all drills, including tabletop exercises.
 - 4.) Discussing all resources available in Article 2-B is invoked.

D

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-Wide School Safety Plan and any amendments will be posted on the District's website within 30 days of adoption but no later than October 15 of each year. Building-Level Emergency Response Plans will be provided to local, State Police and local Fire Service within 30 days of adoption but no later than October 15 of each year.

SECTION 2000: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency, including:

- The process for identifying the sites,2100
(School Safety Audit Checklist)
- Identification of Sites of Potential Emergencies Guideline2101
- The location of potential sites2102

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- Shelter In Place.....2220
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E. Procedures for annual multi-hazard school training for2500
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with local and county emergency responders and prepared-
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A

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				School grounds are fenced. If yes, approximate height _____.
				Gates are secured by good padlock and chains after hours.
				<u>Signage:</u>
				Drug-free zone signs are posted.
				Bus loading and drop-off zones are clearly defined.
				Parent drop-off and pick-up area is clearly defined.
				There is only one clearly marked and designated entrance for visitors.
				Signs are posted for visitors to report to main office through a designated entrance.
				"Restricted" areas are properly identified.
				<u>Landscaping</u>
				Shrubs and foliage are trimmed to allow for good line of sight (3'-8' rule.)
				All poisonous shrubs, trees and foliage have been removed.
				Boundary edges are free from trees and telephone poles.
				<u>School Bus Zone:</u>
				Access to bus loading area is restricted to other vehicles during loading/unloading.
				Staff are assigned to bus loading drop off areas.
				<u>Lighting</u>
				There is adequate lighting around the building
				Lighting is provided at entrances and other points of possible intrusion.
				Accessible lenses are protected by some unbreakable material.
				Directional lights are aimed at the building
				Exterior light fixtures are securely mounted.

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				<u>Windows and Doors</u>
				Entrances to school property can be observed from the school and are adequately secured after hours
				If campus style, doors are locked when classrooms are vacant
				Ground floor windows: no broken panes and locking hardware in working order
				Basement windows are protected with grill or well cover.
				Outside hardware has been removed from all doors except at point of entry.
				<u>Play Areas</u>
				Play areas are fenced
				Good visual surveillance of play equipment is possible
				Vehicular access to play areas is restricted
				<u>Vehicular and bicycle parking</u>
				Visual surveillance of bicycle racks is possible
				Visual surveillance of parking lots from main office is possible
				Driver education vehicles are secure
				Students are issued parking stickers for assigned parking areas
				Student access to parking area is restricted to arrival and dismissal times
				Parking area has been designated for students who must leave school during regular hours to begin work

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Exterior and Play Areas</u>
				<u>Security</u>
				All areas of school buildings & grounds are accessible to patrolling security vehicles
				There is a central alarm system in the school. If yes, describe:
				High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system
				Unused areas of the school can be closed off during after school activities
				There is two-way communication between: _____ Classroom and main office _____ Duty stations and main office _____ Re-locatable classrooms and main office
				Students are restricted from loitering in corridors, hallways, stairwells & restrooms
				Students are issued identification badges
				There are written regulations restricting student access to school grounds & buildings
				There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms
				The school ground is free from graffiti, trash and/or debris

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<u>School Interior</u>
				The entrance lobby is visible from the main office
				Visitors are required to sign in
				Proper identification is required of vendors, repairmen, etc.
				Visitors are issued ID cards or badges
				Full and part-time staff, including bus drivers, are issued ID cards or other identification
				Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school
				Students are required to have written permission to leave school during school hours
				<u>Lighting</u>
				The hallways are properly lighted
				Bathrooms are properly lighted
				Bathrooms are supervised by staff
				Stairwells are properly lighted
				Switches and controls are properly located and protected
				Access to electrical panels is restricted
				The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored
				<u>Doors</u>
				Faculty members are required to lock classrooms upon leaving
				Multiple entries to the building are controlled and supervised
				Doors accessing internal courtyards are securely locked
				Mechanical rooms and other hazardous storage areas are kept locked
				The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school
				<u>Signage</u>
				Exit signs are clearly visible and pointing in the correct direction

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	Imple- ment	Safety and Security of Buildings and Grounds
				<p><u>Miscellaneous</u></p> <p>Does vandalism take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms <input type="checkbox"/> Other _____</p>
				<p>Vandalism takes place during: (check all that apply):</p> <p><input type="checkbox"/> Before School <input type="checkbox"/> During School hours</p> <p><input type="checkbox"/> After School <input type="checkbox"/> Weekends</p> <p><input type="checkbox"/> Other _____</p>
				<p>Do assault and battery incidents take place? If yes, check all areas that apply:</p> <p><input type="checkbox"/> Classrooms <input type="checkbox"/> Locker rooms</p> <p><input type="checkbox"/> Hallways <input type="checkbox"/> Play areas</p> <p><input type="checkbox"/> Bathrooms <input type="checkbox"/> Other _____</p>
				<p>During what periods of the day do assault and batter incidents happen?</p> <p><input type="checkbox"/> Before School <input type="checkbox"/> Change of class</p> <p><input type="checkbox"/> After School <input type="checkbox"/> Lunch period</p> <p><input type="checkbox"/> Other _____</p>

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

GUIDELINES

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

ON-SITE

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

OFF-SITE

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

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

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

BUILDING	SITE	MATERIAL

ON-SITE

BUILDING	SITE	MATERIAL

B

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

EMERGENCY CLOSINGS

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

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

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

EARLY DISMISSAL RECOMMENDATIONS

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

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

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

EVACUATION RECOMMENDATIONS

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

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

Items to consider for evacuation:

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

NOTE: Standard fire evacuation procedures should be used.

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

SHELTER IN PLACE

Shelter in Place

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

Shelter in Place Objectives

- To minimize injury death.
 - To locate and contain any device or weather damage.
 - To facilitate emergency responses.
 - To establish safe routes and designated areas.
1. The SHELTER procedure may be implemented in two ways:
 - a. SHELTER in place:
 - Teachers and students remain in assigned rooms.
 - All students should be accounted for roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.
 - Teachers and students should remain in place until either given further directions or released by building administrator.
 - Good conduct and discipline standards are to be enforced.
 - b. SHELTER in location(s):
 - Teachers and students will be given directions as to where to assemble.
 - Movement of students to locations should be done in a quiet, orderly fashion.
 - Students should be accounted for by roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.

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

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

LOCKDOWN

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

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

Lockdown-Procedures:

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

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

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

LOCKOUT

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

Lockout Objectives

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

Lockout Procedures:

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

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

2220

2230

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

OFF-CAMPUS

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

IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

EVACUATING SITE	RECEIVING SITE

FACILITIES AGREEMENTS

STATEMENT

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

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

Notification of facility use will be made by:

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

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

Tonawanda City School District

AGREEMENT

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

_____ Facility Name

Hereby agrees that its facilities located at:

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

In consideration for the granting of such permission, the _____ School District agrees that the following conditions shall prevail:

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

_____ Signature

_____ Date

_____ Title

C

C. DISTRICT RESOURCES**SCHOOL DISTRICT ENROLLMENT/STAFF**

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
MS/HS	6 -12			
Fletcher	K-3			
Mullen	K-3			
Riverview	Pre-K-3			

9/2012

8/2016

DISTRICT ENROLLMENT – SPECIAL EDUCATION DIVISION

SCHOOL	# STUDENTS	# TEACHER/STAFF
Senior High School		
Middle School		
Fletcher Elementary		
Riverview Elementary		
Mullen Elementary		

Contact Person and Phone Number:

Amy Edgerton 694-1002

BOCES SPECIAL EDUCATION CLASSES

SCHOOL	# STUDENTS	# TEACHER/STAFF
Senior High School	fluctuates	
Middle School	fluctuates	

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Dr. James Newton	694-7784
<i>President, Board of Education:</i>	Danielle Opalinski	602-7220
<i>Assistant Superintendent for Business/Finance</i>	Rubie Harris	694-7680
<i>Assistant Superintendent</i>	Marybeth Genovese-Scullion	694-7688
<i>Director of Special Education</i>	Amy Edgerton	694-1002
<i>Vice President, Board of Education</i>	Diane Misner	694-7524
<i>Director of Facilities & Operations:</i>	Paul Maziarz	694-8855
<i>AHERA Designee:</i>	Paul Maziarz	694-8855
<i>Principal(s)/Bldg.:</i>	Jessica Lyons, THS/MS Larry Badgley, Mullen John McKenna, Fletcher Claudia Panaro, Riverview	694-7660 694-6805 694-7694 694-7697
<i>Custodian(s):</i>	Mitchell Ensminger, THS/MS Todd Folsmbee, 2 nd Shift Engr David Fire, 2 nd Shift Steve Lawson. Mullen Anthony Messana, 2 nd Shift Daniel Kasbaum, Riverview	694-7670 694-7670 694-7694 694-6805 694-6805 694-7697
<i>Transportation Supervisor:</i>	Rubie Harris	694-7680

Qualified School Medical Personnel are available in each school building.
8/2016

COMMUNICATION RECOMMENDATIONS

Within Buildings

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

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

Between Buildings

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

RECOMMENDATIONS:

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

COMMUNICATION SPECIFICS

BUILDING: _____

MAIN SWITCHBOARD

Yes _____ No _____

If yes:

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

2) Comments

P.A. SYSTEM

Yes _____ No _____

If yes:

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

2) Is it functional outside? Yes _____ No _____

TELEPHONE SYSTEM

Yes _____ No _____

If yes:

1) Number of Lines: _____

2) Published Non-Published

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

4) Each classroom telephone can be used to make the following calls:
Internal _____ Outside _____ N/A _____

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

6) If no, list which telephones ARE operational:

CELLULAR PHONES

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

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

TWO-WAY RADIOS

- 1) Are two-way radios available in this building? Yes _____ No _____

- 2) If yes, how many? _____
Location(s):

- 3) What individuals are trained to use them?

BULL HORNS

- 1) How many are available in this building? _____

- 2) Where are they located?

MESSENGER SYSTEM

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

COMPUTERS

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

PAGERS

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

<u>Individual</u>	<u>Pager #</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

PUPIL TRANSPORTATION

Rainbow Transportation Inc

Contact Person: Al Herrmann
Phone #: 694-7281

VEHICLE INVENTORY

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

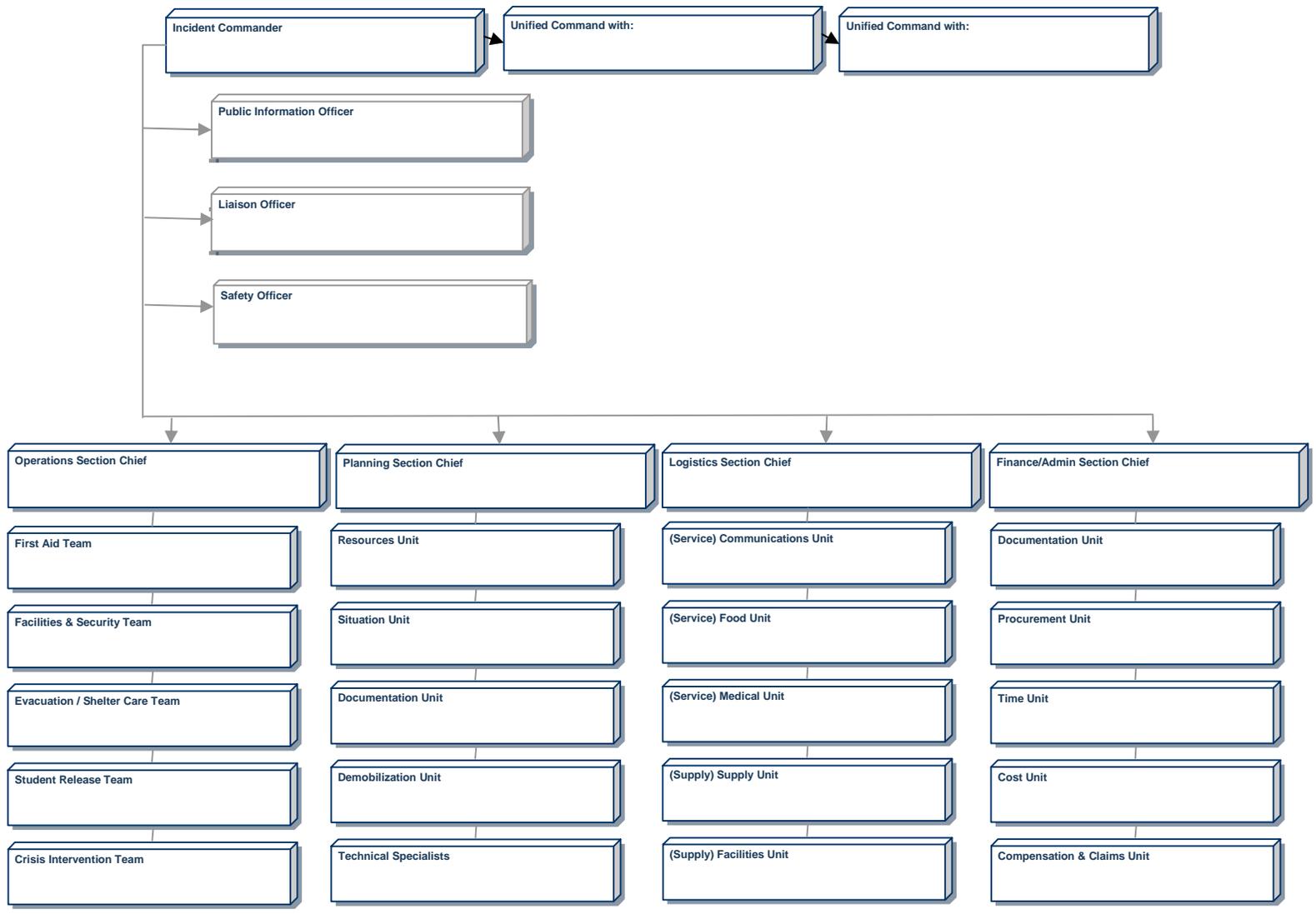
TRACTORS

NUMBER	YEAR	MAKE	ID#	TYPE	ASSIGNED TO	FUEL

D

D. CHAIN OF COMMAND & VARIATIONS OF EMERGENCIES

This organization utilizes the Incident Command System (FEMA)



VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

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

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

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

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

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

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

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

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

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location: Administration Building
100 Hines Street
Tonawanda, NY 14150-2098

Alternate Location: **Depending on Circumstances**

Fletcher Elementary
Riverview Elementary
Mullen Elementary
Tonawanda, NY 14150

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

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

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
Parent/Guardian Liaison	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.
Site Management Attendance Coordinator	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
Transportation Coordinator(s)	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
Mechanical Services Liaison	Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
Off-Site Emergency Coordinator(s)	Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties.
Other Personnel	Will assist in the accounting process and maintenance of order.

PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN

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

Media Site Selection

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

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

Dissemination of Information

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

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

Recommended Policy

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

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

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

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

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

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

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

Tips for the P.I.O.

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

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

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

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

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

P.I.O. Guidelines

Be brief.

Avoid providing superfluous information or using professional jargon.

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

Anticipate questions, especially on potentially controversial issues.

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

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

Do not treat anything as "off the record."

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

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

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

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

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

E

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

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

F

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

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

TABLETOP EXERCISES

What are they?

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

The exercise should be:

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

The Process

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

The Purpose

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

Discussion

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

Deliberate Attempt

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

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

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

- Code of Conduct By Policy Number
- Maintenance of Public Order By Policy Number
- Threats of Violence By Policy Number
- School Conduct By Policy Number
- Student Suspension By Policy Number
- Weapons in Schools By Policy Number
- Gun Free Schools By Policy Number
- Alcohol, Drugs and Other Substances (Students) By Policy Number
- Alcohol, Drugs and Other Substances (Personnel) By Policy Number
- Corporal Punishment/Physical Restraint By Policy Number
- Searches and Interrogations By Policy Number
- Anti-Harassment By Policy Number
- Power to Suspend: Alternative Education Programs By Policy Number

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

Building Related

- Emergency Utility Shut-Offs3101
- Loss of Power3102
- Natural Gas Leak3103
- Heating System Failure3104
- Loss of Building3105
- Sewage System Failure3106
- Water System Failure3107

Natural Disasters

- Storm-Snow/Ice3120
- Storm-Thunder/Lightning3121
- Tornado3122
- Take Cover Plan3122
- Earthquake3123
- Flood3124

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

Environmental

- Airborne Gases3130
- Asbestos Fiber Release Episode3131
- Asbestos Response Team3131
- Explosion.....3132
- Oil/Gasoline/Hazardous Material.....3133
- Fire.....3134

Civil Disturbances

- Bomb Threat3140
- Biological Release Threat (Telephone)3141
- Telephone Threat Form.....3142
- Biological Release Threat (Letter/Package)3143
- Hostage/Kidnapping.....3144
- Intruder.....3146
- Threats of Violence3147
- Acts of Violence3148

Medical Emergencies

- General Guidelines for Medical Emergencies3150
- Student Mental Health Emergency Response.....3151
- School Bus Accident and/or Fire3152

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

- Parent(s)/Spouse(s) Notification and Reception Center Plan3200
- Threats of Violence: Notification Memo To Parent(s)/Guardian(s).....3205
- Emergency Closing3210
- Delayed Plan.....3210
- Early Dismissal Plan3210

A

A. POLICIES & PROCEDURES

REFER TO DISTRICT

POLICY MANUAL

B

B. BUILDING RELATED

EMERGENCY UTILITY SHUT-OFFS

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

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

Response Action:Person(s) Responsible

- | | |
|---|--|
| 1. Upon discovery or detection of an electrical system failure: <ul style="list-style-type: none"> a. Sound fire alarm if there is any question as to the safety of the building occupants b. Notify head of Building Maintenance c. Notify Supt. of Buildings & Grounds or Director of Facilities | 1. First person on the scene. |
| 2. Notify Building Administrator | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Supt. of Buildings & Grounds, or Director of Facilities |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none"> a. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications | 5. Building Administrator |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action | 6. Supt. of Buildings & Grounds or Director of Facilities |
| 7. Termination of Contingency:
Notify staff, parents and students | 7. Superintendent |

Comments:

Response Action:

Person(s) Responsible

- | | |
|---|---|
| 1. Upon discovery or detection of a gas leak notify Head of Building Maintenance | 1. First person on the scene |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise | 2. Head of Building Maintenance |
| 3. Notify Superintendent of Buildings and Grounds or Director of Facilities | 3. Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Supt. of Buildings & Grounds or Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate: <ul style="list-style-type: none"> a. Hold at School b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Supt. of Buildings & Grounds or Director of Facilities |
| 8. Termination of Contingency:
Notify staff, parents and students | 8. Superintendent |

Comments:

Response ActionPerson(s) Responsible:

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

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school 2. Establish remedial response, as appropriate for the day incident occurred <ol style="list-style-type: none"> a. Hold at School b. Early Dismissal c. Evacuate d. Resume normal activity 3. Revise pupil transportation system as necessary 4. Notify school districts of any changes 5. Notify staff, parents, and students 6. <u>Recovery</u> <ol style="list-style-type: none"> a. Assess damage, cause, effect, remediation b. Cleanup; following insurance company concurrence c. Ascertain insurance settlement, if any d. Develop architectural/engineering solutions as needed e. Develop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergency f. Progress with work in accordance with procedures for any public capital project. | <ol style="list-style-type: none"> 1. Building Administrator, Superintendent 2. Building Administrator Superintendent 3. Superintendent, Building Administrator, Transportation Supervisor 4. Superintendent 5. Superintendent 6. Board of Education Superintendent; Director of Facilities or Supt. of Buildings & Grounds; Business Official |
|---|--|

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance 2. Notify Supt. of Buildings & Grounds or Director of Facilities 3. Evaluate problem insofar as possible 4. Notify Building Administrator 5. Notify Superintendent 6. Curtail or cease building operations, as appropriate: <ol style="list-style-type: none"> a. Hold at School b. Early Dismissal c. Evacuate d. Resume normal activity e. Make proper notifications 7. Evaluate problem and commence appropriate <u>remedial</u> action
Superintendent,
Business Official 8. Termination of Emergency <ol style="list-style-type: none"> a. Notify staff, parents and students b. Resume building operation | <ol style="list-style-type: none"> 1. First at scene 2. Head of Building Maintenance 3. Head of Building Maintenance,
Supt. of Buildings & Grounds or
Director of Facilities 4. Supt. of Buildings & Grounds or
Director of Facilities 5. Building Administrator 6. Building Administrator 7. Director of Facilities, Supt. of
Buildings & Grounds,
Board of Education, 8. Superintendent |
|--|---|

Comments:

Response Action:

Person(s) Responsible:

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

Comments:

B. NATURAL DISASTERS

Response Action:

Person(s) Responsible:

- | | |
|---|-------------------|
| 1. Monitor weather and road conditions | 1. Superintendent |
| 2. Close schools if conditions deteriorate. | 2. Superintendent |
| 3. Institute A Go - Home plan | 3. Superintendent |
| 4. Notify parents via radio & television | 4. Superintendent |

Comments:

Response Action:

Person(s) Responsible:

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

Comments:

Response Action:

Person(s) Responsible:

- | | |
|--|---|
| 1. Monitor any weather bureau tornado watch/warning | 1. Building Administrator, Superintendent |
| 2. If tornado is imminent, curtail all outdoor activities | 2. Building Administrators |
| 3. Summon all persons into building(s) | 3. Building Administrators |
| 4. If tornado is sighted in vicinity of school, institute "Take Cover" plan. | 4. Building Administrators; teachers |
| 5. Termination of contingency | 5. Building Administrator |
| 6. Recovery: if building is damaged, refer to contingency plans for ASystem Failures≡ | 6. Superintendent |
| 7. Curtail or cease building operations as appropriate:
a. Hold at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 7. Superintendent |

Comments:

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

Response Action:Person(s) Responsible:

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

Comments:

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions,
contact local disaster coordinator

1. Superintendent

2. Curtail or cease building operations,
as appropriate:
a. Early Dismissal
b. Hold at School
c. Evacuate
d. Resume normal activity

2. Superintendent

3. Notify parents via radio & television

3. Superintendent

Comments:

B. ENVIRONMENTAL

Response Action:Person(s) Responsible:

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

Comments:

ASBESTOS FIBER RELEASE EPISODE

Response Action:

Person(s) Responsible:

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

Comments:

AHERA Designee

Name: Paul Maziarz

Phone Number – Work: 694-8855

Phone Number - Cell: 830-0941

Equipment Location

Riverview Elementary

Response Action:Person(s) Responsible:

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

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Upon the discovery or detection of an oil/gasoline spill on school property: <ol style="list-style-type: none"> a. Notify Director of Facilities or Superintendent of Buildings & Grounds b. Notify Building Administrator 2. Evaluate the problem insofar as possible <ol style="list-style-type: none"> a. Stop source of spill if possible b. Commence established remedial response 3. Notify the local fire department and follow their instructions 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted

DEC Hotline: 1-800-457-7362 5. Notify Superintendent 6. Contact Erie 1 BOCES, Safety Risk, if necessary 7. Curtail or cease building operation, as appropriate: <ol style="list-style-type: none"> a. Early Dismissal b. Evacuate c. Resume normal activity 8. Make proper notifications | <ol style="list-style-type: none"> 1. First person on scene 2. Director of Facilities or Supt. of Buildings & Grounds 3. Director of Facilities or Supt. of Buildings & Grounds 4. Director of Facilities or Supt. of Buildings & Grounds 5. Building Administrator 6. Superintendent 7. Superintendent 8. Superintendent |
|--|---|

Comments:

Response Action:Person(s) Responsible:

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

Comments:

B. CIVIL DISTURBANCES

**New York State Education Department
Bomb Threat Response Guideline**

**3140
1 of 6**

Revised February 2007

General

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.

- Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.

- Pre-clearance relies on anticipating a threat, and conducting pre-clearance and security screening. (see page 3).

Receiving Bomb Threats

Written Threats

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

Telephone or Other Verbal Threats

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

BOMB THREAT GUIDELINES (Con't.)

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

Information to be asked of the caller includes:

- Where is the bomb located?
 - When will the bomb go off?
 - What does the bomb look like?
 - What kind of explosive is involved?
 - Why was the bomb placed?
 - What is your name? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

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

BOMB THREAT GUIDELINES (Con't.)

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

Investigating Bomb Threats

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

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

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

BOMB THREAT GUIDELINES (Con't.)

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

School Employee Involvement

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

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**

3140
5 of 6

Number at which call is received:

Time: _____ Date: _____

CALLER'S VOICE:

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

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

BACKGROUND SOUNDS:

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

THREAT LANGUAGE:

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

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____
 Name: _____
 Position: _____
 Phone Number: _____



School Bomb Threat Reporting Form

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

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

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by telephone:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form." 2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call. 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. 7. Activate the Hold In Place and Secure/ Lockdown plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator: <ol style="list-style-type: none"> a. Free movement throughout the building b. Food preparation and distribution c. Let staff and students know of the situation and how often they will be updated 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. 9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read. 10. If the incident escalates, arrangements should be made for the following: <ol style="list-style-type: none"> 1. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians. 2. Staging area for the media. Timely reports given to avoid inaccurate information. 11. Implement appropriate plan <ol style="list-style-type: none"> a) Resume normal activity b) Early dismissal | <ol style="list-style-type: none"> 1. First to contact 2. First to contact 3. First to contact 4. Principal, Superintendent 5. Principal, Superintendent 6. Principal, Superintendent, Teachers, Staff 7. Principal, Superintendent Teachers, Staff 8. Police, Fire, Disaster Coordinator Superintendent 9. Superintendent 10. Superintendent 11. Superintendent |
|---|---|

Comments:

TELEPHONE THREAT FORM

School Building: _____

Date: _____

Time: _____

Recall to best of knowledge exact words of caller:

Questions to be asked:

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

Voice: Male _____ Child _____ Young _____

Female _____ Old _____ Middle Aged _____

Accent _____

Background noise? _____

Have you heard voice before? _____

Person receiving call? _____

BIOLOGICAL RELEASE THREAT BY LETTER/PACKAGE**3143**

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release
by letter or package:

- | | |
|--|--|
| 1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area. | 1. First to contact |
| 2. Secure the area, do not leave or let any one into the area. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal, Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal, Superintendent |
| 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. | 6. Principal, Superintendent, Teachers, Staff |
| 7. Activate the HOLD IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal, Superintendent Teachers, Staff |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. | 8. Police, Fire, Disaster Coordinator Superintendent |
| 9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read. | 9. Superintendent |
| 10. If the incident escalates, arrangements should be made for the following:
1) Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore this area would be used to communicate with and calm parent/guardians.
2) Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent |
| 11. Implement appropriate plan
a) Resume normal activity
b) Early dismissal | 11. Superintendent |

Comments:

Response Action:Person(s) Responsible:

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

Comments:

Response Action:Person(s) Responsible:

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

Comments:

Response Action:Person(s) Responsible:

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

Comments:

Response Action:

Person(s) Responsible:

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

Comments:

B. MEDICAL EMERGENCIES

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

RECOMMENDATIONS:

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

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

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

GENERAL GUIDELINES

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or person in parental relation to the student, or an appropriate professional.
2. The administrator will immediately refer the matter to the Student Support Center (SSC) and contact the parent, guardian, or person in parental relation to the student.
3. The SSC will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.
2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.
3. Provide support to the student. Assist him or her with re-entry.
4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.
5. Complete any required paperwork, including any incident reports.
6. Maintain confidentiality as required by law or best practices.

Comments:

/2016

8/2016

Response Action:Person(s) Responsible:

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

Comments:

C

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

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

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

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

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

C. SAMPLE

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

(Date)

Dear Parents/Guardians:

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

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

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

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

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

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

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

Sincerely,

(Principal)

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

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

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

EMERGENCY CLOSINGS

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

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

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

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

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

Delayed School Plan

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

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

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

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

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

EMERGENCY CLOSINGS – Continued

Early Dismissal School Plan

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

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

Staff Assignments

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

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

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

Parent/Guardian Notifications

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

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

EMERGENCY CLOSINGS - Continued

<u>Responsibility</u>		<u>Action</u>
Before School		
Superintendent/Designee	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Makes decision as to closing.
	3)	If decision is to close, notifies: <ul style="list-style-type: none">a. Radio stationsb. Principals
During School		
Transportation Supervisor	1)	Consults with highway officials or other agencies regarding road conditions and predicted weather patterns.
	2)	Informs superintendent of adverse conditions.
Superintendent	3)	Makes decision as to closing.
Superintendent/Designee	4)	If decision is to close, notifies: <ul style="list-style-type: none">a. Transportation Supervisorb. Radio and television stationsc. Principalsd. Staff and Students
Transportation Supervisor	5)	Notifies drivers and substitutes where Necessary.
	6)	Reschedules school pickups as soon as decision is made.

SECTION 4000: COMMUNICATION WITH OTHERS

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies
- Step-by-Step Procedures4100
- B. Procedures for obtaining advice and assistance4200
from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law
- C. A system for informing all educational agencies within a school district of a disaster.
- Statement.....4300
- In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:
- School population,.....4305
 - Number of staff,
 - Transportation needs, and
 - Business and home telephone numbers of key officials of each such educational agency.

A

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

STEP 1	Call 911
STEP 2	<p>Give Specific Information to the 911 Dispatcher</p> <ul style="list-style-type: none"> • What type of emergency • Where – address, room, what floor • Who/how many are affected • Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary or if a disaster is declared which will invoke Article 2-B (See page 4200)
STEP 5	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

B

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

HISTORY:

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

CROSS REFERENCES:

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

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

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

C

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

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

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

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

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	The Baptist School 2 East Niagara Street Tonawanda, NY 14150 695-3584
Principal/Location/Phone:	Scott Tracey
Assistant Principal/Location/Phone:	
Others:	
Grades:	K-12
Number of Students:	42
Hours of School:	8:15 am – 2:45 pm
Transportation:	Rainbow Transportation Kenton School District Grand Island School District Williamsville School District

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	New Life Christian School 80 Luksin Drive Tonawanda, NY 14150 694-0071
Principal/Location/Phone:	Patricia Robinson
Assistant Principal/Location/Phone:	
Others:	
Grades:	Pre K K - 8
Number of Students:	70
Hours of School:	8:45 am – 2:45 pm
Transportation:	Rainbow Cheektowaga Central School District Kenton School District

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures
 - Safety/Security

- B. Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
 - Board of Education Policies
 - Community Notification of Sex Offenders
 - Staff Development Training
 - Building Staff Meetings
 - Crisis Management

- C. Appropriate prevention and intervention strategies such as:5200
 - Collaborative agreements with local law enforcement officials (Memorandum)
 - Non-violent conflict resolution training program
 - Peer mediation programs and youth courts

- D. Strategies for improving communication among students5300 and between students and staff and reporting of potentially violent incidents, such as the establishment of:
 - Youth-run programs,
 - Peer mediation,
 - Conflict resolution,
 - Creating a forum or designating a mentor for students concerned with bullying or violence,
 - Establishing anonymous reporting mechanisms for school violence, and
 - Others based on district need

- E. Description of duties, hiring and screening process, and5400 required training of hall monitors and other school safety personnel.

A

B

C

DRAFT

MEMORANDUM OF UNDERSTANDING

Between the

_____ POLICE DEPARTMENT

AND

_____ SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING BETWEEN THE
_____ POLICE DEPARTMENT AND
THE _____ SCHOOL DISTRICT

PROJECT “SAVE” (Safe Schools Against Violence in Education)

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

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

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

GENERAL STATEMENT

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

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

PROCEDURE

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

MEMORANDUM OF UNDERSTANDING

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

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

POLICE DEPARTMENT ACTION

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

ACTIONS OF SCHOOL PERSONNEL

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

WHAT SHOULD BE REPORTED TO THE SCHOOL ADMINISTRATOR

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

WHAT SHOULD BE REPORTED TO THE POLICE

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

(Signature) President – Board of Education

Date

(Signature) Superintendent

Date

(Signature) Building Principal

Date

(Signature) Chief of Police

Date

D

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

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

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

E

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

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

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

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

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

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

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

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