



# **DISTRICT-WIDE S.A.V.E. PLAN**

**SOLVAY UNION FREE SCHOOL DISTRICT  
Solvay, NY**

**Review Date: August 15, 2022**

## TABLE OF CONTENTS

INTRODUCTION.....	1
1. DEFINITIONS.....	2
2. POTENTIAL EMERGENCY SITES .....	6
A. DISTRICT AND BUILDING MAPS AND FLOOR PLANS .....	6
B. SURVEY OF VULNERABILITY .....	6
3. STANDARD EMERGENCY RESPONSE PROCEDURES .....	7
A. GENERAL EVACUATION.....	7
B. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY .....	8
C. EVACUATION TO AN OFF-SITE LOCATION.....	9
D. SHELTERING .....	10
E. LOCK-DOWN .....	11
F. LOCK-OUT.....	12
G. EARLY DISMISSAL .....	13
4. PREVENTION AND INTERVENTION STRATEGIES.....	14
A. GENERAL EDUCATION PROGRAMS .....	14
B. SPECIAL EDUCATION PROGRAMS .....	14
C. ALTERNATIVE EDUCATION PROGRAMS.....	14
D. WORKFORCE PREPARATION PROGRAMS .....	15
5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS.....	16
A. INDICATION OF POTENTIALLY VIOLENT BEHAVIOR .....	16
B. INTERPRETATION OF WARNING SIGNS .....	16
6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS .....	18
A. PROGRAMS UTILIZED IN GRADES K-6.....	18
B. PROGRAMS UTILIZED IN GRADES 7-12.....	18
7. RESPONDING TO THREATS OF VIOLENCE .....	19
A. PROCEDURES .....	19
8. RESPONDING TO ACTS OF VIOLENCE.....	23
A. POST INCIDENT RESPONSE .....	23
B. COUNSELING.....	23
9. PROTOCOLS FOR RESPONDING TO EMERGENCIES .....	24
A. GENERAL PROTOCOLS .....	24
B. SPECIFIC PROTOCOLS .....	24
10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY .....	25
A. SEQUENCE OF ACTIONS .....	25
11. COORDINATING USE OF DISTRICT RESOURCES IN AN EMERGENCY .....	26
A. DISTRICT RESOURCES AVAILABLE TO RESPOND TO AN EMERGENCY .....	26
B. STAGING AREAS .....	27
C. TREATMENT AND RELEASE AREAS.....	27
D. LOCATIONS OF THE COMMAND POST.....	28
E. DISTRICT PERSONNEL AT THE COMMAND POST .....	28
F. DUTIES OF THE SUPERINTENDENT OF SCHOOLS .....	28
G. DUTIES OF FACULTY AND STAFF.....	29
H. DUTIES OF CUSTODIANS .....	30

I.	DUTIES OF THE SCHOOL NURSE .....	31
J.	DUTIES OF THE TRANSPORTATION SUPERVISOR .....	32
K.	DUTIES OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS .....	32
L.	DUTIES OF THE DIRECTOR OF FOOD SERVICES .....	33
M.	DUTIES OF SECRETARIAL AND SUPPORT STAFF .....	33
N.	DUTIES OF THE DISTRICT INFORMATION OFFICER .....	34
12.	CONTACTING PARENTS IN AN EMERGENCY .....	36
	A.    EMERGENCY CARDS AND STUDENT RELEASE FORMS.....	36
	B.    PARENTAL NOTIFICATION .....	36
13.	EMERGENCY ASSISTANCE FROM GOVERNMENTAL AGENCIES.....	37
14.	INTER-AGENCY ADVISE AND ASSISTANCE.....	37
15.	INTRA-SCHOOL DISTRICT ALERT SYSTEM .....	37
	A.    SUPERINTENDENT’S DUTIES .....	37
	B.    NOTIFICATION .....	37
16.	SCHOOL SAFETY PERSONNEL.....	38
	A.    DUTIES AND FUNCTIONS OF THE SCHOOL RESOURCE OFFICER.....	38
17.	MULTI-HAZARD SCHOOL SAFETY TRAINING .....	39
	A.    TRAINING OF STAFF .....	39
18.	SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS .....	40
	A.    RESPONSIBILITIES OF THE DISTRICT .....	40
	B.    RESPONSIBILITIES WITH RESPECT TO STAFF.....	40
19.	EMERGENCY DRILLS AND EXERCISES .....	41
	A.    CONDUCT OF DRILLS .....	41
	B.    FIRE DRILLS.....	41
	C.    BUS EMERGENCY DRILLS .....	42
20.	PLAN DISTRIBUTION AND REVIEW .....	43
	A.    COPIES OF THE PLAN.....	43
	B.    ANNUAL REVIEW CHECKLIST .....	43
21.	SCHOOL BUILDING SECURITY .....	43
	A.    BASIC PROCEDURES.....	43
	B.    VISITOR PROCEDURES.....	43
	C.    STAFF RESPONSIBILITES.....	44
	D.    KEYS AND LOCKS .....	44
22.	INDIVIDUAL BUILDING INFORMATION .....	45

## APPENDICES

A.	Administrator’s Telephone Numbers .....	46
B.	Emergency/Agency Telephone Numbers .....	47
C.	District Site Map .....	48
D.	District Profile .....	49
E.	Survey of Vulnerability – Sites of Potential Emergencies .....	50
F.	Emergency Response Teams (District and Building Lists) .....	51
G.	Building Floor Plans.....	52
H.	Evacuation Sites .....	57
I.	Assisted Evacuation Plans for Non-Ambulatory/Special Needs Students .....	58
J.	District Resources .....	60
K.	Threat Incident Information Report – “Bomb Threat Form” .....	61
L.	Threat Assessment Report.....	62
M.	Vandalism, Burglary, Theft, or Illegal Entrance Report .....	63
N.	Threat Assessment Flow Chart .....	64
O.	Standard Procedures for the Clean Up of Blood/Body Fluid Incidents .....	65
P.	District Safety Team .....	69
Q.	Drug Abuse Resistance Education (D.A.R.E.) .....	70
R.	Annual Written Instructions to Students and Staff .....	71
S.	Petroleum Spill Reporting.....	72



## INTRODUCTION

This District-wide safety plan (the “District Safety Plan”) has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, students, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide students and staff of the Solvay Union Free School District (the “District”) when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. This plan was made available for public comment, adopted by the Board of Education on October 21, 2002 and submitted to the State Education Department.

A building-level safety plan (the “Building Safety Plan”) has also been developed to comply with Project SAVE to establish specific emergency response plans for each school building. The Building Safety Plans will be in the form that has been approved by the Board of Education (the “Board”). The Building Safety Plans will provide detailed response procedures for each school building in the District. Such plans will comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

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

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

1. DEFINITIONS

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

- K. EMERGENCY RESPONSE BAG - A conspicuously marked carry bag maintained in the Building Administrator's office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept at the District's Administrative Office and at the office of the Director of Building and Grounds.
- L. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- M. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- N. EVACUATION – (CODE “**BUILDING EVACUATION**”). Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- O. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- P. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- Q. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- R. IN-PLACE SHELTERING – (CODE “**IN-PLACE SHELTER**”). The emergency response used in situations where it is necessary to have students/staff temporarily remain in their classrooms or work-areas during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- S. INNER PERIMETER - The immediate area of containment around the incident site.
- T. LOCK-DOWN – (CODE “**LOCK-DOWN**”). This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- U. LOCK-OUT – (CODE “**LOCK-OUT**”). This emergency response is to be used when evacuating the building would endanger the health and safety of students/staff. In the event of a dangerous person on the school grounds, students and faculty are to remain inside the building. Building entry doors and windows should be locked to keep potential intruders out of the building.
- V. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.



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

- HH. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- II. TREATMENT AREA - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- JJ. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent of Schools prior to giving any order or instruction during or after the occurrence of a violent incident.

## 2. POTENTIAL EMERGENCY SITES

### A. DISTRICT AND BUILDING MAPS AND FLOOR PLANS

Generally, the sites of potential hazards are:

2. Phone jacks for outside lines
3. Chemical Storage areas
4. Mechanical Storage areas
5. Kitchen area(s)
6. Mechanical rooms (HVAC, etc.)

The Building Safety Plans include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated. 360 degree images of classrooms, hallways, common areas and mechanical rooms are available to first responders and district administration in Navigate Prepared.

#### SURVEY OF VULNERABILITY

We have surveyed sources of potential emergencies within our school buildings, grounds and community locations. Site-maps and floor plans of our buildings have been provided to local police and law enforcement but are kept confidential due to security reasons. A survey of vulnerability is included in each building level plan. Specific procedures for various emergencies are provided within each building-level plan.

### 3. STANDARD EMERGENCY RESPONSE PROCEDURES

#### A. GENERAL EVACUATION

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

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

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

**B. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY**

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

1. An Assisted Evacuation Plan form is Appendix “ I ” to the Building Safety Plans. This form should be completed for every child or staff member who has limited mobility and for any other whom would require assistance to leave the building in an Emergency or require any kind of special accommodations during an Evacuation. The plan for each student should be reviewed annually.
2. The Assisted Evacuation Plan will designate the person(s) responsible to assist in evacuating the non-ambulatory person as well as alternates for situations in which

the person with primary responsibility is not available. The person with primary responsibility should be someone who is likely to be near the person who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic. Person(s) responsible shall evacuate non-ambulatory person(s) to the assigned exit point and/or loading area for transportation.

3. A copy of the Assisted Evacuation Plan should be included in the Emergency Response Bag.
4. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Special Education and designated staff will respond to the Relocation Center or to the designated Safety Zone to assist with special education students and staff who serve them.
5. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education will act to facilitate the use of such groups.
6. Designated staff from the office of the Director of Special Education will provide additional assistance where needed.

#### C. EVACUATION TO AN OFF-SITE LOCATION

##### 1. First Step

The Building Administrator, or designee, will confer with the Superintendent, or Incident Commander, to assess the situation causing the evacuation. Such a decision would be made if the safety of students and staff is threatened and they are to remain outside on school grounds.

This procedure could also be used when evacuation occurs during harsh weather conditions. When students from one school need to be moved to another school, the two Building Administrators shall make arrangements for a learning environment to occur while at the temporary location.

If students need to be evacuated to a remote school/location, the Director of Transportation will be notified to send buses to the selected loading area for evacuation purposes.

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

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

Teachers shall bring their class roster with them.

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

The Head Custodian, and other designees, will check to ensure that everyone has evacuated and secure the building, to the extent possible.

2. Second Step

All Teachers, staff and students will remain at the temporary location(s) until further notice. Students shall be supervised to ensure calm and quiet.

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

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

3. Third Step

The Building Administrator awaits further directions from the Superintendent.

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

4. Bus Loading Plan

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

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

D. SHELTERING

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

1. Upon receiving instruction from local, county or state governmental emergency response agencies, the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination to shelter.
3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone. Faculty are to bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.
4. During sheltering for certain types of environmental problems i.e. air pollution, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the Superintendent of Schools will issue a public notice to this effect through the local news media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate).

As necessary, the Superintendent will coordinate the use of District resources in cooperation with the Incident Commander and request assistance from County Emergency Management Office, the American Red Cross and other agencies as appropriate. See Appendix " B " of this plan.

8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

#### E. LOCK-DOWN

A lock down procedure is appropriate for situations, which mandate that students remain in one location until authorized to move. The code designation for a lock down within a school building is CODE "LOCK-DOWN". Protocols for a CODE "LOCK-DOWN" response for each school building is in the Building Safety Plans. General procedures are as follows:



1. A stay in place (Lock-Down) procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff. The procedure may involve some or all persons within the building, depending on the nature and location of the emergency.
2. The Building Administrator will apprise all building occupants of a stay in place (Lock-Down) order using plain language notification. Students and staff shall remain in their classrooms or work-area until the Building Administrator or law enforcement official gives instructions otherwise.
3. If the Emergency dictates, building staff should close and lock windows and doors in their area if possible.
4. Non-instructional staff and all non-assigned instructional staff will report to the Building Administrator for specific instructions only if summoned and safe to do so.
5. The Building Administrator will assign selected staff members and the custodian(s) to secure the building.
6. Parents will be advised as to preferred responses, and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

F. LOCK-OUT

A lock out procedure is appropriate for situations, which mandate that students remain in the building due to a potential threat from an individual or individuals outside of the building. The code designation for a lock out at a school building is CODE **“LOCK-OUT”**. Protocol for a CODE **“LOCK-OUT”** response for each building is in the Building Safety Plan. General procedures are as follows:

1. The Building Administrator will apprise all building occupants of a Lock-Out order using the predetermined emergency signal. Students and staff shall remain in their classrooms or work-area until the Building Administrator or law enforcement official gives instructions otherwise.
2. The Building Administrator will assign selected staff members and the custodian(s) to secure the building. The selected staff members and custodian(s) should check the doors leading outside the building to insure that they are locked. Building staff should close and lock windows and doors in their area if possible.
3. Non-instructional staff and all non-assigned instructional staff will report to the Building Administrator for specific instructions only if summoned and safe to do so.

## G. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other Emergency situations as decided by the Superintendent of Schools. Each Building Safety Plan shall contain provisions for the development of communications with parents or guardians regarding the early dismissal. The protocols for Early Dismissal are listed below and the communication protocols are shown in the Building Plans.

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

#### 4. PREVENTION AND INTERVENTION STRATEGIES

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

##### A. GENERAL EDUCATION PROGRAMS

1. When students express any suicidal or violent intentions, the staff member alerts the Building Administrator, mental health services and parents/guardians.
2. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.
3. Response to Threats of Violence will proceed as stated in Section 7.

##### B. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training).
2. The students are closely monitored by trained staff and any indication of violent behavior (e.g., rumor of weapons), is immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
3. When students express any suicidal or violent intentions, the staff member alerts the Building Administrator, mental health services and parents.
4. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.
5. Response to Threats of Violence will proceed as stated in Section 7.

##### C. ALTERNATIVE EDUCATION PROGRAMS

1. The Alternative Education Programs deal first with the social issues affecting students' academic achievement and second with academic issues. The programs begin each day with "family groups" and periodic town meetings are held. When necessary, individual counseling is provided.
2. Steps 2, 3, and 4 in Section A, above are followed in Alternative Education programs.

##### D. WORKFORCE PREPARATION PROGRAMS

1. A Student Assistance Counselor is available at Solvay High School to counsel students who have substance abuse, or personal problems.
2. Steps 2, 3, and 4 in Section A, above are followed in Workforce Preparation Programs.

## 5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, counselors, and or law enforcement officials.

### A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

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

25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. The early warning signs listed above are offered as an aid identifying and referring students who may be potentially violent and are in need of help. It is important to note that these early warning signs are not equally significant and are not presented in any particular order.

Furthermore, it is inappropriate, and potentially harmful, to use the following warning signs as a checklist against which to match individual students. School staff should use the early warning signs for identification and referral purposes only; it is the responsibility of trained professionals to make diagnosis in consultation with the student's parents or guardians. Therefore, everyone concerned must take precautions that students are not needlessly stigmatized.

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

The District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community need. The district currently has 6 school Psychologists (K-12), 3 Home School Counselors (K-6), 2 A.D.A.P.E.P. Counselors, 10 School Guidance Counselors (7-12), 1 intervention counselor partially funded by Onondaga County Mental Health, and 449 staff members (K-12) certified conflict mediators. The following is a list of intervention programs and services currently available at the Baldwinsville Central School District:

A. PROGRAMS UTILIZED IN GRADES K-6:

- (1) D.A.R.E. – (Appendix “ Q ”)
- (2) Conflict Mediation/Peer Mediation
- (3) Banana Splits – program for children of divorce
- (4) Assertive Discipline
- (5) Character Education
- (6) Brain Gym
- (7) Anti-Bulling Program

B. PROGRAMS UTILIZED IN GRADES 7-12:

- (1) Conflict Mediation/Peer Mediation
- (2) Mentoring
- (3) The Connection – high school student to elementary student mentoring
- (4) Project Adventure and the Full Value Contract
- (5) Extended School Day
- (6) Discipline with Dignity

## 7. RESPONDING TO THREATS OF VIOLENCE

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

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

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

### A. PROCEDURES

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

1. Any **student**, upon receiving information that a person is threatening to commit an act of violence:
  - (a) Assume the threat is serious;
  - (b) Immediately report the threat to a faculty member, a school administrator, law enforcement officer or call the Onondaga County District Attorney's office confidential hotline at 1-877-477-2338, or 435-2470.
  - (c) Suicide threats should be reported to a faculty member or the Building Principal
  - (d) Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any **parent or guardian**, upon receiving information that a person is threatening to commit an act of violence, shall:
  - (a) Assume threat is serious;
  - (b) Immediately report the threat to a school staff member, school administrator or law enforcement officer; and

- (c) Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
  3. Any **school staff member**, upon receiving information that a person is threatening to commit an act of violence, shall:
    - (a) Assume threat is serious;
    - (b) Immediately report the threat to a school administrator/designee; and
    - (c) If threat is received by telephone, obtain as much information as possible and attempt to complete a Threat Incident Information Report (Appendix – “**M**”).
    - (d) If receiving a report of threat from student, obtain as much information as possible and write it down. Report the incident to the Building Administrator and encourage the student to accompany you.
    - (e) Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
  4. The **Building Administrator**, upon receiving a report of threat of violence, shall:
    - (a) Evaluate and assess all threats of violence
    - (b) Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received.
    - (c) If person(s) making threat are observed, or found to be possessing, or are suspected of possessing any dangerous weapon call 911 to contact local law enforcement agencies.
    - (d) Bomb threats are a crime – Notify Law Enforcement
    - (e) Threats of violence or bodily harm:
      - Discipline according to District Code of Conduct
      - Notify Law Enforcement – (Can be charged as adult for harassment)
    - (f) Notify Superintendent of serious threat; and
    - (g) Convene Building Crisis Intervention Team
  5. Building Crisis Intervention/Response Team shall do the following:
    - (a) Assess and document (Using Threat Assessment Report Form) all threats of violence. Factors to consider when determining whether a threat is credible are listed in Appendix “**L**”.

- (b) Investigate credibility and validity of threats as stated in Appendix “ N ”, the Threat Assessment Flow Chart.
  - (c) Interview person(s) reporting/observing threat.
  - (d) Summon and interview person(s) making threat. If there is the potential of violent reaction or confrontation **consider the following:**
    - The nature of the threat
    - Who is sent to summon person(s) making threat
    - The training and ability of the person sent
    - The class schedule of person(s) making threat
    - The time of day
    - Proximity of other students and staff
    - The age and history of person(s) making threat
    - The use of on-site security or **summoning local law enforcement**
  - (e) Report occurrence, whether involving an actual confrontation or a threat of potential violence, to the potential victim(s) and/or their parents/guardians, to the parents/guardians of the student who made the threat, the school psychologist and/or counselor, and the Director of Special Education, if applicable. Coordinate with local mental health agencies and other outside resources as necessary.
  - (f) Keep Superintendent appraised.
  - (g) Discipline person(s) making threat according to District Code of Conduct.
6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
7. If it is agreed that the threat is credible:
- (a) If not previously consulted, the administrator will immediately consult with appropriate law enforcement.
  - (b) The school administrator shall take appropriate action in accordance with the proper predetermined response CODE.
  - (c) The administrator will activate student release if necessary.
  - (d) The students’ parents or guardians shall be notified in accordance with the appropriate response CODE provisions.
8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.



## 8. RESPONDING TO ACTS OF VIOLENCE

### A. POST INCIDENT RESPONSE TEAM

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

### B. COUNSELING

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

## 9. PROTOCOLS FOR RESPONDING TO EMERGENCIES

### A. GENERAL PROTOCOLS

The Building Safety Plans contain the Emergency Codes for each Standard Emergency Response Procedure outlined in Section 3 of this Plan. These codes shall be communicated to each classroom instructor by the Building Administrator. The Building Plans and the District Emergency Management Plan contain the coded general response protocols for evacuating or remaining in the building.

1. A CODE “**BUILDING EVACUATION**” is an evacuation code and takes place in the event of fire, or other Emergency, which requires students and staff to leave the building immediately, including **Bomb Threats**.
2. A CODE “**LOCK-DOWN**” is a code, which may be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
3. A CODE “**LOCK-OUT**” is to be used when evacuating the building would endanger the health and safety of students and staff. In the event of a dangerous person(s) on the school grounds, students and faculty are to remain inside the building. Building entry doors and windows should be locked.
4. A CODE “**IN-PLACE SHELTER**” OR “**SHELTER**” may be used in the event of an Emergency where students and staff are instructed to remain in their classroom/work-areas or instructed to assemble within an inside shelter area (a designated Safety Zone or other designated area). Students and staff are to remain in-place until the situation has passed or until dismissal, relocation or resumption of normal activities occurs.

### B. SPECIFIC PROTOCOLS

The following chart lists a number of possible emergencies. Each of these possible emergencies has an established protocol, which is part of the District’s Emergency Management Plan.

Bomb Threats

Biological Agent/Poisonous Substance Threat

Hostage-Taking

Dangerous Person

Civil Disturbance

Abduction/Kidnapping

Gun/Weapon Threat

Fire

Nuclear Accident/Attack

Sudden Cardiac Arrest/CPR – Automated External Defibrillator Use

Pandemic

Power Failure

Severe Storm

Chemical Accident

Explosion

Earthquake

10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The District Administration is currently working with the office of the Onondaga County District Attorney to develop a mutually satisfactory protocol for such reporting. Unless and until that protocol is developed, the following procedures shall be followed by District personnel:

A. SEQUENCE OF ACTIONS.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
  - (a) Call 911 (9 – 911 if dialing “9” is required to obtain an outside line)
  - (b) Call the Superintendent of Schools at 468-1111.
  - (c) PLEASE NOTE – you must talk to a person at the Superintendent's office; do not leave a voice mail message. If you cannot talk directly to someone in the Superintendent's office, call the Assistant Superintendent's office at 468-1111.
4. The “Chain of Command” and the “Individual In Charge” in the event of an emergency in a building are established for each building in the Building Safety Plan. The Building Safety Plan “Chain of Command” would be implemented for every emergency.
5. School personnel should oversee Safety Zones (if evacuation occurs), and ensure that a Treatment Area is operational (if needed).
6. School personnel should cooperate with, and provide assistance to, Police and Emergency Personnel.
7. School personnel should provide information to the Superintendent of Schools (School Information Officer) at 468-1111, in charge of dealing with the media.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

A. DISTRICT RESOURCES AVAILABLE TO RESPOND TO AN EMERGENCY

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

**RESOURCE**

Telephone System

**DISTRICT LOCATION**

All

Zoned Fire Alarm System	All
Radio Station/Portable Radios	Transportation Center High School
Public Address System	All except: Maintenance Transportation Center
Automated External Defibrillators (AED's)	All (18 in total)
First Aid Supplies	All
Fire Extinguishers	All
Electrical Generators, Built-in	High School
Water Supply – Fire	All
Food Storage	All
Vehicle Fuel Storage	Transportation Center (Gasoline & Diesel) Maintenance
Flashlights, Batteries	All
Maps (School District Area and Roads)	Transportation Center Maintenance Center
Building Floor Plans	All
Buses	Transportation Center
Pick-up Trucks, Vans, Snowplows	Maintenance Center
Maintenance Tools & Equipment: Portable Electrical Generators Portable Water/Mud Pump Portable Welder Portable Lifts	Maintenance Center

B. STAGING AREAS

1. The Police Staging Area for each school is specified in the school's Building Safety Plan. The 911 Center should direct responding police units to this location, specifying the safest and most practical route of travel.
2. The EMS Staging Area will be determined by the destination of the evacuees and are specified in the Building Safety Plans.

3. The Fire Department Staging Area shall be as specified in the Building Safety Plan, unless otherwise directed by the Incident Commander.
4. The Landing Zone will be located as close to the EMS Staging Area as possible.
5. The Media Assembly Area will be specified in the Building Safety Plans. The School Information Officer and support personnel necessary to assist the School Information Officer will man this area.
6. The Parent Staging Area will be located as specified in the Building Safety Plan. This area shall be located in close proximity to the Student Assembly Area and shall provide for parent parking that would not interfere with emergency operations.

C. TREATMENT AND RELEASE AREAS

1. The Treatment Area for each school shall be specified in the Building Safety Plans. Those in need of immediate medical attention will be intercepted and treated or transported by EMS personnel from this area.
2. The Student Release Area(s) for each school will be specified in the Building Safety Plan. EMS personnel will recheck each evacuee before they are returned to their parents or homes. A faculty member with a current student roster will meet students in this area. Every student passing through this area will be checked off using this roster so that a complete list of evacuated students can be compiled.
3. Where individuals require medical attention as a result of accident or injury, qualified persons should provide general first aid until more expert help is secured. Specific procedures to handle medical emergencies are provided in the District's Emergency Management Plan. Appendix " Q " of this Plan provides "General Information" regarding "Standard Operating Procedures for Blood/Body Fluid Incidents, which must be followed when dealing with injuries that include blood/body fluid.

D. LOCATIONS OF THE COMMAND POST

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

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

E. DISTRICT PERSONNEL AT THE COMMAND POST

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

1. The Superintendent of Schools, or in his/her absence, a designated District administrator.
2. The Director of Facilities, or in his/her absence, a designated member of the Buildings and Grounds staff. He/she shall bring a radio capable of operating on District radio frequencies.
3. The school office designee and the building designee (i.e. custodian) for the involved building shall bring the school's Emergency Response Bags.
4. Other personnel as directed by the Incident Commander.

F. DUTIES OF THE SUPERINTENDENT OF SCHOOLS

1. The Superintendent of Schools, or in his or her absence, a designated administrator, will represent the District as part of the Unified Command staff at the Command Post.
2. The Superintendent of Schools will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of the District, will facilitate the District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.
3. The Superintendent of Schools shall also be responsible for:
  - (a) Mobilizing District personnel and resources as necessary.
  - (b) Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children.
  - (c) Act as the School Information Officer with the approval of the Incident Commander.
  - (d) Performing other duties as assigned by the Incident Commander.
  - (e) Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list shall be included in the Emergency Response Bags.

- (f) Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies.
  - (g) Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes. A copy of any changes shall be sent to the Superintendent of Schools for inclusion in the District Office Emergency Response Bags, with copies provided to emergency response agencies.
- 4. The Superintendent will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Assistant Superintendents, and the Director of Transportation, the Superintendent of Building Grounds, the Director of Food Service, the School Information Officer, and the Director of Special Education, where appropriate.
  - 5. If an evacuation is ordered, the Superintendent may request District Office personnel to report to the receiving school to help assist with the arrival of students from the building affected by the emergency.

G. DUTIES OF FACULTY AND STAFF

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

- 1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
- 2. The degree of the Emergency and subsequent actions will be determined from information supplied by the Building Administrator, County Emergency Coordinator, Civil Defense Officials and others. One or more of the following responses may be utilized: Evacuation, Early Dismissal, Sheltering, Lock-out or Lock-down.
- 3. In an Emergency, all District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.

4. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.
5. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help whenever needed to chaperone or supervise students.
6. Upon arrival at the designated Safety Zone or Relocation Center, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or Relocation Centers.
7. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

#### H. DUTIES OF CUSTODIANS

The custodial staff for each building shall assign the following duties among themselves prior to an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems under the direction of the Building Administrator.
2. Be sure the entire custodial team has assignments spelled out in advance for all Emergencies including bringing Emergency Response Bag to Command Post.
3. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
4. Provide support and be alert to needs of staff and students.
5. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support including the clean up of blood and body fluids caused by some injuries. Appendix “ O” of this Plan states the Standard Operating Procedures for Blood/Body Fluid Incidents.
6. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as is possible.
7. Secure the building and check to ensure that everyone is evacuated.

#### I. DUTIES OF THE SCHOOL NURSE

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



1. Plan a Triage Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications, including Emergency Medications, to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons. **In addition, the Building Nurse is responsible for bringing an Automated External Defibrillator during Building Evacuation.**
3. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
4. Provide collaborative support and assistance for Fire and Rescue Personnel.
5. Carry out first aid in the Safety Zone and/or at the Evacuation Site as needed.
6. Maintain a list of emergency medical conditions and needs for all students.

J. DUTIES OF THE TRANSPORTATION SUPERVISOR

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

1. Maintain a roster of vehicle drivers including telephone numbers (home and alternate employment) where they can be reached for recall during an emergency. Part of this plan will be the development of a procedure by which drivers can be called back to perform this service.
2. Maintain a roster of vehicle availability, in district and from outside resources, in order to put vehicles into operation during an emergency.
3. Maintain a list of all students who are handicapped and non-ambulatory that require transportation in a specially equipped bus.
4. Map the safest and fastest route to the pre-determined re-location site(s) for each school. Insure that all vehicle drivers are aware of and familiar with this route.
5. Establish plans for the transport of all staff and students for each school building upon evacuation.
6. Maintain close contact with the Building Administrator or Incident Commander at the Emergency Command Post. The Transportation Center will serve as hub for

centralized communication during an Emergency. Transportation Personnel along with Administrative Staff will assist in every way possible during all Emergencies.

7. The Director of Transportation and law enforcement may declare at any time during an Emergency a CODE “**SILENCE**”, which means ALL radio traffic not related to the emergency MUST CEASE. Normal radio traffic may resume only AFTER the Director or law enforcement official stops the CODE “**SILENCE**”.

K. DUTIES OF THE DIRECTOR OF FACILITIES

In the event of an Emergency, the Director of Facilities will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Be prepared to share blueprints for any and all school buildings to police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
  - (a) A system for sharing blueprints of District buildings if needed during an Emergency.
  - (b) A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency.
  - (c) A procedure for the assignment and use of, powered equipment, trucks, and other heavy equipment from the District to assist as part of any Emergency.
  - (d) Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.
4. Report to the Command Post, bringing all materials that may be of value to Emergency personnel.

L. DUTIES OF DIRECTOR OF FOOD SERVICE

In the event of an Emergency, the Director of Food Service shall:

1. Prepare a plan for food preparation/distribution according to each possible Emergency where food service might be needed over a longer term.
2. Include in the food preparation/distribution plan the possibility that your school may be used as a Relocation Center and that this will mean additional students/staff to feed beyond the normal number at a school.

3. Communicate fully with the Building Administrator and Head Custodian in their building to provide food service if needed.
4. If food service is not needed, establish a way by which members of the building's food service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of the operation to the Building Administrator.

M. DUTIES OF SECRETARIAL AND SUPPORT STAFF

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

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

N. DUTIES OF THE SCHOOL INFORMATION OFFICER

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

1. The overall functions of the Spokesperson will be:

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

## 12. CONTACTING PARENTS IN AN EMERGENCY

### A. EMERGENCY CARDS AND STUDENT RELEASE FORMS

“Emergency Cards” and Student Release Forms will be sent out to all parents at the beginning of each school year to obtain the following:

1. Permission to send child home early in the event of emergency;
2. Any conflict of scheduling that may arise for working parents;
3. The name and telephone number of employers at which to contact parents in the event of early dismissal;
4. Alternate plans for the child’s welfare including designation of authorized person (surrogate) if neither parent can be informed of early dismissal; and
5. Special students’ needs identified and planned for appropriately.

### B. PARENTAL NOTIFICATION

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

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

## 13. EMERGENCY ASSISTANCE FROM GOVERNMENTAL AGENCIES

In an Emergency, the Superintendent of Schools will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact the Onondaga County Emergency Management Center for assistance. Appendix “ B ” of this Plan contains the names and the phone numbers of other agencies that may be contacted as appropriate.

## 14. INTER-AGENCY ADVICE AND ASSISTANCE

In the event of an Emergency, the Superintendent of Schools will contact the following agencies as dictated by the situation:

		<u>NON-EMERGENCY</u>
Fire – Solvay Fire Department	911	468-1710
Lakeside Fire Dept.	911	487-7218

Police – Solvay Village Police Department	911	468-2510
Geddes Police Department	911	425-2333
Onondaga County Sheriff's Department	911	435-3036
New York State Police	911	638-0149
American Red Cross		343-0967
Rural Metro Medical Services	911	471-4141
Greater Baldwinsville Ambulance Corps	911	638-4328

15. INTRA-SCHOOL DISTRICT ALERT SYSTEM

A. SUPERINTENDENT'S DUTIES

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

B. NOTIFICATION

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

16. SCHOOL SAFETY PERSONNEL

A. DUTIES AND FUNCTIONS OF THE SCHOOL RESOURCE OFFICER  
SRO Position has been terminated

17. MULTI-HAZARD SCHOOL SAFETY TRAINING

A. TRAINING OF STAFF

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

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

18. SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF THE DISTRICT

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

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

B. RESPONSIBILITIES WITH RESPECT TO STAFF

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

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.

4. Adapt emergency preparedness training to individual capabilities and limitations including persons with disabilities.

## 19. EMERGENCY DRILLS AND EXERCISES

### A. CONDUCT OF DRILLS

1. The Superintendent of Schools shall be responsible for determining the nature and frequency of drills to be conducted with respect to this plan. At a minimum, early dismissal and sheltering drills must be:
  - (a) Conducted at least once every school year;
  - (b) Inclusive of transportation and communication procedures; and
  - (c) Held with at least one week's notice to parents or guardians.
2. If requested, the Building Safety Team will assist the District in conducting drills and evaluate the response in order to improve the overall level of Building Safety Plans.
3. Drills must be conducted in accordance with State Education Department regulations. They shall test Building Safety Plans for early dismissal and evacuation, including sheltering, transportation, and communication issues. Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time. Building Administrators shall give parents or guardians at least one week's notice of early dismissal drills.

### B. FIRE DRILLS

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

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



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

#### C. BUS EMERGENCY DRILLS

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

#### 20. PLAN DISTRIBUTION AND REVIEW

##### A. COPIES OF THE PLAN

A copy of this Plan shall be kept in the office of the Superintendent of Schools, Director of Facilities, Building Administrators, Building Nurses, and building Head Custodians.

##### B. ANNUAL REVIEW

An annual review is to be completed no later than September 1<sup>st</sup> of each year.

## 21. SCHOOL BUILDING SECURITY

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

### A. BASIC PROCEDURES

1. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear photo identification badges.
2. General access to buildings shall be limited to clearly identified central access points, or if possible, to a single access/entrance point.

### B. VISITOR PROCEDURES

The Superintendent of Schools encourages parents/guardians and other district citizens to visit the District's schools and classrooms. The community should feel welcomed in our schools. Since schools are a place of work and learning, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns, building accessibility needs to be balanced with the safety of our students and staff.

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

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

such a request is ignored, the staff member shall report to the Building Administrator, or designee that an unauthorized person is in the building.

4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in when entering the building.
5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in the Board Policy 3410, 3410P, 3410F, Administrative Regulations 3410R and the District's Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce the Administrative Regulations and the District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor, or to the Building Administrator.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but report his/her presence to the Building Administrator immediately. **Section " 7 "** of the Building Safety Plans contains the procedures for dealing with armed or dangerous persons.

D. KEYS AND LOCKS

Procedures for administering and maintaining keys and locks shall be according to Board Policy 5680 and Administrative Regulation 5680R.1 – Building Security.

22. INDIVIDUAL BUILDING INFORMATION

Appendix "**F**" of each Building Safety Plan contains maps and floor plans of the building and Appendix "**D**" contains information on the number of staff and students in that school.

## APPENDIX A

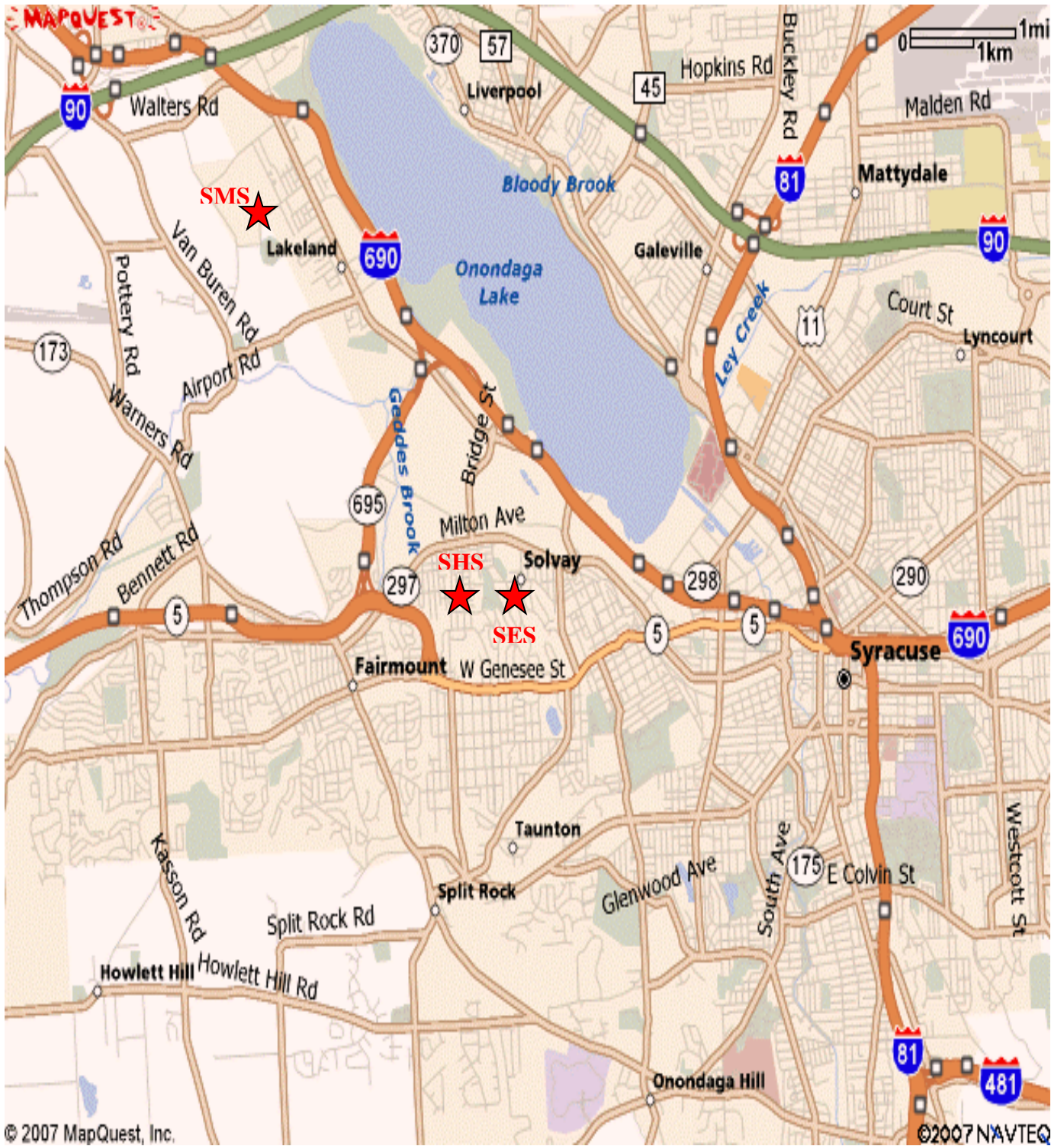
### Solvay Union Free School District Administrator's Telephone Numbers

<u>Name/Department/Bldg.</u>	<u>School Phone</u>	<u>Home or Cell Phone</u>
Jay Tinklepaugh, Superintendent of Schools	468-1111	315-378-6989
Jessica Whisher-Hehl, Asst. Superintendent for Ed	468-1111	315-200-5282
Karen Henry, Asst. Superintendent for Business	468-4942	315-243-1183
Chris Boiselle, Director of Facilities	468-7035	315-264-7346
John Dippold, Jr., Director of Athletics	484-1400	315-952-2253
Christine Miczan, Principal, Solvay Elementary	488-5422	315-289-5801
Russ Stanton, Principal, Solvay Middle School	487-7061	315-374-2856
Diane Hagemann, Principal, Solvay High Sch.	487-7061	315-952-2229
Rory Malone, Asst. Principal, Solvay High School	468-2551	315-952-2247
Neil Gottlieb, Asst. Principal, Solvay Middle Sch.	468-2551	315-657-8301
Bobbie Jo Eastman, Transportation Supervisor	487-5842	315-484-1409

## APPENDIX B EMERGENCY/AGENCY TELEPHONE NUMBERS

<u>Agency</u>	<u>Telephone Number</u>
AMBULANCE.....	911
COUNTY FIRE CONTROL.....	911
COUNTY HEALTH DEPT.....	435-3233
COUNTY OFFICE OF EMERGENCY MNGMT.....	435-2525
COUNTY SHERIFF'S DEPT.....	911, 435-2962 OR 435-3014
DEPT. OF ENVIRONMENTAL CONSERVATION.....	451-7467 OR 715-0120
DISTRICT PHYSICIAN (DR. KIME RISTOFF).....	487-1573
FIRE DEPT. - SOLVAY.....	911, 468-1710
- LAKESIDE.....	911, 487-7218
HIGHWAY DEPARTMENTS - GEDDES.....	488-7705
- SOLVAY.....	468-1606
SCHOOL DISTRICT TRANSPORTATION SUPERVISOR.....	487-5842
LOCAL POLICE - SOLVAY.....	911, 468-2510 OR 468-1311
- GEDDES.....	911, 425-3333
- SCHOOL RESOURCE OFFICER.....	468-2551 EXT. 5053
NIAGARA MOHAWK - POWER OUTAGE.....	1-800-867-5222
- GAS EMERGENCY.....	1-800-892-2345
POISON CONTROL CENTER.....	1-800-222-1222 OR 476-4766
RED CROSS.....	343-0967
STATE POLICE.....	911 OR 638-0149
COUNTY DEPT. OF MENTAL HEALTH.....	435-3355
SUICIDE & CRISIS COUNSELING.....	251-0600
WATER DEPT. (OCWA).....	455-7061

# APPENDIX C DISTRICT SITE MAP



**APPENDIX D**  
**SOLVAY UNION FREE SCHOOL DISTRICT**  
**DISTRICT PROFILE**

Superintendent of Schools: Jay Tinklepaugh

Phone: (315)-468-1111

**Organization**

Grade Range: PK – 12

Student Enrollment: 1369

Teachers: 140

Total Staff: 286

**Student Enrollment:**

PreK: 54

Kindergarten: 84

Grade 1: 82

Grade 2: 102

Grade 3: 86

Grade 4: 100

Grade 5: 93

Grade 6: 110

Grade 7: 87

Grade 8: 108

Grade 9: 117

Grade 10: 121

Grade 11: 112

Grade 12: 113

Total: 1369

**District Profile**

Building Nurses: Melissa Krausnick - High School, Jackie Reno – Middle School and  
Catrina Hogan – Elementary School

Building Head Custodians: Steve Fisher – High School, Barry Grubbs – Middle School and  
Mike Vecchio – Elementary School

Building Psychologists: Sarah Paquette- High School, Gabrielle Waldau – Middle School and  
Hannah Kuhn – Elementary School

District Social Worker: Christina Rufo - High School, Tiffany Zacholl – Middle School and  
Karen Pickett – Elementary School

## APPENDIX E

### SURVEY OF VULNERABILITY SITES OF POTENTIAL EMERGENCIES

#### SCHOOL BUILDING

#### SITES of POTENTIAL EMERGENCIES

Solvay High School

- Girls & Boys Gyms and Locker Rooms
- Cafeteria & Kitchen
- Laundry Area - Basement
- Trainer's Room
- Boiler Room
- Tech Areas
- Custodial Office/Mechanical Room and Custodial Storage Rooms
- Science Lab Rooms
- Main Office
- Photo Dark Room
- Art Room & Kiln Room
- Auditorium Stage
- Room 129 (Family & Consumer Science)

Solvay Middle School

- Cafeteria & Kitchen
- Science Lab Rooms
- Art/Kiln Rooms
- Gymnasium & Locker Rooms
- Tech Rooms
- Home and Careers Room
- Boiler Room and Custodial Closets
- Computer Server Room/Computer Tech Area
- Stage Area
- Main Office and Parking Areas

Solvay Elementary School

- Cafeteria & Kitchen
- Gymnasium
- Custodian's Office & Custodian's Closets
- Main Office & Parking Areas
- Basement



## APPENDIX F

### District Emergency Response Team

<u>Name/Department/Bldg.</u>	<u>Title</u>	<u>School Phone</u>	<u>Cell Phone</u>
Jay Tinklepaugh	Superintendent of Schools	468-1111	315-378-6989
Jessica Whisher-Hehl	Asst. Supt. for Education	468-1111	315-430-1517
Karen Henry	Asst. Supt. for Business	468-4942	315-243-1183
Chris Boiselle	Director of Facilities	468-7035	315-264-7346

### Building Emergency Response Teams

<u>Name/Department</u>	<u>Title</u>	<u>Building</u>	<u>School Ext.</u>
Diane Hagemann	Principal	Solvay High	5000
Rory Malone	Assistant Principal	Solvay High	5001
John Dippold	Dean of Students	Solvay High	5005
William Guerico	Dir. of Guidance	Solvay High	5007
Michelle Passalugo-Wales	School Counselor	Solvay High	5007
Kristine DeWaters	School Counselor	Solvay High	5007
Sarah Paquette	School Psychologist	Solvay High	5265
Christina Rufo	Social Worker	Solvay High	5272
Melissa Krausnick	School Nurse	Solvay High	5004
Steve Fisher	Head Custodian	Solvay High	5042
Russ Stanton	Principal	Solvay Middle	6000
Neil Gottlieb	Assistant Principal	Solvay Middle	6001
Brad Micho	School Counselor	Solvay Middle	6002
Walter Benedict	School Counselor	Solvay Middle	6003
Tiffany Zacholl	Family Services	Solvay Middle	6032
Jackie Reno	School Nurse	Solvay Middle	6004
Gabrielle Waldau	School Psychologist	Solvay Middle	6504
Chris Boiselle	Director of Facilities	Solvay Middle	6038 or 264-7346
Barry Grubbs	Head Custodian	Solvay Middle	6076
Christine Miczan	Principal	Solvay Elem.	4000
Deborah Rolince	Secretary	Solvay Elem.	4001
Karen Pickett	Family Services	Solvay Elem.	4072
Catrina Hogan	School Nurse	Solvay Elem.	4003
Hannah Kuhn	School Psychologist	Solvay Elem.	4036
Mike Vechhio	Head Custodian	Solvay Elem.	4007

# APPENDIX G

## SOLVAY HIGH SCHOOL - continued

### SOLVAY MIDDLE SCHOOL

### SOLVAY ELEMENTARY SCHOOL

## APPENDIX H SOLVAY UNION FREE SCHOOL DISTRICT EVACUATION SITES

A building evacuation is announced when occupancy of the building itself poses a danger to the students/staff. Upon receipt of an order to evacuate, staff will take all necessary measures to prepare students for an evacuation. Students/staff will be evacuated by bus if possible, which will be sent to a safe location. Students will not be permitted to go home unless they are accompanied by a parent or guardian.

In the event, a Building Evacuation is necessary and the emergency is restricted within a building, such as fire, fumes, systems failure, or bomb scare, the occupants will evacuate to the following areas:

<b><u>From</u></b>	<b><u>To</u></b>
Solvay High School	Solvay Elementary School
Solvay Middle School	Lakeside Fire Station
Solvay Elementary School	Solvay High School Auditorium

If a building must be evacuated and the emergency is not contained within that building but more widespread, such as, chemical spills emissions, accidents, (nuclear accidents will follow County Emergency Plans), the occupants will evacuate to the following areas unless directed otherwise:

<b><u>From</u></b>	<b><u>To</u></b>
Solvay High School	Solvay-Geddes Youth Center
Solvay Middle School	Lakeside Fire Station

Solvay Elementary School

Solvay-Geddes Youth Center

If buses are not available, walk students to the following areas and wait for buses:

**From**  
Solvay High School  
Solvay Middle School  
Solvay Elementary School

**To**  
Solvay Elementary School  
Lakeside Fire Station  
Solvay High School Auditorium

## APPENDIX I

### SOLVAY UNION FREE SCHOOL DISTRICT ASSISTED EVACUATION PLANS FOR NON-AMBULATORY/SPECIAL NEEDS STUDENTS

#### PROCEDURAL GUIDELINES

When notified to evacuate, all building occupants will use the primary evacuation route to the nearest exit as identified on the floor plan or instructions posted in each classroom. When the emergency prevents the use of the nearest exit, a secondary route to an alternate exit or through a designated rescue window shall be used as directed. Each Building Administrator, before the start of the school year, establishes these routes for Assisted Non-Ambulatory/Special Needs Students.

In the case of building evacuation the Special Education Staff Member assisting each Non-Ambulatory/Special Needs Student shall be responsible for and remain with that student during the evacuation procedure. *The following building, evacuation procedures are to be used whenever the fire alarm is sounded or in any emergency, that requires the evacuation of the building:*

#### 1. Building Evacuation Procedures

**IN CASE OF FIRE:** Activate the nearest fire alarm pull station. This will automatically alert the Fire Department to respond. *Do not attempt to extinguish a fire!*

- a. All occupants must evacuate the building, regardless of the time of day, according to the posted emergency evacuation route for their room/area or as listed below unless otherwise directed by the

Building Administrator of designee. **IF YOUR EXIT IS BLOCKED – USE THE NEAREST OPEN EXIT.**

- b. At the sound of the fire alarm or notice to evacuate, Special Education Staff Members will lead their students out of the building per **Building Appendix C. *Elevators are not to be used.***
- c. If it is possible, close all windows and doors upon exiting and turn the lights off.
- d. The ***Building Administrator or Fire Department*** (upon arrival) shall check lavatories and other unsupervised areas to ensure that all occupants have evacuated. Notify the Command Post upon completion.
- e. ***Doors:*** The first class to arrive at any outside door is to make sure that the door Remains open for the rest of the classes. Upon completion of the evacuation, Faculty shall return the doors to the closed position.
- f. Teachers will direct groups to assembly areas on the school grounds as follows: **at least 200ft. away from the building as per assigned exit unless notified otherwise.**

## **APPENDIX I** (cont'd)

- g. Teachers shall check attendance to be sure everyone in their class is accounted for, Therefore, it is important that the Special Education Staff Member ensure that the Teacher responsible for the room is aware of the Special Education Students Location during and after evacuation. Missing students are to be reported to the Staff member at the assigned exits.
  - h. Horseplay is not permitted during the evacuation procedure.
  - i. **Re-entry to the Building Is Prohibited Until the All Clear Has Been Given by the Fire Chief, the Department Supervisor, or Designee.**
  - j. The Building Administrator or designee will verify that all employees have exited the building. Missing persons will be reported to the Fire or Police Official upon their arrival.
2. Evacuation to Another Location
- a. As in the case of Building Evacuation, it is the key responsibility of the Special Education Staff Member to ensure that the student they are working with is evacuated safely, and that during the process that student's needs are meant. This includes the safety and needs of the student at the "staging area" and while the

student is being transported to the off-site relocation area.

## **APPENDIX J DISTRICT RESOURCES**

<b><u>Equipment Type</u></b>	<b><u>Count</u></b>	<b><u>Locations</u></b>
<b>AED's</b>	<b>18</b>	<b>At least 1 in each Building (16 total)</b>
<b>Portable Generators</b>	<b>1</b>	<b>Maintenance Center</b>
<b>Portable Pumps</b>	<b>1</b>	<b>Grounds Dept.</b>
<b>Dump Trailer</b>	<b>1</b>	<b>Grounds Dept.</b>
<b>Front-end Loader</b>	<b>2</b>	<b>Grounds Dept.</b>
<b>Chainsaws</b>	<b>2</b>	<b>Grounds Dept.</b>
<b>Portable Lifts</b>	<b>1</b>	<b>Maintenance Center</b>
<b>Portable Welder</b>	<b>1</b>	<b>Maintenance Center</b>
<b>Fire Extinguishers</b>	<b>150</b>	
<b>Flashlights</b>	<b>30</b>	<b>Throughout District</b>

Wheel Chairs	4	Nurse's Offices
Portable Stretcher	1	
Gasoline	1800 gal.	Solvay Middle School
Diesel Fuel	1800 gal.	Transportation Dept.
Cell Phones	45	
Food	1-2 days	1 – 2 days Food Supply at each School Bldg.

**APPENDIX K  
THREAT INCIDENT INFORMATION REPORT**

**USE THIS FORM WHEN COLLECTING BOMB OR OTHER TYPE OF THREAT INFORMATION**

**QUESTIONS TO ASK:**

- |                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| 1. When will bomb explode?        | 7. Why?                                         |
| 2. Where is it right now?         | 8. What is your address?                        |
| 3. What does it look like?        | 9. What is your name?                           |
| 4. What kind of bomb is it?       | 10. Sex: _____ Race: _____                      |
| 5. What will cause it to explode? | 11. Age: _____ Call length: _____               |
| 6. Did you place the bomb?        | 12. Phone # at which call is received:<br>_____ |

**EXACT WORDING OF THE THREAT:**

Time: \_\_\_\_\_ Date: \_\_\_\_\_

**CALLER'S VOICE**

<input type="checkbox"/> Accent	<input type="checkbox"/> Angry	<input type="checkbox"/> Calm	<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> Cracking
<input type="checkbox"/> Crying	<input type="checkbox"/> Distinct	<input type="checkbox"/> Deep	<input type="checkbox"/> Deep Breathing	<input type="checkbox"/> Disguised
<input type="checkbox"/> Excited	<input type="checkbox"/> Familiar	<input type="checkbox"/> Lisp	<input type="checkbox"/> Laughter	<input type="checkbox"/> Loud
<input type="checkbox"/> Nasal	<input type="checkbox"/> Normal	<input type="checkbox"/> Ragged	<input type="checkbox"/> Rapid	<input type="checkbox"/> Raspy
<input type="checkbox"/> Slurred	<input type="checkbox"/> Slow	<input type="checkbox"/> Soft	<input type="checkbox"/> Stutter	<input type="checkbox"/> Whispered

If voice is familiar, who did it sound like? \_\_\_\_\_

**BACKGROUND SOUNDS**

<input type="checkbox"/> Street noises	<input type="checkbox"/> Factory machinery	<input type="checkbox"/> Crockery	<input type="checkbox"/> Static	<input type="checkbox"/> Clear
<input type="checkbox"/> House noises	<input type="checkbox"/> Office machinery	<input type="checkbox"/> PA system	<input type="checkbox"/> Local	<input type="checkbox"/> Booth
<input type="checkbox"/> Animal noises	<input type="checkbox"/> Long distance	<input type="checkbox"/> Voices	<input type="checkbox"/> Motor	<input type="checkbox"/> Music
<input type="checkbox"/> Other _____				

**THREAT LANGUAGE**

Well spoken (educated)     Foul     Irrational     Incoherent     Taped

Message read by threat maker    Remarks: \_\_\_\_\_  
 \_\_\_\_\_

**REPORT CALL IMMEDIATELY TO YOUR SUPERVISOR**

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Phone #: \_\_\_\_\_

**APPENDIX L  
 THREAT ASSESSMENT REPORT**

Date: \_\_\_\_\_ Time: \_\_\_\_\_  a.m.  p.m.

Location / Building: \_\_\_\_\_

Name of Threat-maker: \_\_\_\_\_

Relationship to School / Recipient: \_\_\_\_\_

Exact words of Threat: \_\_\_\_\_  
 \_\_\_\_\_

How the threat-maker appeared (physically / emotionally): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Names/Actions of others directly involved: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

When incident occurred: \_\_\_\_\_

Where incident occurred: \_\_\_\_\_

Name(s) of potential victims: \_\_\_\_\_

Physical conduct that would substantiate intent to follow through on the threat (tone of voice, actions):  
 \_\_\_\_\_

Events prior to incident: \_\_\_\_\_

Any history leading up to the incident: \_\_\_\_\_

What event(s) triggered the incident: \_\_\_\_\_

Names / Positions of responding staff: \_\_\_\_\_

Consequences or impact of incident: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Conclusion of incident: \_\_\_\_\_

Status of threat-maker: \_\_\_\_\_

Steps taken to ensure the threat will not be carried out: \_\_\_\_\_

Suggestions: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

**Forward Completed Form to Building Administrator Immediately.**

## **APPENDIX M**

### **Vandalism, Burglary, Theft or Illegal Entrance Report (Report to the Superintendent of Buildings & Grounds immediately)**

Date: \_\_\_\_\_

1) School Building \_\_\_\_\_

2) Principal \_\_\_\_\_

3) Name of Employee who reported the incident \_\_\_\_\_  
Title \_\_\_\_\_

4) Date incident occurred \_\_\_\_\_

5) Approximate time of incident \_\_\_\_\_

6) Remarks (Include a complete description of the event; damage to equipment, floors, windows, etc.  
(State when event or damage was discovered & to whom it was reported)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



(Use back of form for additional comments.)

7) Estimated Cost \_\_\_\_\_

8) Final Disposition \_\_\_\_\_

---

---

---

---

---

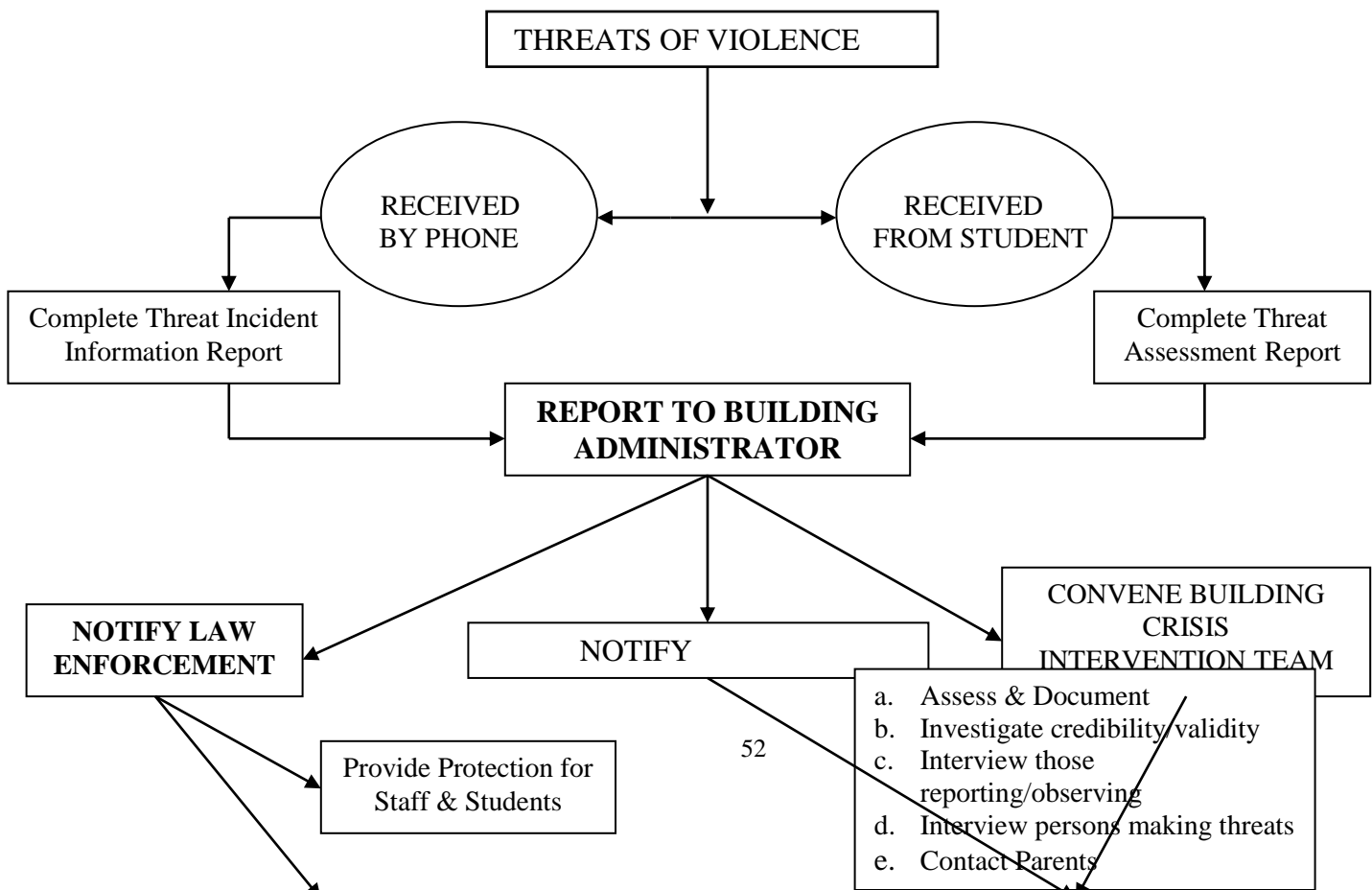
---

---

\_\_\_\_\_  
Superintendent of Buildings & Grounds

Copies to: Superintendent  
Business Manager  
Principal

## APPENDIX N SOLVAY UNION FREE SCHOOL DISTRICT THREAT ASSESSMENT FLOW CHART



**APPENDIX O**

**STANDARD OPERATING PROCEDURES  
FOR BLOOD/BODY FLUID INCIDENTS  
GENERAL INFORMATION**

If an incident involving blood and/or body fluid should occur, staff are instructed to follow standard operating procedures. Whenever possible, the injured person should be encouraged to care for his/her own minor bleeding or injury once he/she is stabilized. However, there may be situations involving blood/body fluid when a staff person will need to intervene and provide assistance that requires contact. Therefore, staff should always implement a barrier between him/herself and the individual in need of assistance, using clean materials or latex gloves. However, the absence of barrier equipment should not preclude assisting a person with a bleeding injury. Whenever possible, take individual to health office for appropriate care.

In most instances, the staff member should not clean up the blood/body fluid spill or the environment, but should instead notify appropriate custodial staff for clean up.

When a staff member needs to intervene and implement “Universal Precautions” he/she does so from an informed voluntary response under the “Good Samaritan Act” and use of prudent public health protective procedures.

**I. Clean Up Materials and Procedures**

The following clean-up materials should be readily accessible to any employee who may be faced with a situation that would involve handling or clean up of blood/body fluid spills. These materials should be provided to each staff member or placed in each classroom, office, gym, locker room, and other areas where a spill may occur.

Materials may include:

- a. Disposable latex gloves.
- b. Disposable paper towels.
- c. Sanitary absorbent material (optional).
- d. Plastic bags with twist seals.
- e. Liquid soap packet or alcohol towelettes.
- f. Gauze pads.
- g. Band-Aids (assorted sizes).

Instructions for Use:

1. Wear disposable gloves when handling blood/body fluids.
2. Provide first aid treatment.
3. Soak up spilled blood/body fluid with disposable towels or sanitary absorbent material.
4. Vigorously clean with soap and water.
5. Disinfect with EPA approved disinfectant (Clorox 1:10, etc.).
6. Place all soiled materials in a plastic bag.
7. Remove gloves, turning inside out during removal, and place in plastic bag for soiled materials. Avoid touching skin with soiled gloves. Seal and dispose of plastic bag properly.

## APPENDIX O (cont'd)

Instructions for Use (cont'd):

8. Wash hands thoroughly with soap and water using handwashing procedures.
9. **Refer larger blood/body fluid spills to appropriate custodial personnel; keep students/staff away from the area.**

## II. Reporting an Incident

1. Report incident as soon as possible and call for appropriate personnel to clean up (custodial staff) or send someone to do so.
2. Keep students/other unneeded personnel (or ask someone to do so) away from incident area (cover with paper towels, if available).

## III. Handling a Blood/Body Fluid Incident

1. School personnel should have on hand the spill clean up materials designated above (or as provided by the district).
2. Wear safety glasses, goggles or face mask prior to any situation where splashes of blood/body fluids may occur. Examples of such situations include:
  - a. Extreme medical emergencies.
  - b. Occupational/technical programs, i.e., dental assistant.
3. Wear disposable latex gloves and if necessary, eye and/or face protection, when responding to an incident involving blood/body fluid. When disposable latex gloves are

not available or unanticipated contact occurs, wash hands and all other affected areas with soap and water immediately after contact.

4. If an accident involving blood or body fluids occurs, encourage the individual to tend to his/her own injury. For example, if a student has a bloody nose, hand him/her the tissues and instruct to pinch nose. If a student has a bleeding injury (cut or abrasion) hand him/her clean paper towels to hold over the injury. If this is not possible, provide assistance using a barrier between yourself and the individual and observe the following:
  - a. When the skin is intact, have the person wash using a disposable soap or alcohol towelette or dispenser soap under running water. Discard towels and/or towelette in a sealable plastic bag. Wash hands using proper hand washing procedures.
  - b. If open lesions or wounds have come into contact with blood/body fluid from another person, scrub with soap and running water. Apply a skin disinfectant (e.g., 70% alcohol, Betadine, Hibiclens) after washing. Discard any used towelettes in a sealable plastic bag.

## **APPENDIX O** (cont'd)

### **III. Handling a Blood/Body Fluid Incident** (cont'd)

- c. If an Exposure Incident occurs, the individual exposed should go to the Nurse's office to complete an Exposure Incident Report form, and take the steps established in the Exposure Control Plan.
  - d. If an individual gets blood in the eyes, flood exposed area with running water at room temperature for 2 – 3 minutes. Take the individual to an eyewash station if one is available. If blood gets into the mouth, rinse with water for 2 – 3 minutes and spit out.
  - e. In the absence of soap and running water, wipe contaminated skin with soap towelette or alcohol wipe or spray skin with diluted bleach (1:10) solution and wipe off. Dispose of all cleaning items in sealable plastic bag.
5. Place personal clothing soaked with blood/body fluids in a sealable plastic bag using gloves. These will be sent home with the individual for laundering. Place other non-disposable items (i.e., towelettes, etc.) soaked with blood/body fluids in a sealable bag and take to designated area for medical waste. Any skin exposed through contact with the contaminated items should be washed as indicated above.
6. Do not continue daily activities while wearing blood-contaminated clothing or protective equipment.
7. Remove disposable gloves and any other protective equipment and place in a sealable plastic bag. Avoid touching skin with soiled gloves.
8. Wash hands thoroughly with soap and water using the handwashing procedures.

9. Ensure that all contaminated items have been picked up and placed in sealable plastic bag.
10. Advise custodian of all areas (including rugs, carpets, furniture, etc.) requiring decontamination.

#### **IV. Clean Up**

Clean up blood/body fluid spills observing the following procedures:

1. Clean and disinfect all soiled, washable surfaces (i.e., tables, chairs, floors) immediately, removing soil before applying disinfectant:
  - a. Use paper towels or tissues to wipe up small soiled areas. After the spill is removed, use clean paper towels, soap, and water to clean area.
  - b. Apply a sanitary absorbent agent for larger soiled areas. After the spill is absorbed, vacuum or sweep up material. Discard material in a sealable plastic bag.

### **APPENDIX O** (cont'd)

#### **IV. Clean Up** (cont'd)

- c. Disinfect area with an EPA-approved disinfectant according to manufacturer's instructions.
2. Clean and disinfect soiled rugs, carpets, and upholstered furniture immediately.
  - a. Apply sanitary absorbent agent, let dry, and vacuum. Discard material in a sealable plastic bag.
  - b. Apply a sanitary shampoo with a brush or an extractor and re-vacuum. Discard material in a sealable plastic bag.
  - c. Spray with an EPA-approved disinfectant according to manufacturer's instructions.
3. Clean equipment and dispose of all disposable materials:
  - a. Soiled tissues and flushable waste can be flushed in a toilet. Discard paper towels and vacuum bag or sweep into a plastic bag, seal, and dispose of according to procedure.
  - b. Rinse broom and dustpan in disinfectant solution after removing debris.
  - c. Soak mop in disinfectant solution for a minimum of 20 minutes and rinse thoroughly.
  - d. Used disinfectant solution should be promptly poured down a drain.
4. Personal clothing soaked with blood/body fluids should be rinsed wearing gloves, placed in a sealable bag, and sent home for laundering. Other non-disposable items (i.e., sheets, towels, etc.) soaked with blood/body fluids should be rinsed

wearing gloves and placed in a sealable plastic bag. Then wash in the hottest water available (160°F) with laundry soap: bleach may be added if water doesn't reach 160°F. Dry in hot dryer or dispose of as regulated medical waste. The skin in contact with the contaminated garment should be washed as indicated above.

5. Store all disinfectants in safe areas inaccessible to students.
6. Ensure that dumpsters are located in a safe area away from the playground or other areas used by students.

## **APPENDIX P**

### **SOLVAY UNION FREE SCHOOL DISTRICT DISTRICT SAFETY COMMITTEE**

<b><u>Name</u></b>	<b><u>Title</u></b>	<b><u>Telephone</u></b>
Melissa Krausnick	Solvay High School Nurse	484-1402 ext. 5004
Shawn Mitchell	Solvay High Teacher	468-2551 ext. 5037
Chris Boiselle	Director of Facilities	468-7035
John Dippold, Jr.	Director of Athletics	484-1400 ext. 5005
Bobbie Jo Eastman	Transportation Supervisor	484-1409
Paul Smith	Safety Officer, OCM BOCES	431-8591
Karen Henry	Asst. Supt. for Business	468-1111 ext. 306
Christine Miczan	Elementary School Principal	488-5422
Russ Stanton	Middle School Principal	487-7061
Neil Gottlieb	Middle School Asst. Principal	487-7061
Diane Hagemann	High School Principal	468-2551
Rory Malone	High School Asst. Principal	468-2551

## **APPENDIX Q**

### **SOLVAY UNION FREE SCHOOL DISTRICT DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.)**

The Solvay Police D.A.R.E. program is currently in its ninth year and lists as its accomplishments the education of over 1000 students from grades 1 through 5 in how to resist becoming involved in drugs. The program is facilitated by officers of the Solvay Police Department over a period of 17 weeks in the elementary schools.

The program objectives include:

- Making positive attitude changes in students regarding drug use.
- Helping students acquire the knowledge and skills needed to resist and refuse offers of drugs.
- Teaching students the skills needed to manage conflicts without using violence.
- Giving students the opportunity to learn and use these skills in a cooperative learning environment.

These objectives are difficult to measure; however, the change in attitude is demonstrated at each D.A.R.E. graduation when student essays are read. The essays often mention attitudes, which are clearly anti-drug use and anti-violence. Many of the students give in their essay examples of how they learned to refuse offers of drugs and give specific examples of what they would say if approached. This demonstrates a clear, well prepared “action plan”, which can be used in the future.

The D.A.R.E. program graduation ceremonies also show the valuable linkages between parents, school officials, the police department, local government and community groups. These linkages lead to better services to the youth of our community and promote an environment of cooperation in the community.

Program evaluations are completed by students, parents and teachers and are reviewed by the supervising officer. In the program, the primary measure of success lies in the fact that most of the student, parent,

teacher and administrator appraisals indicate that there is a positive student attitude change and that useful life skills are learned. This has been a successful program and efforts are currently underway to secure funding for this program in the future.

The board of directors for this program is comprised of the village government Public Safety Committee. This committee is responsible for the overall operation of the police department and specifically monitors the D.A.R.E. program. The monitoring methods have included:

- Weekly meetings between the D.A.R.E. instructors and the supervising officer.
- Review of evaluation forms by the supervising officer.
- The supervising officer and village Police Chief are in direct contact with school officials, parents and students regarding the program performance.
- The program is discussed and evaluated by Department supervisors during quarterly staff meetings.

This monitoring allows the Department to facilitate changes as needed to insure program quality and success.

## **APPENDIX R ANNUAL WRITTEN INSTRUCTIONS TO STUDENTS AND STAFF**

The Superintendent of Schools, together with each Building Administrator of an educational agency located within the school district, shall provide written instructions on emergency procedures in their respective schools for all students and staff. The written instructions shall be distributed by October 1 of each school year to students and staff by any of the following methods:

1. School district newsletter mailed to all district residents.
2. Special mailing to student's homes.
3. Handout for students to carry home.
4. Building specific Emergency procedure Flip Charts.

At a minimum, written instructions shall include the following information:

1. Identify alarm warning system.
2. Various response actions which may be required, such as early dismissal and sheltering, and a description of each.
3. Name of District Emergency Coordinator, and the names and roles of the members of the Emergency Response Team.



4. Methods for disseminating information during an emergency.
5. A source for additional information.

## **APPENDIX S**

# **PETROLEUM SPILL REPORTING**

(Gasoline, Diesel or Waste Oil)

**IN THE EVENT OF A SPILL, IMMEDIATELY REPORT THE SPILL TO:**

	<b>Phone Number</b>
<b>Director of Facilities</b>	<b>468 - 7035</b>
<b>AFTER HOURS</b>	<b>264 - 7346</b>
<b>Transportation Supervisor</b>	<b>487 - 5842</b>
<b>AFTER HOURS</b>	<b>952 - 4559</b>

**IF QUALITY OF SPILLED MATERIAL IS GREATER THAN 5 GALLONS (on site) YOU SHALL NOTIFY THE NEW YORK STATE DEPARTMENT OF ENVIRONMENTAL CONSERVATION WITHIN 2 HOURS:**

**New York State Department of Environmental**

**Conservation Spill Hotline 1 – 800 – 457 – 7362**

**\*\*IF SPILL IS NEAR AND/OR HAS ENTERED A BODY OF WATER,  
INVOLVES A HIGHWAY ACCIDENT, DEATH OR INJURY\*\***

the agency shown below must be contacted:

**NATIONAL RESPONSE CENTER: 1 – 800 – 424 – 8802**

**SPILL CLEAN-UP CONTRACTORS:**

<b>AAPEX Environmental</b>	<b>Liverpool</b>	<b>(315) - 413 - 0068</b>
<b>AAA Environmental</b>	<b>Mattydale</b>	<b>(315) - 454 - 2000</b>
<b>EPS of Vermont</b>	<b>Syracuse</b>	<b>(315) - 451 - 6666</b>
		<b>or 1 - (800) - 533 - 3385</b>