

**NIAGARA WHEATFIELD
CENTRAL
SCHOOL DISTRICT**

**DISTRICT-WIDE
SAFETY PLAN**

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INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School districts are required to develop a **District-Wide School Safety Plan** designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The **Niagara Wheatfield Central School District - Wide Safety Plan** is responsive to the needs of all schools within the district and is consistent with the more detailed **Emergency Management Operations Plan** required at the school building level. School districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The **Niagara Wheatfield Central School District** supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

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

Identification of School Teams

The **Niagara Wheatfield Central School District** has appointed a **District-Wide School Safety Team** consisting of, but not limited to:

- School Board Members**
- Administrators**
- Teachers**
- Students**
- Parent Organizations**
- School Safety Personnel**
- Other School Representatives**

Concept of Operations

- The **District-Wide School Safety Plan** is directly linked to the individual **Building-Level Emergency Management Operations Plan** for each of the school buildings. Protocols reflected in the **District-Wide School Safety Plan** will guide the development and implementation of the individual **Building-Level Emergency Management Operations Plan**.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.
- With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the building **Emergency Response Team** shall take place.
- Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan was made available for public comment 30 days prior to its adoption. The **District-Wide School Safety Plan** was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education on June 14, 2001. The District-Wide School Safety Plan is reviewed and updated annually.
- Full copies of the **District-Wide School Safety Plan** were submitted to the New York State Education Department within 30 days of its adoption. The **Building-Level Emergency Management Operations Plan** was submitted to local and state police within 30 days of its adoption.
- This plan is reviewed periodically during the year and is maintained by the **District-Wide Safety Team**. The required annual review is completed on or before December 1 of each year. **A copy of the plan is available in the Office of the Superintendent.**
- While linked to the **District-Wide School Safety Plan**, the **Building-Level Emergency Management Operations Plan** 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.

RISK REDUCTION / PREVENTION AND INTERVENTION

Prevention / Intervention Strategies

Program Initiatives: Prevention / Intervention

The **Niagara Wheatfield Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

1. An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment.
2. Alternative Education programs which address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
3. A Community Intervention Program, comprised of children and family services, school districts law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.
4. Peer mediation and conflict resolution – counselors, principals, student coordinators, psychologists, and teachers work with students who are potentially violent.
5. The **Niagara Wheatfield Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

Non-violent Conflict Resolution Programs

The **Niagara Wheatfield Central School District** has developed a comprehensive K-12 non-violent conflict resolution initiative built on existing and evolving programs. The program is designed for age appropriate integration and consist of the following:

1. **Elementary School Level:** Introduce students to problem solving, anti-bullying, character education, and respecting differences. Information is shared during health and physical education class and/or after school extended day clubs.
2. **Middle School Level:** Development of an information program that focuses on problem solving and anger management techniques. Continue character education and the development of leadership skills that build a caring non-violent environment. Information/programs shared in health, physical education and/or after school clubs concentrate on building character, mutual respect, and appreciation for diversity.
3. **High School Level:** Development of a program that teaches tolerance and anger management. Continue character education and the development of leadership skills that build a caring non-violent environment. Information/programs shared in health, physical education and/or after school clubs concentrate on building character, mutual respect, and appreciation for diversity.

Extended Day and Other School Safety Programs

The **Niagara Wheatfield Central School District** has in place programs to provide safe environments for after school learning and athletic activities. Some of the items include but are not limited to:

- **After School Booster/Academic Progress** to provide extended time for learning skills, techniques, and strategies for targeted students.
- **Intramural Sports and Modified Sport/Sport Activities** provided in as many areas as possible.
- **Clubs/Activities** – club offerings that focus on positive character building such as: Drama 6 –12, Musical 6 –12, Honor Society 6 – 12, Marching Band, Jazz Band, Odyssey of the Mind, Chess Club, SADD, Safety Patrol, Language Clubs, Student Council 3 –12, High School & Middle School Technology, Yearbook 6 – 12.
- **Liberty Partnership** – comprised of children and family services, law enforcement, and professionals from the community meets and discusses character and civility issues with school officials.

Communication Improvement Strategies among Students / Between Students and Staff

The **Niagara Wheatfield Central School District** has developed various strategies for the improvement of communication among students, and between students and staff. A teaching component for all grade levels, elementary, middle and secondary is offered.

This teaching component encompasses the following subject areas: front line defense against bullying and harassment, anger management, peer mediation and involvement, developing social skills and citizenship, respect for life (character education).

The **Niagara Wheatfield Central School District** continues to develop on-going strategies for improving communication between students and staff and the reporting of potentially violent incidents by the following:

- Development of a uniform system for reporting incidents of school violence and inappropriate behaviors.
- Yearly district wide “Safe Schools Forum” for the purpose of sharing information, reviewing best practices, provide training from local and state experts on Safe Schools and School Violence.
- Student peer programs for the purpose of communicating the necessity and importance of student involvement.
- The district also provides a program to involve parents of our students and community members in understanding the district’s safety initiatives, opportunities to serve on committees, attend meetings on school safety and assist in school safety programs.

Other

Within the Elementary School, numerous programs are offered and implemented through curriculum, psychology, counseling staff and after school activities. They are as follows:

- The teachers use the 7 Habits of Student Success Skills Curriculum to teach empathy, anger management and problem solving. The extent to which the material is covered varies depending on the grade level.
- A school wide Book of the Month program uses children's books that teach different character traits each month.
- Small group and individual guidance activities are implemented by the counselor to address various topics including:
 - Character Education
 - Social Skills
 - Coping Skills
 - Communication Skills
 - Listening Skills
 - Conflict Resolution Skills
 - Problem Solving Skills
 - Respect and Responsibility
 - Friendship Group
 - Study Skills Group
 - Banana Splits - helps students deal positively with family conflict
 - Social Skills Groups
- Yearly Character Education Assemblies for all grades
- DARE Program
- Niagara County Mental Health Department's Youth Booth teaches lessons in the fall and spring to classes as requested by teachers (topics include anger management, bullying, relationships, diversity, conflict resolution, etc.).
- Niagara County Council on Alcohol - Too Good for Drugs - prevention program for grade 3
- After School Programs
 - Spanish Club
 - Sign Language Club
 - Reading Club
 - Chess Club
 - Drama Club
 - Intramural Sports
- Town of Niagara Recreation Department
 - Tiny Tot Sports Night
 - Intramural Basketball
 - Youth Recreation Activities
- Girl Scouts, Brownies, Boy Scouts and Cub scouts

The district has established a Crisis Intervention Team consisting of two teachers, social worker, and a law enforcement representative dealing with youth at risk. The team completes needs assessments based on attendance, truancy, discipline reports, and guidance office referrals to formulate and provide on-going prevention workshops for students displaying risks.

Niagara Wheatfield Central School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year through assemblies, seminars, and other strategies as defined in this plan such as the District's Dignity Act.

Program Initiatives: Post-Intervention

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

Training, Drills, and Exercises

In addition to the required emergency drills, the **Niagara Wheatfield Central School District** will continue to run additional drills to ensure that all staff and students understand their responsibilities and are prepared to respond. All staff has received Emergency Response Cards detailing the necessary steps for responding to an emergency. In addition, staff members receive training on the use of these cards with instructions on how they are to respond. Training is done on an annual basis.

The school district conducts annual training programs to enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan needs to have appropriate training.

Training is presented in various forms. Formats include, but are not limited to classroom activities, general assemblies, tabletop exercises, functional drills, short briefings or presentations related to any aspect of the emergency management operations plan that shall increase the awareness and preparedness of staff and students. The training covers and emphasizes the importance of everyone's role in implementing an effective school emergency response.

Training is:

1. Provided for school staff who have been assigned specific roles and areas of responsibilities in the emergency plan;
2. Conducted annually to insure school staff and students understand emergency procedures, and include any changes to school plans;
3. Coordinated with local emergency management offices to receive information on policies and procedures from the emergency service community;

4. Received annually by all staff. Content and duration are at the Superintendent's discretion as per the SAVE legislation.
5. Conducted for the student population by way of assemblies, classroom activities, drills, and guest speakers.

The **Niagara Wheatfield Central School District** will, in cooperation with local emergency management officials, conduct at least one annual exercise or drill to test the emergency plan. These exercises are designed to specifically test sheltering and / or early dismissal, as well as the communications and transportation systems to be used in emergencies. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan. Existing plans will be revised in response to post incident critiques of these drills.

Exercises and drills shall coincide with current New York State School Boards Association and the New York State Bar Association - School Law (most current edition) and shall include the following:

1. Conducted at least once every school year;
2. Designed to test school emergency plans for sheltering and early dismissal, and occur not more than 15 minutes earlier than normal dismissal time;
3. Include transportation and communication procedures;
4. Held with at least one week's notice to parents or guardians;
5. And if possible, coordinated and evaluated by local emergency response personnel to improve the overall level of school emergency plans.

School Security

The **Niagara Wheatfield Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

1. Screening of potential new employees which includes:
 - Providing a resume
 - Providing three references
 - Submit to a criminal history background check that includes fingerprinting (for all new employees hired after July 1, 2001)

Implementation of School Security

1. Except for main entrances, all outside doors will remain locked during the day.
2. Every door is accessible as an exit.
3. All classroom doors, inside and outside are to be locked when unattended.
4. A reception window controls entrance into each building.
5. All visitors are required to sign in, and if they need access to other areas of the building, they will be issued a "Visitor" ID tag or escorted by an employee.
6. All student pick ups by parent or guardian are logged. Sign outs are conducted through the main offices. No pickups are conducted from play grounds, ball fields, etc.
7. All staff and students are assigned picture ID cards.
8. Perimeter door access and internal activities are monitored by surveillance cameras.

Hall Monitors

The **Niagara Wheatfield Central School District** employs a trained School Resource Officer. A district-wide monitoring policy routinely utilizes existing staff to maintain a presence in hallways during passing times, maintain a presence in school parking lots at the beginning and end of school days, maintain a presence at building entrances at the beginning and end of school days, and maintain a presence at any other strategically advantageous points to observe traffic flow. Staff receives no additional training for these duties.

School Resource Information

Each **Building-Level Emergency Management Operations Plan** includes the following information:

1. School population
2. Number of staff
3. Transportation needs
4. Business telephone numbers of key officials of each educational agency
5. Identification of district resources available (emergency supplies, trained staff, etc..)

The **Building-Level School Safety Teams** ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

The **Niagara Wheatfield Central School District** will:

- Facilitate training for staff and students on specific policies regarding reporting of threats and conflicts, weapons, appropriate clothing and the clearly defined roles. Responsibilities of all persons involved in the school setting.

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

1. Information may be made available to parents / guardians on how to identify potentially violent behavior.
2. If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.
3. Interpersonal violence prevention education package will be taught as appropriate.
4. The District Superintendent will set specific time for the building principal(s) in conjunction with the **Niagara Wheatfield Central School District Professional Development Plan** to organize activities of particular concern.

Hazard Identification of Sites of Potential Emergencies

The **Niagara Wheatfield Central School District** has established procedures in the **Building-Level Emergency Management Operations Plan** for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

Areas of Potential Emergencies – On Site:

- High School**
- Edward Town Middle School**
- Errick Road Elementary School**
- Colonial Village Elementary School**
- Tuscarora Indian Elementary School**
- West Street Elementary School**
- Athletic Field Concession Stand**
- Athletic Fields / Playground Areas**
- Transportation Garage**
- Bergholz Administration Building**

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the section labeled **School Building Information** in the **Building-Level Emergency Management Operations Plan**.

For Areas at Risk – Off Site: emergencies will be handled by the **Niagara County Emergency Management** procedures.

For detailed **Situational Response Guidelines** refer to sections labeled: **Criminal Offenses, Natural Hazards, Technological Hazards, Fire & Explosion, Systems Failure, Medical Emergencies, School Resource Information, and Transportation Information** in the **Building-Level Emergency Management Operations Plan**.

RESPONSE

Notification and Activation

Internal Communications

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in **Building-Level Emergency Management Operations Plan**.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

A generic procedure for response to an emergency, and/or to obtain assistance from local authorities/government is:

- Incident Commander calls 911
- Incident Commander provides 911 with specific information (type of emergency, location, numbers of people affected, directions, etc.)
- Local agencies (police, fire, ambulance) respond first.
- Local agencies that respond will contact county, state, and federal officials if necessary, or if a disaster is declared will invoke Article 2-B.
- Post incident response coordinated through local and county agencies (Red Cross, United Way agencies, mental health resources).

Notification of Educational Agencies

In the event of an emergency or disaster within the **Niagara Wheatfield Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

Orleans/Niagara BOCES
4232 Shelby Basin Road
Medina New York 14103
Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Niagara Wheatfield Central School District**. Building principals and/or Committee on Special Education will retain this listing.

The Building-Level Emergency Management Operations Plan also details the appropriate responses for the following:

- Identification of the decision makers
- Determination of threat level
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify media
- Debriefing procedures

External Communications

Procedure for contacting parents/guardians in the event of a violent incident or early dismissal.

Violent Incident

1. Parents/Guardians will receive information regarding a threat or act of violence as soon as practical. This information will be limited to information that the school is legally permitted to disclose.
2. Parents/Guardians will receive this information via a memo sent home with students and/or a message sent on the District's messaging service.

Early Dismissal

1. Superintendent will determine need for early dismissal after consultation with proper personnel and/or agencies.
2. Transportation personnel will be notified.
3. District Administrators and Central Office personnel are notified.
4. Staff and students are notified.
5. Parents/Guardians are notified via local radio and television stations and the District's messaging service.

Response Protocols

Response to Emergency Situations: School Closing/Cancellation, Early Dismissal, Bomb Threats, Hostage Taking / Kidnapping, and Intrusion

School Closing/Cancellation

School closing/cancellation can be weather related, building system malfunction or a local area emergency. Emergency school closing/cancellation information will be broadcast over local radio and television stations as early in the morning as possible.

1. Superintendent will make weather related closing/cancellation determination after consultation with other school superintendents, the **Director of Facilities and Operations and the Director of Transportation**.
2. Superintendent or designee will contact local radio and television stations.
3. Superintendent will initiate administrative phone tree. Building administrators will initiate building phone tree.

Early Dismissal

Occasionally it is necessary to close school early in the day due to changing weather conditions or building system malfunctions or other emergencies. District plan is to dismiss the Middle/High School students first, then the Elementary students. The District realizes that some parents may not be home at such times and therefore suggest that neighbors be alerted to this early dismissal potential.

1. Superintendent will determine need for early dismissal after consultation with proper personnel and/or agencies.
2. Transportation personnel are notified.
3. District Administrators and Central office personnel are notified.
4. Staff and students are notified.
5. Parents/Guardians are notified via local radio and television stations and the District's messaging service.

Responding to Bomb Threats

Action		Responsible Individual
Telephone/Verbal	Written	
<ul style="list-style-type: none"> Upon receiving threat immediately notify Building Principal or designee 	<ul style="list-style-type: none"> Upon receiving threat immediately notify Building Principal or designee 	<ul style="list-style-type: none"> Call Recipient
<ul style="list-style-type: none"> Obtain as much information as possible and record on Bomb Threat Response Form 		<ul style="list-style-type: none"> Call Recipient
<ul style="list-style-type: none"> Contact Law Enforcement 	<ul style="list-style-type: none"> Contact Law Enforcement 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> Notify Superintendent 	<ul style="list-style-type: none"> Notify Superintendent 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> Meet Law Enforcement 	<ul style="list-style-type: none"> Meet Law Enforcement 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> Refrain from using two-way radios 	<ul style="list-style-type: none"> Refrain from using two-way radios 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> Activate Emergency Response Team 	<ul style="list-style-type: none"> Activate Emergency Response Team 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> Instruct staff/students to remain where they are and wait further instructions 	<ul style="list-style-type: none"> Instruct staff/students to remain where they are and wait further instructions 	<ul style="list-style-type: none"> Building Principal/Designee
<ul style="list-style-type: none"> In conjunction with law enforcement, a unified decision regarding evacuation, early dismissal or continuation of normal activities shall be made 	<ul style="list-style-type: none"> In conjunction with law enforcement, a unified decision regarding evacuation, early dismissal or continuation of normal activities shall be made 	<ul style="list-style-type: none"> Superintendent/ Building Principal/ Law Enforcement

Responding to Hostage Taking / Kidnapping

Action	Responsible Individual
<ul style="list-style-type: none"> Identify situation 	<ul style="list-style-type: none"> First person on scene
<ul style="list-style-type: none"> Notify Building Principal 	<ul style="list-style-type: none"> First person on scene/Other staff
<ul style="list-style-type: none"> Contact Law Enforcement 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> Notify Superintendent 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> Meet Law Enforcement 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> Notify Staff/Students/Spouse 	<ul style="list-style-type: none"> Building Principal/Superintendent
<ul style="list-style-type: none"> In conjunction with law enforcement, a unified decision regarding evacuation, early dismissal or continuation of normal activities shall be made 	<ul style="list-style-type: none"> Superintendent/Building Principal/ Law Enforcement

Responding to Intrusion

Action	Responsible Individual
<ul style="list-style-type: none"> Identify intruder 	<ul style="list-style-type: none"> First person on scene
<ul style="list-style-type: none"> Notify Building Principal 	<ul style="list-style-type: none"> First person on scene/Other staff
<ul style="list-style-type: none"> Contact Law Enforcement 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> If threat exists initiate lockdown 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> Notify Superintendent 	<ul style="list-style-type: none"> Building Principal
<ul style="list-style-type: none"> Meet Law Enforcement 	<ul style="list-style-type: none"> Building Principal/Superintendent
<ul style="list-style-type: none"> In conjunction with law enforcement, a unified decision regarding evacuation or continued lockdown shall be made 	<ul style="list-style-type: none"> Superintendent/Building Principal/ Law Enforcement

Situational Responses

Multi - Hazard Responses

The district's multi-hazard response plans for taking actions in the following emergencies are included in the **Building-Level Emergency Management Operations Plan**. They are as follows:

Criminal Offenses

- Bomb Threat
 - Written Threats
 - Telephone / Verbal Threats
 - Suspicious Packages
 - Outside Facility
 - Evacuation for Bomb Threat
 - Shelter in Place for Bomb Threat
 - Bomb Threat Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student with a Weapon on Campus
- School Shooting
- Suicide Threat
- Missing Student/Child Protocol

Natural Hazards

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

Technological Hazards

- Mail Handling Protocol
- Anthrax / Biological Threat On-Site
- Biological Threat Off-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Hazardous Material Incident – On Site
- Hazardous Material Incident – Off Site
- Radiological Incident
- Water Emergency

Explosion and Fire

- Explosion / Fire Emergency

Systems Failure

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Energy Supply Loss / Utility Restrictions
- Heating System Failure
- Sewage System Failure
- Transportation Fleet Loss
- Fire Alarm or Phone System Failure

Medical Emergencies

- School Bus Accident (Off-Site)
- Epidemic / Human Disease

Acts of Violence

The **Niagara Wheatfield Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The **Building-Level Emergency Management Operations Plan and Code of Conduct** details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform building principal of implied or direct threat
- Determine level of threat with District Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

Niagara County: 911 or 716-438-3171

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Niagara County: 911 or 716-438-3171

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but no limited to:

Red Cross	NYS Dept. of Environ. Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other
St. Johnsburg - Chief Gary Ziomek	716-957-0800
Lewiston #2 - Chief William Senik	716-298-5353, cell 716-870-6634
Sanborn - Chief Rob Hoover	716-570-6078

District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the **Building-Level Emergency Management Operations Plan** as deemed appropriate by the Incident Commander. Specific resources are identified in the **Building-Level Emergency Management Operations Plan**.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the **Building-Level Emergency Management Operations Plan**.

Protective Action Options

Depending on the emergency, response actions may include school cancellation, early dismissal, evacuation, and sheltering. Elements to be considered for these actions include:

- School cancellation
- Early dismissal
- Evacuation
- Sheltering – On Site & Off Site

Refer to detailed response action guidelines in the **Building-Level Emergency Management Operations Plan**.

RECOVERY

District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

- Step 1: Consult with administrators and others to:
 - Determine advisability of team involvement
 - Determine nature of team involvement
 - If team is needed, acquire release from currently assigned responsibility
 - Inform Superintendent of nature of incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)
- Step 4: Assist building administrator in the following:
 - Arrange for staff meeting
 - Formulate staff meeting agenda
 - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
 - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)
- Step 5: Assignment of team members and other staff to individual tasks

- Step 6: Provide Crisis Team Services
- Conduct faculty meeting with all building staff
 - Provide educational information to teachers to be used in class
 - Conduct classroom meetings with Team member and teacher in seriously affected classes
 - Assess needs and arrange for follow-up meetings with individuals and small groups
 - End of day staff meeting to update staff and administrator and plan for next day
 - Crisis Team “debriefing” at the end of day
 - Provide substitutes and aides as back-up staff for teachers
 - Offer a separate room for parent contact, if necessary
 - Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions
- Remind staff about “Teachable Moments”
- Death and grief education
 - Personal safety
 - Sorting rumor from fact
 - Anatomy of the injury (e.g., what type, extent, what it means)
- Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents
- Step 8: Follow-up plans for ending Crisis Team involvement
- Staff meeting
 - Alert staff to individual staff questions and needs
 - Respond to individual staff questions and needs
 - Provide feedback to teachers regarding individual student needs referral of literature
 - Refer students and others to appropriate building personnel or other helping resources in the community
 - Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident
 - Complete incident report and submit to Superintendent of Schools

Disaster Mental Health Services

The District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type emergency/disaster
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and family
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover

CHAIN OF COMMAND

The **Superintendent of Niagara Wheatfield Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools

Mr. Daniel Ljiljanich	Office (primary):	215-3002
	Office (secondary):	215-3003

In the event the School Superintendent is not available, the response action designation responsibility shall be delegated as follows:

School Business Executive

Mrs. Allison Davis	Office (primary):	215-3022
	Office (secondary):	215-3024

Director of Facilities and Operations

Mr. Cono Sammarco	Office (primary):	215-3220
	Office (secondary):	215-3221

Director of Special Programs

Mr. Patrick Canfield	Office (primary):	215-3017
	Office (secondary):	215-3016

High School Principal

Mr. Michael Mann	Office (primary):	215-3111
	Office (secondary):	215-3112

Director of Transportation

Mrs. Leslie Buczkowski	Office:	215-3139
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BUILDING ADMINISTRATION AND HEALTH SERVICE REPRESENTATIVE

High School Principal

Mr. Michael Mann

Office: 215-3111

High School Assistant Principal

Mr. James Campbell

Office: 215-3147

High School Assistant Principal

Mr. Paul Galgovich

Office: 215-3110

Edward Town Middle School Principal

TBD

Office: 215-3161

Edward Town Middle School Assistant Principal

Mr. Jordan Schmidt

Office: 215-3651

Colonial Village Elementary School Principal

Ms. Marissa Vuich

Office: 215-3272

Errick Road Elementary School Principal

Mrs. Nora O'Bryan

Office: 215-3244

Errick Road Elementary School Assistant Principal

Ms. Maria Zawistowski

Office: 215-3242

Tuscarora Indian Elementary School Principal

Ms. Liz Corieri

Office: 215-3670 or 215-3671

West Street Elementary School Principal

Mr. Theron Mong

Office: 215-3202

**BUILDING ADMINISTRATION
AND
HEALTH SERVICE REPRESENTATIVE
- CONTINUED -**

School Physicians - Employees

Occupational Health Center
Niagara Falls Memorial Medical Center
621 10th Street
Niagara Falls, NY 14302
Phone: 278-4621

Sports

Niagara Falls Memorial Medical Center
621 Tenth Street
Niagara Falls, NY 14302

Mandated: Students

Summit Pediatrics
6937 Williams Road
Phone: 716-298-4454

INCIDENT COMMAND POSTS

Incident Command Post (ICP) – the location from which the Incident Commander oversees all incident operations. There is only one ICP for each incident or event. Every incident or event must have some form of an Incident Command Post. Alternate command post locations are used when the primary locations are compromised for any reason or the incident dictates otherwise.

<u>School</u>	<u>Primary Command Post</u>	<u>Alternate Command Post</u>
Bergholz Administration	Main Office	Nurse's Office
Colonial Village Elementary	Main Office	Nurse's Office
Edward Town Middle	Main Office	Nurse's Office
Errick Road Elementary	Main Office	Nurse's Office
High School	Main Office	Nurse's Office
Tuscarora Indian Elementary	Main Office	Nurse's Office
West Street Elementary	Main Office	Nurse's Office

EMERGENCY OPERATIONS CENTER

Emergency Operations Center – The facility that serves as a central location for the coordination and control of all emergency preparedness and response.

EMERGENCY OPERATIONS CENTER - LOCATIONS

Primary	Main Office of each Building
Alternate	Nurse's Office of each Building

OFF SITE

High School/Middle School
 Colonial Village and Tuscarora
 West Street
 Errick Road

Sanborn Fire Hall
 Lewiston #2 Fire Hall
 Sanborn Fire Hall
 Saint Johnsbury

Or as designated by the Niagara County
 Emergency Management Director or
 Niagara County Sheriff Department

DUTIES OF DISTRICT INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC) - Mr. Daniel Ljiljanich	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander - Mrs. Allison Davis	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.
Safety Officer - Mr. Cono Sammarco	Has overall responsibility for incident safety. Is empowered to either Stop Incident Operations, Alter Incident Operations, or Suspend Incident Operations based on Safety Hazards/Risks.
Public Information Officer (P.I.O.) - Mr. Daniel Ljiljanich	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency response personnel and public information officer at press briefings. <u>All</u> media contact will be through this individual.
Liaison Officer - Mr. Daniel Ljiljanich	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer - Building Principal(s)	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer - Mr. Cono Sammarco	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 - Mrs. Allison Davis	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

EMERGENCY RESPONSE ACTIONS

Law enforcement officials and/or emergency response personnel (via 911) will be contacted by the Incident Commander, Building Principal or Designee in line with the Building-Level Emergency Management Operations Plan and will be requested based upon the “closest response agency” concept to ensure that the response to the incident is as rapid as possible. The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies.

Notification and Activation

- The following systems can be included as forms of communications

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

- Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol.
- In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate response action.

Emergency Responses

The following procedures have been developed for the safety of students, staff and visitors to the school in the event of a serious incident.

1. LOCKDOWN

There may be times when it is necessary to **LOCKDOWN** a building in the event of a hostile criminal act within a building such as an armed intruder(s), the use of a weapon, etc. A **LOCKDOWN** is the response to the “worst-case scenario”. The Building Principal or Designee may initiate a **LOCKDOWN** based upon an actual or implied threat or violent event. All district staff members shall be trained in the procedures specific to their job duties. A **LOCKDOWN** must be executed with appropriate urgency and seriousness during training and an actual event. (See Lockdown – Quick Guide)

2. LOCKOUT

A **LOCKOUT** is a response to an actual or potential threat from outside the school building. The threat may be an escaped fugitive, custodial interference, or law enforcement event in the neighborhood. When a Building Principal or Designee issues a **LOCKOUT**, all activities within the school remain normal with the exception of outside activities (i.e. P.E. class). All exterior doors and windows will be locked. Entry to the building will be gained through one monitored door only. Some buildings may incorporate a **LOCKOUT** as a daily activity. (See Lockout – Quick Guide)

3. SHELTER IN PLACE

There may be times when it is necessary to move some or all of the school population to a single or multiple locations within a school building. In most cases, a **SHELTER IN PLACE** is done when there is a threat of or actual weather related incident or a bomb threat. (See Shelter in Place – Quick Guide)

4. EARLY DISMISSAL

An **EARLY DISMISSAL** is just that. An **EARLY DISMISSAL** can be weather related, building equipment failure, or energy supply failure. An **EARLY DISMISSAL** does not justify the urgency of an evacuation.

5. EVACUATION

In the event that a building or buildings need to be evacuated, the Building Principal(s) or Designee(s) will issue that directive via the public address system. **EVACUATION** of the building(s) will be accomplished by using the emergency fire evacuation routes. **EVACUATION** will be to a pre-determined or announced location. At the pre-determined or announced location, accountability checks will be taken; students/staff/visitors shall standby for additional instruction from administration and or law enforcement.

6. EMERGENCY EVACUATION PROCEDURES / SITES

If evacuation is necessary:

ALL SCHOOLS and/or AFFECTED SCHOOL:

Building(s) will be locked down.
NO ONE will be allowed to enter.

HIGH SCHOOL/MIDDLE SCHOOL: All students and all building personnel will walk to the bus garage parking lot. Transportation personnel will direct loading onto buses. Maintenance personnel will guard/block campus roadways. All available Commercial Drivers License holders will be contacted to operate the buses. **If a situation affects a single building ONLY**, building occupants shall be transported to the other district facilities. **If a situation affects multiple locations**, building occupants shall be transported to the following locations:

American Legion Post 1451
6525 Ward Road
Sanborn, NY 14132
Post: 731-4712

Adam Fire Hall
7113 Nash Road
North Tonawanda, NY 14120

Cambria Fire Hall
4631 Cambria Wilson Road
Lockport, NY 14094

Pekin Fire Hall
3024 Upper Mountain Road
Sanborn, NY 14132

Niagara Active Hose

Shawnee Fire Hall

**6010 Lockport Road
Niagara Falls, NY 14305**

**West Street Elementary
Sanborn Fire Hall
5811 Buffalo Street
Sanborn, NY 14132**

**3747 Lockport Road
Sanborn, NY 14132**

**Colonial Village - Tuscarora Elem.
Lewiston #2 Fire Hall
1705 Saunders Settlement Road
Niagara Falls, NY 14304**

**Erick Road Elementary
St. Johnsburg Fire Hall
7165 Ward Road
North Tonawanda, NY 14120**

Teachers will take attendance immediately upon arrival at the evacuation site and report any absentees to the Building Principal.

***** These are secondary shelters. If a single building evacuation is necessary, other district facilities will be used first.**

7. EVACUATION OF PERSONS WITH SPECIAL NEEDS

It is the responsibility of the Superintendent of Schools, School Administrators, Building Principals, and the School Nurse to develop and implement an emergency evacuation plan for persons with disabilities.

The plan shall include:

- a) pre-plan for use of ramps
- b) designation of staging area where persons with disabilities are to be taken promptly for safe exit
- c) training of staff in the following activities:
 - lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
 - planning for the notification of deaf students
 - checking lavatories and special education areas
 - inclusion of persons with disabilities in all emergency drills
 - medical needs requiring specific procedures

Other Response Actions

8. IMPLIED OR DIRECT THREATS OF VIOLENCE – SEE APPENDIX A

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

9. ACTS OF VIOLENCE – SEE APPENDIX B

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

10. MEDIA NOTIFICATION PLAN – SEE APPENDIX C

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

11. PARENT/GUARDIAN NOTIFICATION PLAN – SEE APPENDIX D

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parent/guardian during an emergency.

12. POST INCIDENT RESPONSE / RECOVERY – SEE APPENDIX E

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress De-briefing teams and how to utilize them.

13. SECURITY OF CRIME SCENE – SEE APPENDIX F

- The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

14. EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS - SEE APPENDIX G

- This appendix is a school specific procedure for students with special needs during an emergency situation.

15. VIOLENT AND DISRUPTIVE INCIDENT REPORT - VADIR

- All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

LOCKDOWN – QUICK GUIDE

- Call 911 and notify law enforcement of the situation.
- **LOCKDOWN** will be announced by intercom, public address system etc. **DO NOT USE CODES.**
- **IMMEDIATELY** gather students from hallways into classrooms or offices if possible. This includes common areas and restrooms immediately adjacent to classrooms.
- **LOCK** classroom door(s) and have students take a seated position on the floor next to a wall out of view from the door window. **STAY OUT OF SIGHT.**
- **DO NOT COVER WINDOWS.**
- **LEAVE THE WINDOW BLINDS AND LIGHTS** as they are.
- No one should be allowed to enter or exit any classroom or office once the door is closed and locked under any circumstances, unless directed by law enforcement.
- Document and attend to any injuries if possible.
- Silence shall be maintained during the lockdown. Use district policy to perform accountability check.
- **DO NOT ANSWER CLASSROOM TELEPHONE.**
- **DO NOT RESPOND TO A FIRE ALARM UNLESS IMMINENT SIGNS OF FIRE ARE OBSERVED. DOING SO COULD COMPROMISE THE SAFETY OF THOSE ALREADY SECURED.**
- Evacuation is initiated by law enforcement personnel and follow directions exactly as they are given to minimize exposure to dangerous situations.
- Be prepared to be escorted by law enforcement personnel and treated possibly as hostile individual(s).
- **LOCKDOWN WILL END ONLY WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM BY LAW ENFORCEMENT OR OTHER AUTHORITY.**
- When “all clear” is issued by law enforcement personnel and school district administrators, conduct accountability checks for students/staff/visitors.
- Resume normal operations or initiate Post – Incident Response Procedures as needed.

LOCKOUT – QUICK GUIDE

- **LOCKOUT** will be announced by intercom, public address system etc. **DO NOT USE CODES.**
- If a school building(s) is in a **LOCKOUT** because they were notified by law enforcement of a local situation, there is no need to call 911.
- If the school building(s) is initiating the **LOCKOUT**, 911 should be notified.
- **LOCK ALL EXTERIOR DOORS AND WINDOWS.**
- **ALL OUTSIDE ACTIVITIES ARE TERMINATED.** All individuals shall return immediately to the building.
- Entry to the building will be gained through one monitored door.
- Classes within the building continue as normal.
- **LOCKOUT** is lifted when the external threat is resolved.

SHELTER IN PLACE – QUICK GUIDE

Weather Related Situation/Hazardous Material Incident:

- Based on information provided, the Building Principal or Designee shall determine which interior location(s) shall be utilized.
- The Building Principal or Designee shall notify all building occupants using the public address system that they will be moving to the selected area(s) in the building.
- Building occupants will remain in the selected areas until weather emergency/hazardous material incident has terminated.

Specific and Non-Specific Bomb Threats:

- Law enforcement shall be notified.
- Activate the **Emergency Response Team** and instruct them to **SCAN COMMON AREAS** for anything unusual.
- Announce **SHELTER IN PLACE**. Instruct everyone to remain where they are and wait for further instructions.
- If no device is found, the Building Principal or Designee in conjunction with law enforcement shall make a unified decision regarding continuation of normal activities, **EVACUATION**, or **EARLY DISMISSAL**.
- If a device is found, the Building Principal or Designee in conjunction with law enforcement shall make a unified decision regarding the need to evacuate the building or move the building population to an internal location or hold students/staff/visitors in classrooms.

EMERGENCY RESOURCE INFORMATION

Local Emergency Numbers:

Dispatcher	911
Sheriff	911
State Police	911
Ambulance	911
Fire	911
Town of Lewiston Police	754-8477 or 911

Local Numbers:

Wheatfield Highway Department	692-3508
Wheatfield Water Department	693-4262
Wheatfield Sewer Department	692-3510
Lewiston Water Department	754-8213
Lewiston Highway Department	754-8218

County Numbers:

Niagara County Emergency Services Director	438-3171
Niagara County Fire Control Center (Dispatch)	911 or 433-4482
Niagara County Sheriff Department	911 or 438-3393
Niagara County Public Works Department - Highway Division	439-7360
- after 5:00 pm/weekends/holidays	439-7365
NYS DOT Service Request	438-2012
- Nights, Weekends, and Holidays	847-3253

State Numbers:

New York State Police	911 or 297-0756
NYSDEC Region 9 Niagara County	851-7200 or 851-7000
Spill Hotline – NYSDEC 24 Hour	1-800-457-7362

Hospital and Medical Numbers:

Mt. St. Mary's Hospital	297-4800
Niagara Falls Memorial Medical Center	278-4000
DeGraff Memorial Hospital	694-4500
Eastern Niagara Hospital - Lockport Site	514-5700
Niagara County Health Department - Environmental	439-7444
- Administration	439-7430
American Red Cross	716-886-7500
Poison Control Center	1-800-222-1222

- CONTINUED -

EMERGENCY RESOURCE INFORMATION

Other:

New York State Police Suspected Terrorist Hotline	1-866-723-3697
Chemtrec (24 Hours)	1-800-424-9300
EPA Pesticide Service Center	1-800-858-7378
National Response Center - Oil & Toxic Chemical Spill	1-800-424-8802
National Weather Service	716-565-0204
Federal Aviation Administration (DOT)	718-553-3100

Utilities:

National Grid		
- Electric Outage		1-800-867-5222
- Gas Odor		1-800-892-2345
New York State Electric and Gas		
- Electric Outage		1-800-572-1131
- Gas Odor		1-800-572-1121
National Fuel Gas		1-800-444-3130
Verizon	Business Repair	1-800-837-4966

School or Emergency Closings:

Television Stations: WGRZ Channel 2 1-877-947-9882

WIVB Channel 4 879-4827

WKBW Channel 7 845-0081

Radio Stations: WGR 550 AM 842-2221

WBEN 930 AM 832-3012

WLVL 1340 AM 433-5944

WYRK 106.5 FM 856-3554

BOCES Safety Risk Management Numbers:

Office	716-731-6800, Ext. 2240
Leon Szczerbinski	Ext. 2244
Kevin Czaja	Ext. 2242
Paul Nawotka	Ext. 2241

Superintendent of Buildings and Grounds and Safety Director:

Daniel Connolly 716-731-6800, Ext. 2221

APPENDIX A

IMPLIED OR DIRECT THREATS OF VIOLENCE

The purpose of this policy is to provide a mechanism to assure those threats of violence in a school environment are addressed, whenever possible, before they occur. The policy is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out.

NOTE: This policy is applicable during any school-sponsored event or function, whether the event or function be on school property or not.

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. **The threatened act of violence may be on another individual, individuals, or themselves.**

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.

3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Immediately report the threat to a Building Principal or Designee.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
 - Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
 - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

5. The designated law enforcement officer or administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.

6. Once the assessment is complete, law enforcement and administrators shall convene privately to discuss the threat and consider options for follow-up action.
 - A. If it is agreed the threat is credible:
 1. The law enforcement officer shall immediately follow standard operating procedures (SOP) as the situation dictates.
 2. The school administrator shall take administrative action in accordance with School Board policy.

APPENDIX B

ACTS OF VIOLENCE

The Board of Education recognizes the danger that violent acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such an act.

A violent act shall mean an offense against property or involving danger to another person, including oneself.

The Board prohibits any district student from committing violent acts directed at any student, employee, Board member, community member, school building or property.

The Board directs the Superintendent of Schools to react promptly and appropriately to information and knowledge concerning a possible or actual violent act.

The Superintendent of Schools shall be responsible for developing appropriate and necessary administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the Building Principal regarding any information or knowledge relevant to a possible or actual act. The Building Principal shall immediately inform the Superintendent of Schools after receiving a report of such act.

When an administrator has evidence that a violent act has been committed, the following guidelines shall be applied:

1. The threat level will be determined.
2. If the situation warrants, the immediate area will be isolated and evacuated if deemed appropriate.
3. Administration will be notified.
4. If necessary, LOCKDOWN procedure will be initiated and appropriate law enforcement officials will be notified.
5. Situation will be monitored and the appropriate response will be adjusted accordingly. If necessary EARLY DISMISSAL, SHELTER IN PLACE, or EVACUATION procedures may be initiated.

APPENDIX C

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 should assign, in advance, a staff member 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 Superintendent of Schools 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 response personnel, 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, law enforcement, and emergency response personnel have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parent/guardian 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 law enforcement should coordinate this announcement through the school district spokesman and the Superintendent of Schools so necessary steps can be taken by the school to prepare the staff, students, and parent/guardian.**

Tips for the P.I.O.

- **Ensure all media inquires 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 emergency response personnel 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.**

APPENDIX D

PARENT/GUARDIAN NOTIFICATION PLAN

- Utilize telephone notification systems (i.e. School Connects and Connect Ed) or television / radio media to notify parent/guardian 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 parent/guardian 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. Law enforcement and emergency response personnel representatives 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 parent/guardian 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.

- **Confidentiality and privacy issues regarding the identity of victims and individuals involved must be monitored closely to prevent unauthorized disclosure of information. This will also maintain some privacy for the family members of victims and others involved in the incident.**
- **Periodic updates should be given to keep parent/guardian apprised of the situation and help reduce the potential for them to become unnecessarily alarmed.**
- **One person should be releasing the information to ensure there is no circumventing of authorized channels.**

APPENDIX E

POST INCIDENT RESPONSE / RECOVERY

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

- Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.
- Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.
- When necessary affected persons will be educated about the legal process and its requirements.
- A designated person will maintain contact with the law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.
- Define Post Incident Response and Recovery Team in Building-Level Safety Plan

Post Incident Response

- ◆ Disseminate facts and information using an established communication process.
- ◆ Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- ◆ Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- ◆ Initiate established counseling and mediation services.

- ◆ **Complete Incident Report and submit to Superintendent of Schools**
- ◆ **Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration and mediation services to violence prone students/groups and to potential victims of violent actions.**
- ◆ **Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan. A site level team, composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff.**

Site Level Post-Incident Response Team

- **Be very visible and accessible during the aftermath of a crisis.**
- **Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:**
 - ◆ **Conducting staff information and debriefing meetings.**
 - ◆ **Coordinating communication between parent/guardian, students, staff, district personnel, media, and the community.**
 - ◆ **Deciding which classroom activities will work best in the days immediately following the crisis.**
 - ◆ **Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.**
- **Provide referral services for victims and offenders.**

RECOVERY PLAN

At the inclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

Orleans/Niagara BOCES Counseling Services

Contact: Mrs. Paulette Hamilton

Work: 716-731-6800, ext. 4272

Home: 716-523-1741

Niagara County Mental Health

Contact: Mr. Mike White or Mr. Timothy Deeks

716-439-7410

After normal business hours and weekends contact the 24 hour emergency line at

716-285-3515

Orleans County Mental Health

Contact: Mr. Mark O'Brien:

585-589-3260, ext. 3292

After normal business hours call the Orleans County Sheriff's Department

585-589-5527

Request mental health worker on duty - give the information.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- A simple script teachers can read to students
- Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services

Currently the Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- Dispel rumors about incident and any student/staff involved

- Provide parent/guardian with information on where they can receive status updates without calling the district
 - District web site
 - TV and radio stations listed in Parent Brochure
- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes
- Provide parent/guardian staff, and students with information about counseling services that is available to them and their families
- Provide parent/guardian with handouts on symptoms for depression and other mental health issues that students and family members may experience

Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place.

Victim Support Program: Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.

Periodically check on feelings, attitudes, and behaviors associated with the incident.

Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.

Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so.

The suggested term for a team member is two (2) years, beginning and ending with the calendar year.

APPENDIX F

SECURITY OF CRIME SCENE

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve from being disturbed or destroyed.

- Initial security at the scene is the responsibility of the Building Principal or Designee until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

School Crime Scene Management

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence. Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination.

Therefore, before the professionals arrive, it is paramount that the crime scene remain as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence.

The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.)

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival.

The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

Respond

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? The school's Emergency Response Team should be calling 911 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Law enforcement will adjust the perimeter if they need to.

Protect

- Safe guard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 if not already called or there.

Document

- Take good notes - Such as: time, date, people at scene, weather, doors open or closed, lights on or off and position of furniture.
- Be prepared to provide your notes and information to law enforcement.

APPENDIX G

EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

In order to ensure the safety of our students with special needs and the school district staff, the following procedures must be followed in the event of an emergency and during all emergency drills.

- With regard to a multi-level building, the student(s) on the ground floor will be escorted out of the building by designated personnel to a pre-determined location.
- With regard to a multi-level building, the student(s) above the ground floor will be escorted by designated personnel to a pre-determined location on that floor. The student(s) and staff will then be escorted out of the building by fire department personnel. In the event that the primary pre-determined location is obstructed, the student(s) will be escorted to an alternative pre-determined location, then escorted out of the building by fire department personnel.

ELEVATORS MUST NOT BE USED DURING EMERGENCY PROCEDURES!

Building Principals, in cooperation with the Committee on Special Education Chairperson will:

- Identify probable areas that are easily accessible to fire personnel
- Select interior and exterior locations, and notify Fire Department Chief and appropriate school district staff
- Designate appropriate staff, which should include: personal care aide(s), guidance counselors, and school psychologists
- Insure that designated staff have access (keys) to pre-determined locations
- Explain in detail the emergency procedures to staff and students

Personal Care Aides:

- **Must be able to identify and locate appropriate safety areas pre-determined by the Building Principal**
- **Must, at all times, have access (keys if needed) to pre-determined locations**
- **Must remain with student at all times**

Designated Personnel (school counselors, school psychologist, or support staff):

- **Must be able to identify and locate appropriate safety areas pre-determined by Building Principal**
- **Must be familiar with student's current schedule**
- **Must remain with student at all times**