

**WILLIAMSVILLE CENTRAL SCHOOL
DISTRICT**

DISTRICT WIDE SAFETY PLAN

2018-2019

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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. PURPOSE

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Williamsville Central School District Board of Education, the Superintendent of Williamsville 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.

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

The Williamsville Central School District has created a District-Wide School Safety Team consisting of the following members:

<u>NAME</u>	<u>BUILDING</u>	<u>POSITION</u>
Thomas Maturski	Administration	Asst. Supt., Finance & Mgmt.
Anna Cieri	Administration	Asst. Supt., Except. Ed., Student Svc.
Keith Langlotz	Administration	Director of Facilities
TBA	South High	
Pompea Disanto	Mill Middle	Social Worker
Pete Campana	Forest	Head Custodian
Charles Smilich	Dodge	Principal
Teresa Kacmarski	Maple East	Administrative Assistant
Ronald Perry	Heim Elementary	Administrative Assistant
Karen Brzycki	Heim Middle	Asst. Principal
Mark Warner	Maple West	Social Worker
Brian Swatland	North High	Asst. Principal
Rebecca Skinner	Country Pkwy.	Teacher
Barbara Sanchez	Casey Middle	Teacher
Anthony Scanzuso	East High	Principal
Bill Bohlen	Transit Middle	Asst. Principal
Rosemary Spano	AIM	Teacher Aide
Graham Violino	Bus Garage	Transportation Supervisor
Bob Barreca	Parent	Parent Representative
Dennis Kwaczala	Erie 1 BOCES	Safety Risk Senior Coordinator
Adam Kneis	Erie 1 BOCES	Safety Risk Coordinator

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan guided 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 be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

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 will 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 will be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans are confidential and will 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

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A. Identification of Sites of Potential Emergency

The following School Safety Audit Check List will be used annually by the individual building Safety Committee to assess safety and security strengths and weaknesses in each Williamsville Central School District school.

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

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

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

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

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

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

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

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

SCHOOL SAFETY AUDIT CHECK LIST

Date: _____

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

Yes	Improve	No	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 WILLIAMSVILLE CENTRAL SCHOOL DISTRICT 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 WILL 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. SITES OF POTENTIAL EMERGENCIES IDENTIFIED IN THE
WILLIAMSVILLE CENTRAL SCHOOL DISTRICT****LOCATIONS*****OFF-SITE***

BUILDING	SITE	MATERIAL

ON-SITE

BUILDING	SITE	MATERIAL

- B. WILLIAMSVILLE CENTRAL SCHOOL DISTRICT HAS PLANS INPLACE FOR TAKING ACTIONS IN RESPONSE TO ALL EMERGENCIES 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 using the district's rapid notification system, social media channels, and broadcast media.

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

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

STATION

WBEN WKSE WTSS
WNED-AM
WKBW-TV – CH. 7
WGRZ-TV – CH. 2
WIVB-TV – CH. 4
Spectrum Cable News

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 or superintendent's designee.

1. Contact the 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.

These Items will be considered in the event of an 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 will be used.

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

SHELTER IN PLACE

Purpose

A Shelter-in-Place are courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter-in-Place

- **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter-In-Place

The Building Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.

Notify all concerned parties when the Shelter-in-Place is lifted.

HOLD-IN-PLACE

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Actions

Initiate Hold-in-Place

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.

All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

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.
- **Silence** all cell phones.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.**

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.

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

EACH WILLIAMSVILLE SCHOOL, IF EVACUATION IS NECESSARY, WILL IDENTIFY THE SITES TO BE USED:

FF-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

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT FACILITIES AGREEMENTS

STATEMENT

Williamsville Central 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, Amherst 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.

The Agreement Memorandum with the American Red Cross is on file in the Office of the Assistant Superintendent for Finance and Management Services.

Williamsville Central School District

AGREEMENT

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

Facility Name

Hereby agrees that its facilities located at:

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

In consideration for the granting of such permission, the Williamsville Central 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. DISTRICT RESOURCES

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT ENROLLMENT/STAFF FOR 2018-2019

SCHOOL	GRADES	# STUDENTS	# ADMIN.	#TCHR/ STAFF/CUST
Country Parkway Elem.				
Dodge Elementary				
Forest Elementary				
Heim Elementary				
Maple East Elementary				
Maple West Elementary				
Casey Middle				
Heim Middle				
Mill Middle				
Transit Middle				
Williamsville East H.S.				
Williamsville North H.S.				
Williamsville South H.S.				

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Dr. Scott G. Martzloff	626-8005
<i>President, Board of Education:</i>	Mr. Shawn P. Lemay	
<i>Assistant Superintendent:</i>	Dr. Anna Cieri Thomas Maturski Dr. Marie Balen Dr. John McKenna	626-8061 626-8012 626-8030 626-8051
<i>Vice President, Board of Education</i>	Mrs. Teresa Anne Leatherbarrow	
<i>Director of Facilities:</i>	Keith Langlotz	626-8860
<i>AHERA Designee:</i>	Keith Langlotz	626-8860
<i>Principal(s)/Bldg.:</i>	Keith Boardman, South High School Andre Thomas, North High School Anthony Scanzuso, East High School Daniel Walh, Transit Middle Michael Calandra, Mill Middle Jeffry Jachlewski, Heim Middle Peter Dobmeier, Casey Middle Charles Galluzzo, Maple West Elem Dr. Cathy Mihalic, Maple East Elem. Bonnie Stafford, Heim Elem. Keith Wing, Forest Elem. Charles Smilinich, Dodge Elementary Andrew Bowen, Country Parkway Elem.	626-8281 626-8505 626-8404 626-8701 626-8329 626-8628 626-8567 626-8843 626-8801 626-8697 626-9803 626-9821 626-9877

OTHER SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Head Custodian(s):</i>	Matt Pope, South High School Peter Tomasello, North High School Paul Tomasello, East High School Michael Konieczko, Transit Middle Alex Tkatschof, Mill Middle Adam Johnson, Heim Middle Robley Evans, Casey Middle Marc Rosenberg, Maple West Elem. Timothy Price, Maple East Elem. Rich Chojnacki, Heim Elem. Pete Campana, Forest Elementary Dan Steck, Dodge Elementary Dan Wischerath, Country Parkway El.	626-8209 626-8527 626-8409 626-8725 626-8321 626-8607 626-8595 626-8848 626-8816 626-8685 626-9812 626-9835 626-9869
<i>Transportation Supervisor:</i>	Graham Violino	626-8397
<i>School Nurse</i>	Sandy Pennella, South High School Susan Carducci, North High School Jackie Sardina, East H.S. Krista Witkop, Transit Middle Jody Geraci, Mill Middle Rosa Wiertel, Heim Middle Suzanne Askey, Casey Middle Billie Breeden, Maple West Elem. Elaine Herberger, Maple East Elem. Elizabeth Cohen, Heim Elementary Megan O'Neil, Forest Elementary Linda Markarian, Dodge Elementary Maureen Holme, Country Pkwy. Elem.	626-8222 626-8525 626-8427 626-8762 626-8333 626-8605 626-8580 626-8850 626-8810 626-8639 626-9805 626-9830 626-9870
Private Schools	Susan Kromer, St. Gregory's (HS) Michelle Hillebrand	688-5462 880-0001 C

Qualified Medical Personnel are available in all Buildings

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT COMMUNICATION PROCEDURES

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.

COMMUNICATIONS EXPECTATIONS:

1. Each school will 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 will 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 will have access to a minimum of two (2) cellular phones.

COMMUNICATION SPECIFICS

In each Williamsville school this will be reviewed annually and the following information documented:

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

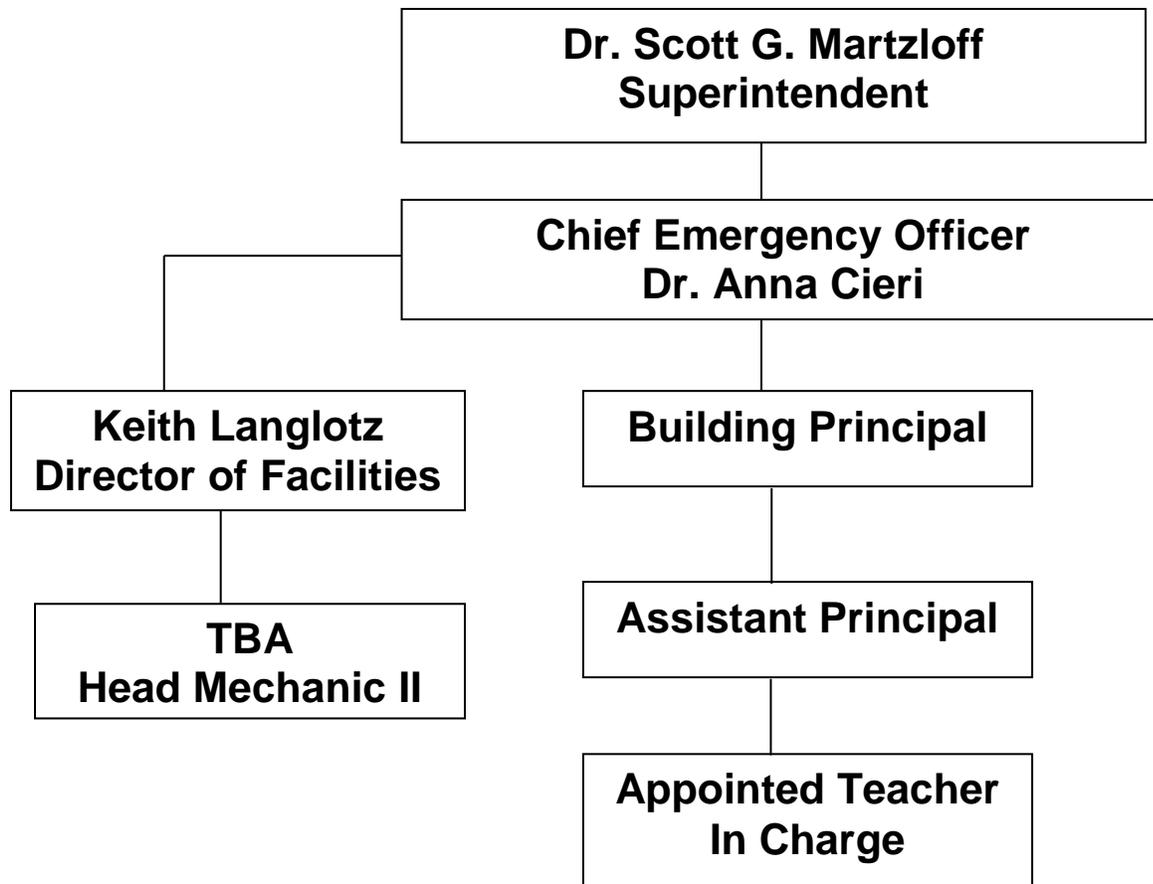
Buses

Bus Inventory Available at Transportation

VEHICLE INVENTORY

Vehicle Inventory Available at District Facilities

D. CHAIN OF COMMAND



VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves in the Williamsville Central 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 his/her 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 or in response to a criminal act occurring in school.

In the event of a large scale emergency, the outside coordinating agency or police 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: District Office
Office of the Assistant Superintendent for Business
105 Casey Road, PO Box 5002
East Amherst, NY 14051-5000
(716)626-8012

Alternate Location: Transportation Department
533 Mill Street
Williamsville, NY 14221
(716)626-8390

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.

***Likely To Be Chief Emergency Officer**

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 will be directed to a media staging/reception area and will not be allowed to interview students without expressed permission.

Media Site Selection

Several factors will 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.

Communication Procedures

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 will 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 will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency will 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.

P.I.O. Responsibilities

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.

Will 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, your prepared official statement is 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. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS

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

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Shelter in Place Procedures
- Lockdown
- Lockout
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of command Implementation
- Attendance Procedures

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

The Williamsville Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Williamsville Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Williamsville Central School District and local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned. After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three important aspects of the event/training. The three aspects should include: important aspects of the event/training. The three aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement ? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation / Fire Drills
- Shelter in Place Drills
- Lockdown
- **Lockout**
- Medical / AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks / Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals / Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, ambulance Call, Arrest on Campus).

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. Board of Education policies are on file and available in each school and the Central Administration building:

	<i>Policy Numbers</i>
• Code of Conduct.....	7310P
• Student Suspension.....	7313
• Weapons in Schools.....	7360
• Alcohol, Drugs and Other Substances (Students)	7320
• Alcohol, Drugs and Other Substances (Personnel)	6150
• Sexual Harassment of Students	7551
• Sexual Harassment of District Personnel	6121
• Dignity for all Students.....	7550
• Bullying: Peer Abuse in Schools.....	7552
• Suicide Prevention.....	7557

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

Building Related

• Emergency Utility Shut-Offs.....	3101
• Loss of Power	3102
• Natural Gas Leak.....	3103
• Heating System Failure	3104
• Loss of Building	3105
• Sewage System Failure.....	3106
• Water System Failure	3107

Natural Disasters

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

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

Environmental

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

Civil Disturbances

- Bomb Threat..... 3140
- Biological Release Threat (Telephone)..... 3141
- Telephone Threat Form 3142
- Biological Release Threat (Letter/Package) 3143
- Hostage 3144
- Intruder 3146

Medical Emergencies

- General Guidelines for Medical Emergencies..... 3150
- Student Mental Health Emergency Response..... 3151
- School Bus Accident and/or Fire..... 3152

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

- Parent(s)/Spouse(s) Notification and Reception Center Plan 3200
- Threats of Violence: Notification Memo To Parent(s)/Guardian(s)..... 3205
- Emergency Closing..... 3210
- Delayed Plan 3210
- Early Dismissal Plan 3210
- Crisis Management..... 3210

A. POLICES & PROCEDURES

**REFER TO DISTRICT
POLICY MANUAL**

B. BUILDING RELATED

Each individual School Safety Committee in the Williamsville Central School District will review and update each of the following emergency responses annually.

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

Response Action:

Person(s) Responsible

- | | |
|--|--|
| 1. Upon discovery or detection of an electrical system failure:
a. Sound fire alarm if there is any question as to the safety of the building occupants
b. Notify head of Building Maintenance
c: Notify 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:
a. Shelter In Place
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

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

Comments:

Response Action

Person(s) Responsible:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance
 2. Notify Supt. of Buildings & Grounds or Director of Facilities
 3. Notify Building Administrator
 4. Evaluate problem insofar as possible
 5. Notify Superintendent
 6. Curtail or cease building operations as appropriate: <ol style="list-style-type: none"> a. Shelter In Place b. Early Dismissal c. Evacuate d. Resume Normal Activity e. Make proper notifications
 7. Evaluate problem and commence appropriate <u>remedial</u> action
 8. Termination of Contingency: Notify staff, parents and students | <ol style="list-style-type: none"> 1. First on scene
 2. Head of Building Maintenance
 3. Supt. of Buildings & Grounds or Director of Facilities
 4. Supt. of Buildings & Grounds or Building Administrator
 5. Building Administrator
 6. Building Administrator
 7. Supt. of Buildings & Grounds or Director of Facilities
 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. Shelter In Place 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:

- | | |
|---|--|
| 1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance | 1. First at scene |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Head of Building Maintenance, Supt. of Buildings & Grounds or Director of Facilities |
| 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. Shelter In Place
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. Director of Facilities, Supt. of Buildings & Grounds, Superintendent, Board of Education, Business Official |
| 8. Termination of Emergency
a. Notify staff, parents and students
b. Resume building operation | 8. Superintendent |

Comments:

Response Action:

Person(s) Responsible:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Upon discovery or detection of water failure notify Head of Building Maintenance
 2. Notify Supt. of Buildings & Grounds or Director of Facilities
 3. Evaluate problem insofar as possible. Commence established remedial response
 4. Notify Building Administrator
 5. Notify Superintendent
 6. Curtail or cease building operations, as appropriate: <ol style="list-style-type: none"> a. Shelter In Place b. Early Dismissal c. Evacuate d. Resume normal activity
 7. Termination of Contingency <ol style="list-style-type: none"> a. Notify staff, parents and students b. Resume building operation | <ol style="list-style-type: none"> 1. First on scene
 2. Head of Building Maintenance
 3. Supt. of Buildings & Grounds, or Director of Facilities; Head of Building Maintenance
 4. Supt. of Buildings & Grounds or Director of Facilities
 5. Building Administrator
 6. Superintendent
 7. Superintendent |
|---|--|

Comments:

B.NATURAL DISASTERS

Each individual School Safety Committee in the Williamsville Central School District will review and update each of the following emergency responses annually.

Response Action:

Person(s) Responsible:

1. Monitor weather and road conditions

1. Superintendent/Designee

2. Close schools if conditions deteriorate.

2. Superintendent

3. Institute AGo-Home plan

3. Superintendent/Designee

4. Notify parents via radio & television

4. Superintendent/Designee

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. Shelter In Place
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/Designee

Comments:

Response Action:

Person(s) Responsible:

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

1. Superintendent/Designee

2. Curtail or cease building operations,
as appropriate:
a. Early Dismissal
b. Shelter In Place
c. Evacuate
d. Resume normal activity

2. Superintendent

3. Notify parents via radio & television

3. Superintendent/Designee

Comments:

B. ENVIRONMENTAL

Each individual School Safety Committee in the Williamsville Central School District will review and update each of the following emergency responses annually.

Response Action:

Person(s) Responsible:

1. Notify Building Administrator
2. Notify 911 (Local Fire Department)
3. Implement Evacuation Plan.
Direction of evacuation depending
on wind direction.
4. Notify Superintendent

1. First person on the scene
2. Building Administrator
3. Building Administrator, Fire
Department
4. Building Administrator

Comments:

Response Action:

Person(s) Responsible:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible. 2. Notify Building Administrator
Notify Head of Building Maintenance and Supt. of Buildings & Grounds 3. Notify school district AHERA designee 4. Shut down or modify air handling unit to restrict air movement. 5. Lock and secure room in closed condition. 6. If possible, duct tape perimeter of door 7. Post signs to prevent entry by unauthorized persons, if needed 8. Curtail or cease building operations, as Appropriate <ol style="list-style-type: none"> a. Shelter In Place b. Evacuate c. Early Dismissal 9. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM) 10. 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. | <ol style="list-style-type: none"> 1. First person on scene 2. First person on scene 3. Building Administrator 4. Building Maintenance 6. AHERA Designee 7. AHERA Designee 8. AHERA Designee 9. Building Administrator 10. AHERA Designee 11. Superintendent |
|--|--|

Maintain security of the release area.

- | | |
|--|--|
| <ol style="list-style-type: none"> 11. Make proper notifications. | <ol style="list-style-type: none"> 12. Superintendent |
|--|--|

Comments:

AHERA Designee

Name: Keith Langlotz

Phone Number - Work: 626-8070

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. Shelter In Place | 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. Shelter In Place 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/Designee 7. Superintendent 8. Superintendent/Designee |
|--|---|

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 <ol style="list-style-type: none">EvacuateEarly DismissalResume normal activity | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent, Building Administrator |

Comments:

B. CIVIL DISTURBANCES

Each individual School Safety Committee in the Williamsville Central School District will review and update each of the following emergency responses annually.

**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**

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 Shelter In Place 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? _____

Response Action:

Person(s) Responsible:

Upon notification of a Biological Release by letter or package:

- | | |
|---|---|
| <ol style="list-style-type: none"> 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. 2. Secure the area, do not leave or let any one into the area. 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 Shelter IN PLACE 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:



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 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/Designee |

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 Lockdown Plan

3. Principal

4. Call 911

4. Building Administrator

5. Notify Superintendent

8. Building Administrator

Comments:

B. MEDICAL EMERGENCIES

Each individual School Safety Committee in the Williamsville Central School District will review and update each of the following emergency responses annually.

<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. will be on file

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 personal 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:

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. 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 #3410 *Code of Conduct on School Property* which addresses Threats of Violence in the School. We have enclosed for your review a copy of a summary of the *Code of Conduct 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 #3410 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 will 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 district will notify parents/guardians directly using its mass notification system which includes text, email, and phone messaging.
- 2) Local broadcast media outlets will be notified and the district's social media channels will be used to inform the public of the decision.
- 3) 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).
- 4) Elementary students can be released to the custody of their parent/guardian.

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.

Automated phone messaging or telephone trees, as well as mass media announcements 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. Parents/Guardiansb. Radio stationsc. 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 assistance from Local Government Officials including the County or City Officials responsible for Implementation of Article2-B Of the Executive Law4200

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,.....4305
- Transportation needs, and4305
- Business and home telephone numbers of key4305 officials of each such educational agency 4305

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

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher <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
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.

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

HISTORY:

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

CROSS REFERENCES:

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

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

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

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

- 1) Act as the chief communication liaison for the non-public Educational agencies, the District's Before and After School Child Care programs and the Williamsville CSD Community Education program as 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:	St. Peter & Paul 5480 Main Street Williamsville, NY 14221 632-6146 FAX 626-0971
Email address	dlester@sspps.school.com
Principal/Location/Phone/Email:	Mrs. Deborah Lester 480-4348 dlester@sspps.school.com
Assistant Principal/Location/Phone:	
Others:	Michelle Hillebrand, Nurse Wayne Maleck, Head Custodian Reverend Jerome E. Kopec 632-2559 x 202
Grades:	Pre-K-8
Number of Students:	
Hours of School:	7:40 am – 2:00 pm
Transportation:	Bus/Car

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	St. Mary's School 6919 Transit Rd, POB 460 East Amherst, NY 14051 689-8424 FAX 689-0004
Email address	principal@stmaryschoolswormville.org
Principal/Location/Phone:	Mary Joe Aiken 6919 Transit Road 689-8424 – 688-9307
Assistant Principal/Location/Phone:	
Pastor:	Rev. Robert Yetter 688-9380
Grades:	Pre-K-8
Number of Students:	
Hours of School:	7:50 am – 2:15 pm
Transportation:	Williamsville, Clarence, Akron, Starpoint, Lockport, Sweet Home, Lancaster

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Amherst Christian Academy 2625 Tonawanda Creek Rd. Amherst, NY 14228 Tel: (716) 689-9944 Fax: (716) 564-0075
Email address	principal@aca.academy
Principal/Location/Phone:	Michael Cabán (716) 689-9944 principal@aca.academy
Assistant Principal/Location/Phone:	
Others:	
Grades:	K-12
Number of Students:	
Hours of School:	8:30 am – 3:00 pm
Transportation:	Provided by public districts and by parents

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	St. Gregory the Great 250 St. Gregory Court Williamsville, NY 14221
Principal/Location/Phone/email:	Julie Gajewski 688-5323 x 350 jgajewski@stgregs.org
Assistant Principal/Location/Phone:	Mr. Eric Roy 688-5323 x 352
Others:	Linda Allen, Nurses Aide Joanne Morreale, Nurse Rev. Leon Biernat 668-5678 lbiernat@stgregs.org
Grades:	PK-8
Number of Students:	
Hours of School:	7:40 am – 2:08 pm
Transportation:	Provided by public districts

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Christian Central Academy 39 Academy Street Amherst, NY 14228 634-4821FAX 631-5851
Email address	
Principal/Location/Phone/Email:	Thad Gaebelin tgaebelin@christianca.com 634-4821, ext. 115
Assistant Principal/Location/Phone/Email:	Lori Williams lwilliams@christianca.com 634-4821, ext. 118
Others:	
Grades:	K-12
Number of Students:	
Hours of School:	8:25 am – 2:55 pm
Transportation:	Provided by public districts & parents

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Gateway-Longview 6350 Main Street Williamsville, NY 14221 716-633--7266
Email address	tgirard@gateway-longview.org
Vice President of Educational Services /Location/Phone:	Timothy Girard, V.P. of ED. Svcs. 6350 Main Street Williamsville, NY 14221 633-7266 x 3263
Principal/Location/Phone:	Wendy Emerling Director Lynde School 6350 Main Street Williamsville, NY 14221 633-7266 x 3261
Others:	Carolyn DeFranco, President of Agency
Grades:	K-12
Number of Students:	
Hours of School:	8:15 am – 3:30 pm
Transportation:	Students ride bus arranged by their home school district

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Summit Academy 150 Stahl Road Getzville, NY 14068 629-3400 Fax: 629-3499
Administrator/Location/Phone:	Susan Whittaker, Principal 629-3477
Email address	swhittaker@summited.org
Assist. Administrator/Location/Phone:	Asst. Principals: Mary Belile 629-3472 Debbie Carroll 629-3473
Others:	Jackie Doran, Program Assistant 150 Stahl Road Getzville, NY 14068 629-3433
Grades:	Special Education non-graded Ages 3-21
Number of Students:	
Hours of School:	9 AM – 3 PM – student attendance
Transportation:	Per county (preschool) or district (school age) arrangements

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone:	Jewish Heritage Day 411 J J Audobon Pkwy Amherst, NY 14228
Email address	ohrtemiminschool@gmail.com
Principal/Location/Phone:	Rabbi Shumel Shanowitz 568-0226
Assistant Principal/Location/Phone:	
Others:	
Grades:	Pre-K-8
Number of Students:	
Hours of School:	8:15 – 3:30
Transportation:	Provided by public districts & parents

C. BEFORE AND AFTER SCHOOL CHILD CARE PROGRAMS

Name/Address/Phone:	Just for Kids	
Phone:	639-8500	
Email address		
Location/Phone:	Heim Elementary	626-8686
	Maple West	626-8840
	Maple East	626-8801
	Country Parkway	626-9860
	Forest	626-9800
	Dodge	626-9820
	Transit	626-8700
	Mill	626-8300
Others:		
Grades:		
Number of Students:		
Hours of School:		
Transportation:		

C. COMMUNITY EDUCATION

Name/Address/Phone:	Williamsville Community Education 105 Casey Road P.O. Box 500 East Amherst, NY 14051 Phone: (716) 626-8080 Fax# (716) 626-8091
Email address	communityed@williamsvillek12.org
Director :	Kit Perusich (Director) cperusich@williamsvillek12.org
Program Planners	Debby Rybarczyk, drybarczyk@williamsvillek12.org Lisa Markarian, lmarkarian@williamsvillek12.org

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

A. Prevention and intervention strategies.....5100

- The Williamsville Central School District has established a strong collaboration between the Amherst Police Department and the Williamsville Central School District consisting of identification of point of contact for each entity and School Liaison Officer (SLO) program. In addition, building safety drills are conducted in collaboration with members of the Amherst Police Department and they are routinely consulted on matters of student safety.
- The Williamsville Central School District participates in the Amherst Youth Court. This is a program that familiarizes students with the judicial procedures in our society and offers an alternative disciplinary option for students who are involved in minor criminal situations. More information is available in the Office of Exceptional Education and Student Services.
- A Youth Wellness Council Report to the Board of Education is issued annually. This report provides a summary of the many interventions, scope of activities and initiatives spearheaded by students, faculty, staff, parents, and administration across the District. As has traditionally been the case, these range from a variety of service learning projects and fundraising activities, to the prevention of risk-taking behaviors and development of healthy coping skills to those fostering relationships and building connections to others (e.g., LINK Crew and WEB; Band Against Bullying). Asset development remains at the heart of wellness programming at all levels. This framework identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing members of their community and society. (<http://www.search-institute.org/research/developmental-assets>). This set of strategies provides students with experiences and supports needed to develop resiliency, as well as solid coping and resistance skills. Research has long revealed that the greater the number of assets a student possesses, the less likely the student is to engage in risk-taking behaviors. Years of Search survey data indicates that assets have a profound impact upon resiliency, coping and social-emotional development. The District also provides students with individual and group counseling, referrals to community resources and a myriad of other preventative measures. Examples (not exhaustive) of current initiatives include a focus upon the development of social-emotional learning and core competencies, mindfulness practices, suicide prevention (e.g., standardized lethality assessment protocols and participation in Sources of Strength), Crisis Response Planning and Postvention, Mental Health First Aid, Anti-bias Education and Culturally Responsive Instruction, Safe and Civil Schools, and implementation of articulation programs (LinkCrew and WEB) to facilitate a sense of belong and connectedness as students move from one instructional level to the next. Programs for parents and community members which address prevention of underage drinking and substance abuse or tackle the topic of social media and cyber safety are also offered. The Annual Report of the Youth Wellness Council can be obtained by accessing the Youth Wellness section of the

District website or by contacting the office of the Assistant Superintendent of Exceptional Education & Student Services.

Improving communication among students, and students and staff and reporting of potentially violent incidents:

- Williamsville Central School District Youth Wellness Program draws its focus and philosophy from resiliency and the Search Institute model of youth development. The Williamsville Central School District Youth Wellness Program Responds to changing needs of the entire Williamsville community. The program is research based providing a program of excellence, effectiveness and compassion. Research shows that a child experiences success, academically and personally, when school, family and community provide an integrated system of support.
- The Williamsville Central School District Youth Wellness Program offers a myriad of programs and activities designed to facilitate the development of developmental assets and resiliency in young people. A complete listing of these programs and activities can be found in the Annual Report of the Youth Wellness Council to the Board of Education. A copy of this report can be accessed on the District website <http://www.williamsvillek12.org/Departments/Student%20Services/Youth%20Wellness%20Program/2018FINAL%20WELLNESS%20COUNCIL%20REPORT.pdf> or by contacting the Office of the Assistant Superintendent of Exceptional Education and Student Services. Congruent with nationwide changes, the Williamsville program has evolved into a student wellness program that emphasizes prevention and addresses a wide variety of issues concerning health and wellness. Prevention programming involves seeking ways to create relationships among and between staff, student and the community.
- Bi-annual Youth Wellness Student Survey – Executive Summary. The Williamsville Central School District Youth Wellness Program has as its foundation a research-based program based upon the development of resiliency in young people and assisting youth to acquire as many developmental assets and thriving indicators as possible. Through the administration of a standardized survey of student attitudes and behaviors to current 8th, 10th and 12th graders, the school district is committed to securing, on a bi-annual basis, information that documents the efficacy of our Youth Wellness Program, identifies specific need areas with which to target our interventions, and provides an estimate of the existing status relative to the acquisition of developmental assets.

B. Description of duties, hiring and screening process, and 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 XYZ School District, or shall be determined by the XYZ School District pursuant to applicable Federal, State, County and Municipal guidance. (Example found in appendix)

The XYZ 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 XYZ 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 XYZ 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 License are included below)

B. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel (Continued)

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

Job Description – Monitor

Provided by Erie County Civil Service of

SCHOOL MONITOR SCHOOLS
ERIE COUNTY
SCHOOLS
DISTRICT

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

TYPICAL WORK ACTIVITIES:

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

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

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

Job Description – Monitor - Continued

MINIMUM QUALIFICATIONS:

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

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

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

Job Description – Security Guard

Provided by the NYS Department of State

Description

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

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

Registration Requirements

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

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

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

Job Description – Security Guard - Continued

Age

Must be at least 18 years of age.

Training

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

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

Fees

\$36 - 2-year registration

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

\$25 - Renewal fee, every 2 years

Licensing Authority

New York State Department of State

Division of Licensing Services

84 Holland Avenue

Albany, New York 12208-3490

Phone: (518) 473-2739

Fax: (518) 473-2730/1

Occupational Reference Codes

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

APPENDIX 1

Buildings covered by the district-wide plan:	(Area Code 716)
Country Parkway Elementary School 35 Hollybrook Williamsville, NY 14221 Principal – Andrew Bowen	626-9877
Dodge Elementary School 1900 Dodge Road East Amherst, NY 14051 Principal – Charles Smilinich	626-9821
Forest Elementary School 250 North Forest Road Williamsville, NY 14221 Principal – Keith Wing	626-9803
Heim Elementary School 155 Heim Road Williamsville, NY 14221 Principal – Bonnie Stafford	626-8697
Maple East Elementary School 1500 Maple Road Williamsville, NY 14221 Principal – Cathy Mihalic	626-8801
Maple West Elementary School 851 Maple Road Williamsville, NY 14221 Principal – Charles Galluzzo	626-8843
Casey Middle School 105 Casey Road East Amherst, NY 14051 Principal – Peter Dobmeier	626-8567
Heim Middle School 175 Heim Road Williamsville, NY 14221 Principal – Jeff Jachlewski	626-8603

APPENDIX 1
(Continued)

Mill Middle School 505 Mill Street Williamsville, NY 14221 Principal – Michael Calandra	626-8329
Transit Middle School 8730 Transit Rd. East Amherst, NY 14051 Principal – Daniel Walh	626-8701
Williamsville East High School 151 Paradise Rd. East Amherst, NY 14051 Principal – Anthony Scanzuso	626-8404
Williamsville North High School 1595 Hopkins Rd. Williamsville, NY 14221 Principal – Andre Thomas	626-8566
Williamsville South High School 5950 Main Street Williamsville, NY 14221 Principal – Keith Boardman	626-8281