

## TABLE OF CONTENTS

Introduction	3
Section I: General Considerations and Planning Guidelines	3
A. Purpose	3
B. Identification of School Teams	3
C. Concept of Organizations	4
D. Plan Review and Public Comment	4
Section II: General Emergency Response Planning	4
A. Identification of sites of potential emergency	5
A.1 The process for identifying the sites	5
B. Plans for taking the following actions in response to an emergency	5
B.1 School Cancellation Procedures	5
B.2 Early Dismissal Procedures	5
B.3 Evacuation Procedures	6
B.4 Sheltering Sites	6
B.5 Responses for specific emergencies	6
B.5a Threats of Violence	6
B.5.a.1 Policies and procedures for responding to implied or direct threats by students, staff and visitors	6
B.5.a.2 Procedures for responding to acts of violence	6
B.5.a.3 Armed Student	7
B.5.b Hostage/Kidnapping	9
B.5.b.1 Hostage Taking	9
B.5.b.2 Kidnapping	10
B.5.c Severe Weather	10
B.5.d Civil Disturbance	10
B.5.e School Bus Accident	10
B.5.f Gas Leak Procedure	11
B.5.g Intruders	11
B.5.h Bomb Threat	12
B.5.i Chemical Spill	13
B.5.j Fire/Explosion	13
B.5.k Biological Threat	13
B.5.l Radiological Threat	13
B.5.m Epidemic	13
C. Identification of district resources for use during an emergency	14
C.1 Trained Staff	14
C.2 Heavy Equipment Inventory	14
C.3 Bus and Vehicle Inventory	14
C.4 Fuel Inventory	15
C.5 Cafeteria Capacities/Inventory Summary	15
D. Description of procedures to coordinate school resources & manpower	15

E. Policies and procedures for annual multi-hazard school training .....	15
F. Procedures for the review and conduct of drills, etc .....	15
Section III: Responding to Threats and Acts of Violence .....	16
A. Policies and Procedures for responding to threats of violence .....	16
B. Policies and procedures for responding to acts of violence .....	16
C. Policies and procedures for contacting appropriate law enforcement .....	16
D. Identification of appropriate responses to emergencies .....	16
E. Policies and procedures to contact parents, guardians, etc.....	16
Section IV: Communication with Others.....	16
A. Arrangements for obtaining assistance during emergencies.....	16
B. Obtaining advice and assistance from local government officials.....	16
C. Informing all educational agencies w/in district of disaster.....	17
D. Maintaining information about each educational agency w/in district.....	17
Section V: Prevention and Intervention Strategies	
A. Policies & procedures related to building security .....	17
B. Policies & procedures for dissemination of informative materials .....	18
C. Appropriate prevention and intervention strategies .....	18
D. Strategies for improving communication among staff & students .....	19
Section VI: Recover.....	19
Section VI: Pandemic Influenza Plan.....	21

**PROJECT SAVE**  
**(Safe Schools Against Violence in Education)**  
**DISTRICT WIDE SAFETY PLAN**  
**Commissioner’s Regulation 155.17**

**Introduction**

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Greater Southern Tier BOCES in coordination with the Hammondsport School District, support the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

**Section I: General Considerations and Planning Guidelines**

**A. Purpose**

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

**B. Identification of School Teams**

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

Board of Education Member: Frank Curran  
 Administrators: Kyle Bower, Tad Rounds, Michelle Sincerbox  
 Student(s):  
 Staff/Manager/Teacher(s): Emery Cummings, Lynn Hagadone, Jill Livingston, Jon Lowin, Tracy Wood, Ami Corell, Susan Hamilton, Bill Fries Jr., Beth King, Darcie Ringer, Belinda Trickey, Don Gardiner;  
 Community Member/Parent(s): Gary Prawel  
 Safety Personnel: Ryan Sincerbox Hammondsport PD, Chuck Banik SRO

**District Wide Emergency Response Team:**

Kyle Bower	Tad Rounds	Michelle Sincerbox
Ryan Sincerbox	Joe Stremel	Emery Cummings
Theresa Stopka	Beth King	William R. Fries
Linda Dickinson	Don Gardiner	Deputy Banik, SRO

**C. Concept of Organizations**

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County and State resources through existing protocols.

**D. Plan review and public comment**

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner’s Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

## **Section II: General Emergency Response Planning**

(The District-wide School Safety Plan should provide the framework for the Building-level Emergency Response Plan.)

### **A. Identification of sites of potential emergency, including:**

- The process for identifying the sites
- The location for potential sites, and
- The potential internal or external hazards or emergency situations identified

#### **A.1 The process for identifying the sites: The sites listed below were identified by the planning team in consultation with participating school personnel and outside agency representatives:**

External List: (examples: hazardous railroad locations, airports, industrial sites with potential for chemical spills, dams or waterways with flood potential, nuclear power plants, etc.)

Inlet Possible Flooding Hazard

Internal List: (example: chemical storage locations, swimming pools, boiler rooms, etc.)

Chemical storage upstairs of Main Street  
Boiler Room Main Street-near Cafeteria  
Boiler room Curtiss School-stair near handicapped bathroom  
Back Stairs Main Street – Enclosure Problem  
School Septic System

### **B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:**

- School cancellation
- Early dismissal
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes), and
- Sheltering sites (internal and external)

#### **B.1 School Cancellation Procedures:**

District will utilize the ‘all call’ system to notify parents/guardians of cancellation.

Board buses in the following order:

1. Elementary School
2. Jr/Sr High School

**B.2 Early Dismissal Procedures:**

District will utilize the ‘all call’ system to notify parents/guardians of cancellation.

Board buses in the following order:

1. Elementary School
2. Jr/Sr High School

**B.3 Evacuation Procedures:** See attachments on evacuation procedure.

Attachment A1 for Pre K-12

**B.4 Sheltering Sites:**

Building Name

Hammondsport Fire Department- Primary Location

Curtiss Museum

Hammondsport Transportation Facility

**B.5 Responses for specific emergencies**

See attachments

Attachment A1 for Pre K-12

**B.5a Threats of Violence:** See attachments

Attachment A1 for Pre K-12

**B.5.a.1 Policies and procedures for responding to implied or direct threats by students, staff and visitors**

Anyone witnessing an implied or direct threat is required to report the threat and the offender to the building administrator as soon as possible. The building administrator will evaluate the seriousness of the threat and follow up with necessary actions including but not limited to:

- a) disciplinary action as outlined in the district’s Code of Conduct board policy
- b) referral to counseling
- c) law enforcement involvement
- d) Superintendents hearing and possible suspension for students or SED sanctions for staff.

## **B.5.a.2 Procedures for responding to acts of violence**

1. Student fight
  - a) Staff responsibilities:
    1. If the student fight involves a physical confrontation, the staff member should use their best judgment regarding their own ability to separate the students and proceed accordingly.
    2. Make verbal contact in a calm, low-toned voice.
    3. If behavior does not cease, shout, “STOP” and then lower your voice and encourage students to talk about the issues someplace else.
    4. Try to get individuals to a more isolated area so they can calm themselves without losing face, or try to get the area emptied of other students so there is less audience and less danger.
    5. Do not leave the students alone until they are calmed down.
    6. Discuss their behavior and its consequences only after they are calm.
    7. Understand that violence is time-lined; if you can delay it long enough, it will subside.
    8. Never grab or touch a violent student unless they are causing harm to themselves or others.
    9. Give the students a choice by clearly stating, “You and I must go the principal’s office. If you refuse to go with me, I will notify the principal’s office, who will probably call the police”.
    10. If the students refuse to cooperate by rendering the above steps invalid, notify the principal that you need help with a violence problem.
  - b) Building Administrator’s Responsibilities:
    1. Assess situation and intervene if requested by the teacher.
    2. Send all available staff to the area to demonstrate a show of force.
    3. Call 911 if students refuse to cooperate.
    4. If necessary, call the superintendent’s office who will ensure that the necessary administrators are notified, from among the following:
      - Operations
      - Business
      - Safety
      - Media Relations
    5. Assist police in any way requested.
    6. Follow disciplinary action according to Code of Student Conduct.
    7. File an incident report.

### **B.5.a.3 Armed Student**

- a) Staff Responsibilities
  1. Notify principal's office ASAP and advise whether a weapon is suspected or visible.
  2. Try to calm the students and others.
  3. STOP
    - DO NOT APPROACH STUDENT
    - DO NOT ATTEMPT TO CONFISCATE THE WEAPON
  4. If a weapon is visible, or student is threatening, ask the student in a calm voice for permission to evacuate the rest of the class.
  5. Evacuate quietly, if allowed, to a protected area at least 750 feet away if possible.
    - Take class plan book and attendance records with you.
  6. If evacuation is not allowed, keep talking with the student (if it does not cause further agitation) until police arrive.
  7. When police arrive, do as they advise.
  8. After incident, file reports ASAP.
  
- b) Building Administrator's Responsibilities:
  1. If weapon is suspected:
    - a. Isolate student with backpack, purse, and other personal possessions.
    - b. Ensure that at least 2 adults are present at the meeting.
    - c. Tell the student what is suspected and ask the student to produce the weapon.
    - d. If student denies or refuses, ask the student to empty pockets and all other containers.
    - e. Metal detectors may be used to scan students.
    - f. If search yields nothing 2 adults go to student's locker for a search.
    - g. If an illegal weapon is found, police are contacted to remove student from campus.
    - h. Notify a parent
    - i. Call superintendent if the situation warrants.
    - j. Follow disciplinary action according to the district's code of conduct.
  
  2. If weapon is visible:
    - a) Call 911.
    - b) Call the superintendent's office who will ensure that the necessary administrators are notified, from among the following:
      - Operations
      - Business
      - Safety
      - Media Relations



- c) Escort police to scene.
- d) Stay out of view of student.
- e) Work with police officers as directed.
- f) Under advisement of police officers, consider one of the following options:
  - Option 1:** Announce a “lockdown” on PA System, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
  - Option 2:** Evacuate the building
- g) Maintain calm.
- h) Refer media calls to media relations (Superintendent or designee).

## **B.5.b Hostage/Kidnapping**

**B.5.b.1 Hostage Taking: this would be a person taken and held, against his/her will by means of physical force or threat of harm and held by an individual until certain conditions are met. A hostage situation must be carefully surveyed and evaluated. The safety of hostage(s), faculty, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.**

Directions to all staff:

Actions to take:

- Immediately contact the building administrator who will call 911 for the police and send a counselor to the scene immediately.
- School counselors should remain in a safe location and on campus to assist administration and law enforcement.
- Initiate school lock-down
- Avoid any reckless and/or imprudent action i.e. don't force the issue physically or mentally, keep a distance, don't make quick moves, etc.
- Use time as a tool to de-escalate this very tense situation.
- Get down if you hear a loud noise.
- Identify the hostage taker, location, and any weapons.
- Contain the situation and, if possible, remove all innocent persons.
- Let the professionals negotiate.

If you are taken hostage:

- Don't force the issue physically or mentally, keep a distance, don't make quick moves, etc.
- Change your mindset from one of authority to “hostage”.
- Keep your cool, don't “power trip”.
- Do not become a spokesperson for the system.

- Do not defend the system/school.
- Do not negotiate, dictate, antagonize, defend, or plead.
- Make yourself human i.e. talk about your spouse, children, etc. If you are seen as a human being and less like a stranger the potential for injury decreases.
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others.

### **B.5.b.2 Kidnapping**

Kidnapping/Abduction – There are two primary types of abduction:

Kidnapping: taking a person by abduction

Custodial Interference: a relative of a child less than 16 years who intends to hold such child permanently or for a protracted period of time and, knowing that he/she has no legal right to do so, takes or entices such a child from a lawful custodian, (i.e. school environment).

Directives to all staff:

- Immediately contact the building administrator who will call 911 for the police
- Initiate school lock down
- Gather pedigree information regarding the missing child\
- Identify the last person with the child
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed

### **B.5.c Severe Weather**

When severe weather warning is received, staff will be notified to escort students to safe areas in their respective buildings (lower level hallways, right angles to path of storm, away from windows, away from wide expanses of open space. Blinds will be closed to minimize flying glass. Duck and cover or sheltering under desks will be implemented if necessary.

### **B.5.d Civil Disturbance (Riot, Racial Conflict, Long Altercations)**

Contact the building administrator providing location of disturbance, what is taking place, number of people involved and intentions of the group if known. The building administrator will contact the district superintendent and police if assistance is needed. The building administrator will notify staff. The staff will move students away from areas where violent confrontations may occur. The building administrator will also isolate problematic individuals (police assistance may be necessary). School should not be dismissed unless it can be achieved without risk to students and staff.

### **B.5.e School Bus Accident**

The driver will contact the transportation supervisor immediately with any type of bus accident. The driver will then ensure children are out of the danger area and request through the transportation supervisor's office assistance for ambulance, fire or another vehicle to transport students. The transportation supervisor will notify the district office of the incident and then drive out to the accident scene. The district will contact the building administrator. The transportation supervisor will update the district superintendent every 20-30 minutes. If the students need to be transported to the hospital the district superintendent will assign a designee to go to the hospital to be on-site. The building administrator will be responsible for notifying the parents of the children who are injured or will be late arriving home.

### **B.5.f Gas Leak Procedure**

- Notify Director of Maintenance and Building Principals.
- Principal call 911 and announce evacuation away from affected area (do not use fire alarm to activate evacuation if you have a bell type alarm).
- Teachers – evacuate to designated areas and account for all students – maintain supervision.
- Principal determines if evacuation is complete – check with teachers for unaccounted children. Then notify emergency coordinator (Superintendent) of staff and student status. Prepare student release procedures for parents picking up students.
- Emergency Coordinator notifies operations group and set up command post.
- Superintendent of Buildings and Grounds turn off gas to building, determine source of leak and establish repair plan. Notify the Emergency Coordinator of Plan.
- Nurses should be prepared to provide emergency first aid measure at the location where students are gathered.
- Bus drivers should be activated to “stand by” status in case re-entry to the building is not possible and the “go-home” plan must be implemented.

### **B.5.g Intruders**

This would consist of any person entering the school that is not school personnel or a registered student. Staff and faculty should automatically recognize and question the presence of unauthorized persons on school grounds.

Directives to all staff:

- Determine whether the person is a legitimate visitor or a threat to school safety.
- Escort visitors to the office to sign in and obtain a badge.
- If a person is posing a threat:
  1. Immediately contact the building administrator who will call 911 for the police.
  2. Initiate school lock down. (Level 2) lock down.
  3. Do not engage in a violent confrontation. Take every other step to ensure your safety and that of students.
  4. Identify the person, person's location, and note if any weapons are visible.
  5. Contain the situation and, if possible, remove all innocent persons.

### **B.5.h Bomb Threat**

All bomb threats will be reported to the building administrator immediately. When a bomb threat is received via telephone the recipient will record the information on the telephone threat checklist if possible.

The building administrator will:

- a) Notify all staff via the PA system to "secure your area and await further instructions." This announcement triggers staff to 1) conduct a visual search of their respective rooms, 2) prepare students to gather personal belongings for pending evacuation, 3) indicate on their room door that the room had been searched, 4) await evacuation instructions.
- b) Notify 911 that a threat has been received.
- c) Direct team in searching exits, pathways, and final evacuation destination/gathering area for suspicious items.
- d) Place a maintenance worker at the school entrance to direct traffic away from the building and guide EMS to the emergency location.
- e) Direct orderly evacuation to outside area or to other building for sheltering or to an inside area that had been cleared and sanitized if weather dictates. Students may not go to lockers or collect coats/valuables.
- f) Direct bomb search team efforts from the Command Post.
- g) Determine that the building is safe for re-entry or send students home.

### **B.5.i Chemical Spill**

For chemical spills inside the building, staff members will keep students away from the spill and notify the building administrator immediately. Building evacuation and the assistance of outside agencies may be necessary depending on the nature of the spill.

For hazardous chemical spills outside, students will be sheltered inside and air intakes will be shut-off and sealed if necessary. The assistance of outside agencies may be required depending on the nature of the spill.

### **B.5.j Fire/Explosion**

Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building. The building administrator will contact 911 to insure the alarm was received. Staff will assist students from the building following drill procedures, take attendance and supervise students until emergency is over. The fire department will determine if and when the building is safe for re-entry.

### **B.5.k Biological Threat (i.e. Anthrax)**

If a biological threat is received via telephone, the recipient will record the information on the telephone threat checklist.

If a letter or package is received which threatens a biological exposure the recipient will:

- a) Immediately re-close the letter or package, cover with a box or larger envelope and avoid further contact.
- b) Immediately prevent persons from leaving or entering the room.
- c) Notify building administrator outside the exposure area.
- d) Avoid touching face or mucus membranes until they can be thoroughly washed with soap and water.
- e) Reduce air movement (shut off fans, close windows).

The building administrator will:

- a) Call 911 for assistance and follow the directions regarding the movement of students and staff
- b) Turn off ventilation systems to limit air movement if threat warrants it.

### **B.5.l Radiological Threat**

Upon being notified of a problem, inform the building administrator and district superintendent of the incident. The building administrator will notify staff and follow procedures as advised by the county coordinator. Procedures will most likely be shelter in place or “go home”. Schools

within 30 miles of a nuclear power plant will need to coordinate procedures and notification directly with the potential source.

**B.5.m Epidemic**

The problem needs to be identified and brought to the attention of the school nurse, school doctor, building administrator, district superintendent and public health officials. The public health officials and school doctor will provide recommendations for the school to follow. The district superintendent will provide information to the media of what the present actions of the district are.

**C. Identification of district resources which may be available for use during an emergency, including the list of personnel and other resources.**

**C.1 Trained staff willing to assist in an emergency**

Barb Fries, Bill Fries, Beth King, Kevin Hamilton, Emery Cummings, Lisa Stone

**C.2 Heavy Equipment Inventory**

- 1 Pick-up w/plow
- 1 Dump truck w/plow
- 1 Tractor
- 1 Van

**C.3 Bus and Vehicle Inventory**

<b>Buses</b>	<b>Passengers</b>
<b>121</b>	<b>44A, 66C</b>
<b>122</b>	<b>49A, 74C</b>
<b>109</b>	<b>18A, 26C, 2WC</b>
<b>123</b>	<b>49A, 74C</b>
<b>124</b>	<b>46A, 70C</b>
<b>125</b>	<b>46A, 70C</b>
<b>114</b>	<b>44A, 66C</b>
<b>115</b>	<b>44A, 66C</b>
<b>34</b>	<b>6</b>
<b>28</b>	<b>6</b>
<b>35</b>	<b>8A, 6C</b>
<b>36</b>	<b>7A, 6C</b>
<b>116</b>	<b>44A, 66C</b>
<b>117</b>	<b>44A, 66C</b>
<b>118</b>	<b>44A, 66C</b>
<b>119</b>	<b>44A, 66C</b>

<b>120</b>	<b>18A, 27C, 2 WC</b>
<b>37</b>	<b>6A</b>

**C.4 Fuel Inventory**

2 Fuel Tanks: 1 – 2,000 gallon Diesel- Bus Garage  
 1 – 550 gallon Unleaded Gasoline- Bus Garage

**1 Waste Oil Tank – 310 gallon – Bus Garage**

**C.5 Cafeteria Capacities/Inventory Summary**

At a minimum, we would have enough food to feed approximately 500 people for approximately 7 days.

At a maximum, we would have enough food to feed approximately 500 people for approximately 20 days.

Cafeteria seating capacity is 156 persons at one time. Maximum occupancy not to exceed 400 persons.

**D. Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:**

- Identification of the officials authorized to make decisions, and
- Identification of the staff members assigned to provide assistance during emergencies. (see IVD)

**E. Policies and procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards.**

The district will annually review with staff and students, their role in implementing the emergency plan.

**F. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.**

As the initial plan is developed and annually as the plan is updated, the chairperson of the planning committee will submit a draft of the plan to each affected county emergency management coordinator for review to insure compatibility with the county plan and statewide plan.

Each year, the Superintendent will conduct at least one test of the emergency response procedures for each student occupied facility. All tests will be conducted in cooperation with local and county emergency management officials to the extent possible.

**Section III: Responding to Threats and Acts of Violence**

- A. Policies and procedures for responding to threats of violence (see Appendices A1 and A1.1)**
- B. Policies and procedures for responding to acts of violence (see B.5.a.2)**
- C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.**

All staff is required to notify the building administrator (or designee) of any violent incidences. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

- D. Identification of appropriate responses to emergencies (see Section II.)**
- E. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.**

For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy all parents will be notified of the circumstances as soon as possible. The District E-Alert and ‘all call’ system will be utilized as well as hard copy information from the District will be the primary modes of communication in these incidences. Parent and District wide communication will be initiated once concrete factual information is gathered and talking points are generated by the District Office.

**Section IV: Communication with Others**

(The District-wide School Safety Plan should provide the framework for the Building level Emergency Response Plan).

- A. Description of the arrangements for obtaining assistance during emergencies from emergency services organization and local government agencies.**

Village Police Department	911
New York State Police	911
Hammondsport Fire Department	911
Hammondsport Ambulance	911
Steuben County Sheriff	911



**B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.**

By contacting 911, the system for coordinating the delivery of assistance from both county and local agencies will be activated.

**C. A system for informing all educational agencies within a school district of a disaster.**

The school superintendent or his/her designees will notify all educational agencies with district boundaries of any emergency situation that may affect their operation.

**D. In case of a school district, maintaining certain information about each educational agency located in the school district, including information on: (to be done as of Sept 1 of each school year)**

- School population
- Number of staff
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency.

**Section V: Prevention and Intervention Strategies**

(The District-wide School Safety Plan should provide the framework for the Building-level Emergency Response Plan).

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

All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

1. Limiting access for all persons to one entrance per building.
2. Staff Identification Badges
  - a. Staff will be required to wear at all times when working in any official capacity for the District.
  - b. Visitors and substitutes will be required to wear at all times.
3. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
4. Providing adequate lighting in all areas.
5. Reducing and controlling traffic flow on campus.
6. Training selected staff in the use of metal detectors.
7. Providing greeters for processing all visitors to student occupied buildings.
8. Training all staff on crisis intervention.

**B. Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:**

- The identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
  1. Administrators and counselors share pertinent intake information regarding specific students with staff.
  2. Alternative Education Staff meets daily to discuss students and their IEP's
  3. Selected staff meet systematically with probation officer, juvenile officers and social service staff.
  4. Principals meet with staff after incident to discuss strategy.

**C. Appropriate prevention and intervention strategies such as:**

- Collaborative agreements with state and local enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations.
- Non-violent conflict resolution training programs,
- Peer mediation programs and youth courts, and
- Extended day and other school safety programs.

1. Staff training programs:
  - a) NYS Police Safe Schools Training
  - b) District Conference Days and Faculty Meetings
2. Student programs:
  - a) Social Skills and Pro Skills Streaming
  - b) Review of student handbook and code of conduct with both students and parent sign-off. (K-6 Only)
3. Full time counselors and social workers on each campus to develop rapport with students

**D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:**

- Youth-run programs
- Peer mediation
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence.

- Establishing anonymous reporting mechanisms for school violence, and
  - Others based on district need.
1. Confidential staff reporting system.
  2. Special Ed Crisis Support Staff and Counselors.
  3. Alternative Ed effective groups on building self-esteem.
  4. Social workers on each vocational campus to develop rapport with students.

### **Section VI: Recovery**

The Post Incident Response Team has developed the following procedures for dealing with post-incident response: (Also refer to District Wide Tragedy Plan)

#### **A. Short Term**

1. Mental health counseling (students and staff)-Provided by Jim Derr, Mary White, Steuben County.
2. Building Security- Don Gardiner
3. Facility Restoration- Don Gardiner
4. Post incident response critique-Administrative Cabinet/Emergency Response Team
5. Other

#### **B. Long Term**

1. Mental Health Counseling (monitor for post traumatic stress behavior)
2. Building security
3. Mitigation
4. Other

#### **Short Term:**

The post incident response team will include Superintendent, Principals, Building Maintenance Supervisor, Counselors, and Steuben County Post Incident Response Team. The Principals will ensure that counselors are available using the resource list in this plan. The custodial crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Custodians will also be critical to the building restoration activities. The Superintendent will document costs for restoration using both in-house material or contracted services. The team will review the incident and develop minutes, which will reflect areas for improvement in future events.

#### **Long Term:**

Building counselors will observe students and review with faculty any long-term stress that students or staff may exhibit. The Building Maintenance Supervisor will evaluate the facilities after an incident to determine if there is a need for additional safe guards such as surveillance cameras or additional lighting. They will also look to investigate any situations that may have caused or showed response actions to the event.

## **Section VII: Pandemic Influenza Plan**

The Hammondsport Central School recognizes the severity of Pandemic Influenza. We are currently using Appendix 1-C from the New York State Pandemic Influenza Plan located at

[http://www.health.state.ny.us/diseases/communicable/influenza/pandemic/docs/pandemic\\_influenza\\_plan.pdf](http://www.health.state.ny.us/diseases/communicable/influenza/pandemic/docs/pandemic_influenza_plan.pdf) until a comprehensive local assistance plan is developed by the State and local governments specifically for schools. A copy of this appendix is attached for reference.