Webster Central School District
District-wide
School Safety Plan

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts 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 School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Webster Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this on-going district-wide cooperation and support of Project SAVE.

Section 1.0
General Considerations and Planning Guidelines

1.1 Purpose

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

This Plan is designed to provide guidance and reference for the Emergency Operations Response Team (EORT) during an emergency and describes the roles and responsibilities of the members of the EORT. It identifies who will coordinate an incident and the procedures that will be employed. The plan also outlines how Webster will coordinate with:

- adjacent school districts
- Town, County and State agencies

Individuals appointed as part of the EORT are the direct representatives of the Superintendent and their directives are to be followed.

The District-wide School Safety Plan is consistent with the Monroe County Hazardous Materials Plan, the Monroe County Emergency Preparedness Plan and the Monroe County School Districts Fixed Nuclear Emergency Response Plan.

1.2 Identification of School Teams

The Webster Central School District has maintained this District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

1.3 Concept of Operations / Relationship between the District-wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual Building-level Emergency Response Plans. This Plan sets forth the general procedures and protocols to be adhered to at each individual school essentially serving as the "safety" standard operating procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

That building's School Emergency Response Team then develops the Building-level Emergency Response Plans at the building level. Many components of this plan may be similar from building to building, however each building will need to insure that conditions unique to their building are addressed. This does not relieve any building from abiding by the expectations set forth in the District-wide School Safety Plans.

1.4 Plan Review and Public Comment

• Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan was made available for public comment. The District-Wide plan will be reviewed for adoption by the Webster School Board annually after a public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

• Full copies of the District-wide School Safety Plan and any amendments have been submitted to the New York State Education Department.

• As required, the District-wide School Safety Team will formally review this Plan annually. This required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.

A copy of the Webster Central School District's District-wide School Safety Plan may be viewed in the Chief Emergency Officer's Office located at 110 Sanford Street at the rear of Spry Middle School.

Section 2.0
Glossary of Key Terms

Aide - an individual assigned to provide general and/or specific support to scene managers.

Alternate Site Evacuation – A protective action that may be implemented when it is deemed safer to evacuate than remain in the building and when circumstances dictate that evacuating and remaining on-site is either impractical or not safe. (i.e. bomb threat or gas leak during inclement weather).

Command - The act of directing, ordering and/or controlling resources by virtue of explicit legal, agency or delegating authority.

Command Post – means the location where commands are given. The incident commander directs the on-scene response from this location.

Congregate Care Centers - A location, such as a school, at which temporary lodging, feeding, clothing, registration, welfare, inquiry, first aid and essential social services can be provided to disaster victims during the immediate/sustained emergency period.

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples are: death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis even, natural disaster.

Designated Alternate – Persons who have been designated by the Building Principal to act as the Incident Commander (IC) in the Principal's absence. In this capacity they have the same responsibility and authority as the Principal.

Disaster – means the occurrence or imminent threat of widespread or severe damage, injury or loss of life or property resulting from any natural or man-made causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mud slide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbances.

Early Dismissal - means returning students to their homes or other appropriate locations before the end of the normal school day.

Emergency – means a situation including but not limited to a disaster that 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.

Emergency Broadcast System (EBS) - A method for local government officials to provide urgent broadcasts to the residents of their area utilizing commercial and educational radio and television stations.

Chief Emergency Officer – Individual designated by the Superintendent. This person is responsible for facilitating safety training for district personnel, ensuring the district building level emergency response plan (BLERP) is up-to-date each year, making sure drills occur as per Education Law, and aid in policy development and decision-making for security technology.

Data Privacy Officer: Individual designated by the Superintendent and the appointed by the Webster CSD Board of Education. This person is responsible for facilitating cybersecurity safety training for district personnel, ensuring the district cybersecurity emergency response plan is up-to-date each year, making sure drills occur as per Education Law, and aid in policy development and decision-making for information technology.

Emergency Operations Response Team (EORT) – during an emergency, means the members under the command of the district's Chief Emergency Officer.

Evacuation - Means moving students for their protection from a school building to a predetermined location in response to an emergency.

Family Reunification Plans – A plan to reunite students with their parents/guardians following an unplanned event or crisis. Location may be an Alternate Evacuation Site.

Finance Sector - A part of the general staff of the Incident Command System, activated on long duration incidents, responsible for cost and financial analysis for the incident.

Incident – means any event that poses a threat or potential threat to students, school personnel, or school property. Action by school personnel will be required to prevent or minimize the danger to life and/or property.

Incident Commander (IC) – means the one individual in charge at any given time of an incident and responsible for the management of all incident operations. The term is used synonymously with Chief Emergency Officer.

Incident Command System (ICS) – means the combination of facilities, equipment, personnel, procedures and communications operating within a command structure

Hold in Place - A protective action that may be implemented when a situation warrants keeping all students and staff behind locked doors while an incident is being investigated and addressed (i.e. intruder). Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable room or office. Exterior doors may also be locked depending on the specific circumstances. Students involved in activities outside of

the building will be instructed to move to a secure area away from the building. Classroom activities may continue as normal pending further instructions.

Lockdown – A protective action that may be implemented when there is an immediate and imminent threat to the building population (i.e. **armed** intruder). All steps for a Hold in Place are completed and classroom activities will cease while students are instructed to utilize duck and cover techniques, usually along interior walls, while remaining out of view from any windows and doorways. Blinds and lights remain as they are.

Active Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and windows closed and locked. All school day activities may continue as normal pending further instructions.

Logistics Sector - A part of the general staff of the incident Command System responsible for advance planning for accumulation of equipment and supplies for immediate response to an incident.

Mutual Aid – Each school district operates under an informal agreement with other districts to provide assistance during emergencies. The mutual aid is provided through contact with the Superintendent of Schools.

Office of Emergency Management (OEM) – the Monroe County office responsible for countywide emergency planning and coordination. Provides staff support to the County Executive during an emergency as well as a wide range of support and coordination functions.

Operations Group - During an emergency, means the members of the EORT under the command of the district's Chief Emergency Officer.

Operations Sector - A part of the general staff of the Incident Command System that is responsible for strategy and tactics to control an incident, under direction of the Incident Commander.

Planning Committee - means the district committee that will function during an emergency as an EORT under the command of the district's Chief Emergency Officer.

Planning Sector - A part of the general staff of the Incident Command System responsible for gathering and compiling of intelligence and information, and communicating that information to the Incident Commander.

Public Information Officer (PIO) - means a person designated by the Incident Commander who provides information to the public and media.

Runner – A person who is assigned the task of going from classroom to classroom to deliver information and directions relative to an incident. Information may be verbally delivered or provided by a copied document.

Sanitized and Cleared Area - An assembly space, such as the gymnasium or auditorium, that may be used to shelter students and staff after it has been thoroughly searched by school volunteers for any suspicious packages, objects or individuals.

School Cancellation - Means 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.

Shelter–in- Place – A protective action that involves all students and staff to remain in the building until advised it is safe to depart. Students and staff engaged in outside activities will immediately return to the building until further notice. Often implemented when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff.

Such a directive may also be given if there is a threat that the outside air is unsafe due to chemical, biological or radiological contaminants. In this circumstance all windows and doors will be secured and all HVAC systems will be shut off to minimize the influx of outside air. May be of a relatively short duration.

Sheltering - possible extended duration - Means keeping students 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.

Threat Assessment Team - A team of school and community officials who are called on upon to assist in reviewing information relative to a particular student or students whose behavior may be cause for concern relative to the safety of any member of the school community. Membership will routinely include, but is not limited to: school administrative, instructional, counseling and security personnel as well as community law enforcement and mental health agencies.

Section 3.0
Mitigation and Prevention

3.0 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such crises will be prevented despite our best efforts. Therefore, we must formulate plans to mitigate – or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies that have been implemented within the WCSD. Many of these components serve as both prevention and mitigation tools.

3.1 Program Initiatives

The Webster Central School District recognizes the importance of programs and activities that improve communication among students and between students and staff, and reporting of potentially violent incidents. Such efforts serve to improve the security, safety and quality of life for all those in the Webster school community. The following is a partial list of such current initiatives.

- Non-violent conflict resolution embedded in K-12 Health Curriculum
- Non-violent conflict resolution/de-escalation training programs for staff
- Peer mediation programs
- Extra-curricular programs
- Youth-run programs
    - Link Crew
    - Peer education
    - Where Everyone Belongs (WEB)
    - Natural Helpers
    - Sexual Harassment Prevention
- Adult Mentoring for student programs
- Developmental Youth Asset Program
- C.A.R.E. Program

3.2 School Safety Assessments

The district will insure that conditions affecting the safety of any building are addressed and remediated in a timely manner. All employees are encouraged to report concerns to the building principal or the District Emergency Coordinator. Additionally, building level planning teams will conduct safety assessments as part of their annual planning process.

3.3 Multi-Hazard Training, Drills, and Exercises

The District will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training must be conducted at the school level annually by September 15. Additionally in coordination with building administration drills may be conducted. These drills will primarily focus on our ability to responsibly and efficiently **assess** a situation, initiate the proper **notifications** to the appropriate personnel and agencies and to be able to identify and implement the necessary **protective actions** in a timely manner to mitigate the negative impact of an event.

The Chief Emergency Officer will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals.
Lights should, if possible, be turned off,annually. Each building is required to conduct 8 fire and 4 lockdown drills during the school year. 8 of these drills must be conducted by December 31st of each year.

The Office of the Chief Emergency Officer will be responsible for ensuring compliance with this drill requirement and will maintain records of same.

3.4 Implementation of School Security

- **Security Personnel – Hiring and Training**
  Webster Central Security personnel are hired through the appropriate civil service process under the title of sentry. They are trained consistent with the New York State Security Guard Act of 1992.

- **Security Personnel – Responsibilities and Authority**
  The District employs security personnel to assist in dealing with all manners of security and safety issues. The primary role of WCSD Security personnel is to assist in safeguarding the District's students, staff and visitors from harm; to deter,

detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by WCSD are authorized to carry out this role pursuant to applicable policies, regulations and training.

- **Limited Access policy**
  Each School building is tasked with implementing this procedure while tailoring it to the specific need of their unique building. During the school day no exterior doors that allow direct access to the building are to remain unlocked. In the event the door is to remain unlocked for a specific purpose the door shall be continually monitored and secured as soon as possible.

- **Visitor policy**
  An approved visitor will complete a sign-in procedure and will be issued an approved visitor pass prior to gaining access to the building. Visitors are required to produce photo identification or have their visit authorized by a building administrator

- **Video Surveillance**
  Digital video surveillance systems have been installed in our district. Designated staff in each building will be trained on how to search for and recover images. Video surveillance will only be provided to law enforcement agencies conducting an official investigation as well as requests submitted via subpoena. Any other requests for video images shall be vetted by the Supervisor of Safety and Security and will require approval of the Superintendent.

- **Intrusion Detection**
  The District's facilities are protected by an intrusion detection alarm system that is linked to a central monitoring station. Each building will utilize this alarm system as designed and will ensure that necessary personnel are trained in its proper use to maximize the performance of the system and minimize the incidence of false alarms.

3.5 Vital Educational Agency Information

The District maintains general information about each educational facility located within the geographical boundaries of the school district, including several non-public schools and childcare facilities.

Such information includes: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

3.6 Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that

appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an (threat) assessment or investigation can commence in a timely fashion. This communication may extend beyond Webster school district personnel (Law Enforcement, Mental Health Professionals) when deemed appropriate and within existing legal parameters.

3.7 Hazard Identification

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, and off-site field trips.

In addition, each Building-Level Safety Team is tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans any and all potential hazards that may be unique to their building, site, neighborhood or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

Such specific hazards might include proximity to manufacturing facilities, waterways, highways, or other sites of potential emergency that could impact their school.

Section 4.0
Preparedness

4.1 Preparedness / Components

The Webster Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Most of the information relative to Preparedness is detailed in other areas of this report and are referenced below.

- **School Safety Plans**

  In this District-Wide School Safety Plan there is description of an overall response protocol for emergencies as well as several more detailed situational response procedures. The concept of operations and the relationship between this District-wide School Safety Plan and each school building's Building-level Emergency Response Plan is described in Section 1.3.

- **Building Floor Plans**

  Current floor plans for each school building are maintained and readily available in the event of a crisis. These floor plans include the location of alarm annunciator panels, utility shut-offs, AED locations, Fire Extinguishers chemical storage areas, science rooms, custodial closets, and any other areas where hazardous chemicals may be stored or used regularly. (AED locations on Attachment N)

  The District's Chief Emergency Officer maintains an updated version all of these floor plans as does the Buildings and Grounds Department. In addition certain emergency response agencies (Police, Fire, EMS) are also provided with the floor plans of each building as an appendix to their copy of the District-wide School Safety Plans. Each building also maintains an updated copy of their respective floor plans as well.

- **Emergency Equipment**

  Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, first aid/medical supplies and two-way radios.
  - Flashlights – battery operated and/or rechargeable flashlights to compliment emergency lighting
  - Battery-operated AM/FM radios with extra batteries to monitor emergency announcements during a power outage
  - NOAA (National Oceanic Atmospheric Administration) Weather radio to receive weather related watches and warnings directly from the National Weather Service. If not available at each building then a district level office will monitor the Weather Radio and will utilize internal communication means to notify each building in a timely manner.

- **Monroe County School Districts Fixed Nuclear Emergency Response Plan**

  A very detailed plan exists that will provide direction for Webster schools in the event of an emergency event occurring at the GINNA Nuclear Power Plant. This plan is maintained by the Chief Emergency Officer. In the event of such an occurrence every Webster school will be considered to be within the ten-mile Emergency Response Planning Area (ERPA).

  Refer to Attachments O and P for plan specifics

- **Emergency Operations Response Team (EORT)**

  The Webster Central School District has established an Emergency Operations Response Team (EORT) comprised of the following titles that will assist the District Chief Emergency Officer in the response to and resolution of incidents occurring within the District.
  - Superintendent of Schools
  - Deputy Superintendent
  - Assistant Superintendent for Administration and Human Resources
  - Assistant Superintendent for Business
  - Executive Director of Student Services
  - Director of Elementary Instruction
  - Manager of Buildings and Grounds
  - Public Information Officer
  - Director of Transportation
  - School Board President

- **District Stakeholders**

  The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. The members of the District-wide School Safety Team are identified in Section 1.2.

  The members of each building's Building-level School Safety Team(s) are identified in the Emergency Planning Summary of each of the eleven Building-level Emergency Response Plans.

4.2 The Role of the Incident Command System (ICS)

Incident Command System – definition and general discussion

The Incident Command System, (ICS), is defined as a standardized on-scene emergency management system that allows multiple agencies to work together without any jurisdictional boundary problems. ICS defines the chain of command as a series of management positions in order of authority. Individuals in the chain of command are typically from different agencies and positions.

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can also apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, EMS) become involved, it is acknowledged that, based upon the specific nature of the event, the appropriate or lead emergency response agency will assume command and will manage the incident.

It is the responsibility of the initial IC to manage the incident until such time that they are relieved of that designation by District Chief Emergency Officer or the appropriate Police or Fire Command Officer. At that point the IC will assume a role within the Unified Command structure.

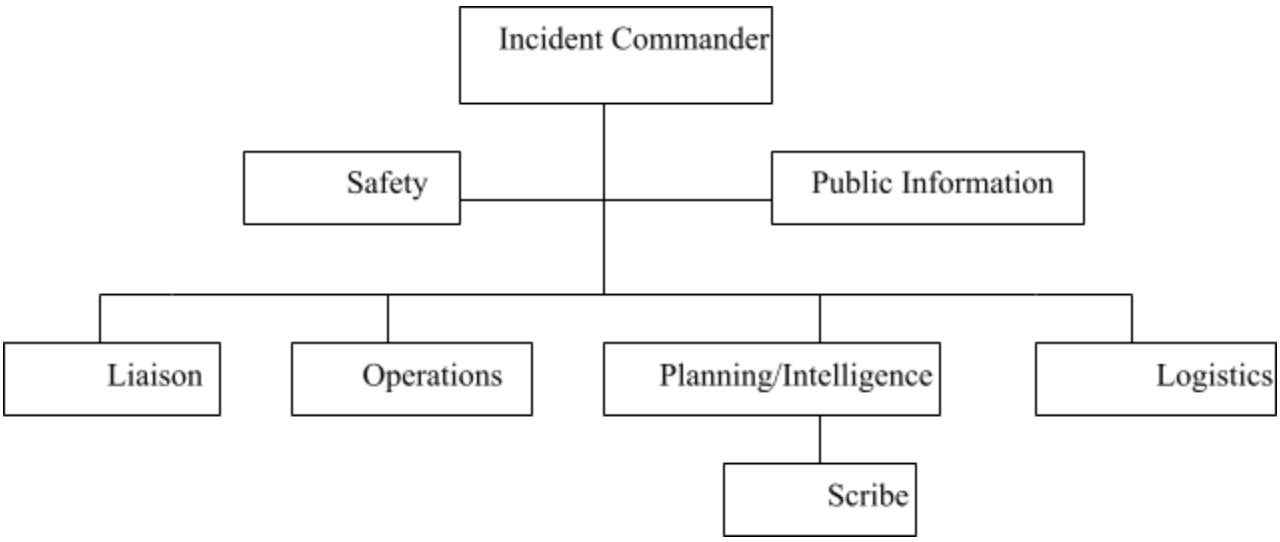
EXAMPLE:
A Bomb threat is received at a school building. The Principal (or designee) immediately assumes the role of the Incident Commander and initiates the appropriate notifies and protective actions. When the Police arrive, as it is a public safety issue and will involve a criminal investigation, the Command Officer from the responding Law Enforcement Agency will assume the role of the IC. At that point the Building Principal/Designee and the District Chief Emergency Officer will continue to contribute to the handling of the incident through a cooperative effort called Unified Command.

4.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the **Incident Command System is driven by functions being performed, not people manning positions**. As such, each function does not have to be assigned to a different person. One member of the Building-level Emergency Response Team or the EORT may be able to handle several functions at once in an efficient and timely manner. Should any team member become overwhelmed the team can simply be expanded to assist.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accident.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.



4.4 ICS titles and responsibilities

Incident commander (IC)

- **Generally** - This person manages the entire incident and will very often begin as the Building Principal or in their absence the pre-determined Designee.

- **WCSD -** If the event is of a serious or protracted nature, the District Chief Emergency Officer may respond and assume this role. Ultimately, a Command Officer from the lead emergency response agency may become the IC.

Public information officer (PIO)

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members.

- **WCSD** - The Building Principal or their Designee are typically the only building personnel authorized to make statements to the press but are encouraged to seek the input and assistance of the District Public Information Officer prior to doing so. This function may be delegated totally to the PIO.

Safety officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether students have been evacuated far enough from the school.

- **WCSD** - Initially an appropriate member of the Building-level Emergency Response Team should be assigned this role, i.e. School Security / Sentry. Absent such staff, assign a Response Team member who is familiar with WCSD Situational Response Guidelines and that school's specific protective action options. Once again, depending on the severity of the incident, an emergency responder will often fill this role in consultation with school officials.

Liaison officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person is a good communicator and able to convey important information both to responders about the situation or the school facility and to school staff about necessary actions.

- **WCSD –** Initially this will likely be the IC. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team.

Operations officer

- **Generally** - This person manages student and staff care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as student release.

- **WCSD -** An appropriate member of the Building-level Emergency Response Team should be assigned this role, i.e. school nurse, counselors, other non-instructional staff.

Planning and intelligence officer

- **Generally** - This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

- **WCSD -** An appropriate member of the Building-level Emergency Response Team should be assigned this role, i.e. another building administrator (Designee) or non-instructional staff.

This person should either act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the events and our response will be critical to our after action reporting and debriefing.

NOTE: Maintain all documentation, notes and records, as these are legal documents.

Logistics officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.

- **WCSD -** Initially this will likely be the IC. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team.

4.5 Additional ICS Terms and definitions

Unified Command – This operational guide recognizes the need to insure direction and control for an incident involving more than one school or school district and those that will require the assistance of outside agencies. When such a situation exists, a unified command structure will be used under the direction of one Incident Commander. The concept of unified command means that all agencies that have responsibilities and authority at an incident will contribute to process of:

- determining overall response objectives
- selection of response strategies
- ensuring joint planning and application of tactical activities
- maximizing use of available resources

When an incident occurs that requires a public safety agency response, the command officer of the appropriate agency will assume command. The District Chief Emergency Officer, the EORT and the affected building administrators and Response Team will assist and continue to coordinate Webster School District's personnel and equipment.

Change of Command – Incident direction will remain with the Webster Chief Emergency Officer unless the Chief Emergency Officer requests another individual to assume control, the District Superintendent assumes command, or a public safety official assumes command.

4.6 Command Post (CP)

Command Post / generally- A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and communication.

Building-level CP- Depending on the nature of the event, a building-level CP could be established at the following locations: Main Office, at a designated location outside of the building, in a school bus on the property but outside of the danger zone or in an adjacent building. Each Building-level Response Plan will identify CP locations.

District-level CP- A district-level CP will be established at the direction of the Incident Director.

- Primary Location: District Office, 119 South Avenue (Exception: will not be used in the case of a Radiological Incident – another location will be designated.)
- Secondary Location: Will be designated at the time of the incident based on circumstances.
- When the Webster Command Post is activated, the EORT will be notified and report to the CP.

Section 5.0 Response

5.1 Response Actions for Emergencies / Multi-Hazard Response Introduction and general discussion

NOTE: In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. In the Situational Response Procedures section of this Plan, many specific emergency situations are identified and standard response procedures detailed. However, given the afore-mentioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every District employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

The Building Principal is designated as the person in charge – the Incident Commander – during a crisis situation at their respective school. The Principal will provide leadership, organize activities and disseminate information with the assistance of the Building-level Emergency Response Team and the EORT if needed. If the Principal is unavailable or not on site, the designated alternate will act in their absence with the same authority and responsibility.

In most instances where this level of school response is warranted, the school will be seeking assistance from outside emergency responders in resolving the situation. As, such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

In every emergency type situation regardless of the nature of the emergency or the perceived threat to safety, there are three critical tasks that must be addressed in a timely manner by the Building Principal or designee (Incident Commander) or by the EORT for those events that are not to be quickly resolved at the building level.

These three critical tasks are:

- **Assess** - the level of threat and totality of circumstances
- **Make Notifications –** to inform and request assistance
- **Initiate Protective Action** – to protect persons and property from harm

5.2 Assessment ……. *"What's my situation?"*

Based upon the information available, the amount of time that can be taken to complete this assessment may vary greatly. For example, the report of an armed intruder or shots fired will have to be acted on immediately whereas other lesser events may allow for further investigation before having to make decisions as to notifications and protective actions.

- What is the nature of the apparent emergency?
- Where is the emergency taking place?
- What is the apparent level of threat to anyone's safety?
- Time of day
- Age and size of school population

- Weather conditions
- Access to Bus / transportation resources
- Access to Alternate evacuation site
- Amount of building level support
- Access to district level support

5.3 Notifications / Communications ……. *"Who do I call?"*

Internal – within school, within district
External – emergency responders, other institutions…

Internal Notifications– Building Principal or designee must ensure that the proper persons are notified within the building and at District Office in a timely manner to keep them informed, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

Building level – Public Address system, two-way radios, telephones, or a runner.

District level – Telephones, two-way radios.

In order to notify the Emergency Operations Response Team (EORT) and activate the emergency response protocol at the district level – contact the Chief Emergency Officer.

External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary direct someone to **call 9-1-1** and to stay on the line. Provide the operator with as much information as possible. If safe to do so, have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

In Monroe County, all requests for Police, Fire or Emergency Medical Services are received and dispatched by the **Office of Emergency Communications (OEC)** by calling **9-1-1**. Based on the nature of the event, the OEC will dispatch the appropriate emergency personnel.

Police / Fire Emergency / Medical Services	9-1-1
Monroe County Office of Emergency Preparedness	473-0710
After 4:30 pm weekdays and weekends/holidays	528-2222

Notifications to Other Educational Agencies - This includes all Educational Agencies, Public and Non-Public.

- The Chief Emergency Officer will evaluate the potential impact of an emergency on other educational agencies within the school district.
- If the impact is evident, the Chief Emergency Officer will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- See Attachments A and G for a complete listing of all educational facilities with contact names and numbers.
- If such contact cannot be made for whatever reason, the Chief Emergency Officer will contact 9-1-1 and request assistance in making the necessary notifications.

Notifications to Parents / Community – Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of cell phones and other electronic communication devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

- The Building Principal or Designee, with input and assistance from the Chief Emergency Officer and the Public Information Office, will notify the local media of any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, late start).
- In addition, it would be prudent to follow the same protocol as above to formulate a press release relative to any other event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.
- Parental notification can quickly be done via text message, email and/or phone call via the district student management system (SMS)

5.4 Protective Action Options……*"How do I best protect my school?"*

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Response Team (EORT) or emergency responders (Police, Fire, EMS).

Remember it is always much easier to downgrade or cancel a protective action than it is to try and elevate your response in the middle of an event.

Each Building-level Emergency Response Plan includes an Emergency Planning Summary that details that building's specific plans relative to how these protective actions will be implemented. There are many variables that must be considered and incorporated into each plan if these protective actions are to be successfully implemented.

NOTE: Once any protective action is directed you can anticipate that many students and staff will begin using their personal cell phones to notify family members. It is critical at the onset that a directive is given and enforced that NO cell phones shall be used until further notice. The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property – all of which will make your job much more difficult.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold in Place
- Lockdown
- Active Active Lockout
- Shelter-in-Place – moved to a cleared and sanitized area (short duration)
- Sheltering – possible extended duration
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus
- Building Evacuation – moving to an Alternate Site off-campus

Cancel School Prior to Start

NOTE: The decision to **cancel school prior to the start** of the school day or to initiate an **early dismissal** will always be made by a District level authority.

Standard Sequential Procedures

Below is the procedure for emergency closing of schools due to storms, bad roads, etc.

- Director of Operations to check with road superintendent, drivers, etc.
- Director of Operations to make recommendation to Superintendent of Schools.
- Decision should be made by 6:00 a.m.
- Superintendent and Director of Operations make decision jointly.
- Appropriate media and staff notifications initiated and updated as needed.

Early Dismissal
(Execute Go Home Early Procedure)

NOTE: The decision to **cancel school prior to the start** of the school day or to initiate an **early dismissal** will always be made by a District level authority.

Standard Sequential Procedures

- The IC will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC will insure local radio and television stations are notified of the early dismissal.
- The IC will insure bus drivers and other general transportation personnel are notified of the early dismissal.
- On-site administrators will be responsible for alerting parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

Lockdown

Lockdown– A protective action that may be implemented when there is an immediate and imminent threat to the building population (i.e. **armed** intruder). All steps for a Lockdown are completed and classroom activities will cease while students while remain out of view from any windows and doorways. Blinds may remain as they are. Lights should, if possible, be turned off.

Standard Sequential Procedures

- Lockdown directive is given (plain language – NO CODES)
  - PA system
  - Runner
  - Two-way radios
  - Phone system
  - Lock down buttons
  - Alert clocks
  - Informacast Computer and App Notification

- Teachers/Staff follow instructions
  - All persons behind a **locked door**
  - Students/ staff / visitors to nearest classroom or office
  - If possible, Clear restrooms / commons areas / areas not able to be secured
  - Take attendance / note and report missing and “extra” students and staff
  - Silence all cell phones and electronic devices.
  - DO NOT respond to fire alarm unless a supporting announcement is made by a known administrator

- Outside activities
  - Students and staff will move to secure area away from building

- Utilize pre-determined Alternate Evacuation Site

- Releasing or canceling a Lockdown
  - in person by Administrator or Police Officer

Hold In Place

Hold in Place- A protective action that may be implemented when there is a situation requiring additional investigation. May also be implemented in situations that require a restriction in movement of students and staff within the building (i.e. medical personnel are responding for an incident requiring immediate assistance)

Standard Sequential Procedures

- Hold in Place directive is given
  - PA System
  - Runner
  - Two-way radios
  - Phone system

- Teachers/Staff follow instructions
  - People in hallways and common areas should try to return to their assigned room, if possible, or go to the closest lockable room.
  - Close and lock all doors. Instruction/activities continue within the class.
  - Silence all cell phones and electronic devices.
  - DO NOT respond to fire alarm unless a supporting announcement is made by a known administrator

- Outside activities
  - Students should remain outside until notification is received from a known administrator.

- Releasing or canceling a Hold in Place
  - Via PA system, radio, email or by most efficient means

Active Lockout

Active Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and windows closed and locked. All school day activities may continue as normal pending further instructions.

Standard Sequential Procedures

- Active Lockout directive is given (plain language – NO CODES)
  - PA system
  - Phone system
  - Two-way radios
  - Runner

- Outside Activities curtailed
  - Students and Staff who are outside immediately return to building
  - Pre-determined staff locks all exterior doors
  - Teachers / office staff close and lock all windows

- Front or Main Entrance remains locked but monitored to allow access by authorized persons only

Shelter –in- Place
(Short-term)

Shelter –in- Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been sanitized and cleared (thoroughly searched). Often implemented when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

NOTE: Such a directive may also be given if there is a threat that the outside air is unsafe due to chemical, biological or radiological contaminates. In this circumstance all windows and doors will be secured and all HVAC systems will be shut off to minimize the influx of outside air.

Standard Sequential Procedures

- Pre-assigned staff responds to and inspects pre-determined shelter locations within the building (sanitize and clear)

- Shelter-in-Place directive is given (plain language – NO CODES)
  - PA system
  - Phone system
  - Two-way radios
  - Runner

- Students and Staff proceed to their designated locations in an orderly fashion
  - Students with special needs accounted and cared for
  - Necessary Medications assembled and transported to location
  - Student attendance taken noting/reporting missing and extra students

- Shelter locations are locked

- If directive is given relative to the potential of chemical, biological or radiological contaminates in the air:
  - All exterior doors and windows will be secured
  - Assigned / designated personnel will turn off all HVAC systems

Sheltering
(Possible extended duration)

Sheltering – possible extended duration – This involves keeping students, staff and visitors 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. This could be the result of a severe, extended weather event and may involve providing meals and overnight accomodations.

In the event that it becomes necessary to provide such shelter the Principal or designee will initiate arrangements to provide adequate supervision of the students under his/her direction.

NOTE: The decision to provide sheltering for a possible extended duration will always be made by a District level authority.

Standard Sequential Procedures

- Notify the Chief Emergency Officer who will activate the EORT
- The Principal or Designee along with the EORT will make provisions for:
  - Health related needs through the Nurse
  - Food Services through the Food Service Manager
  - Building Maintenance through the Manager of Buildings and Grounds
  - Parental and Community notification through the Public Information Office
- The Chief Emergency Officer will also notify:
  - Monroe County Office of Emergency Planning
  - Red Cross
  - Law Enforcement

Fire Evacuation

Fire Evacuation – An evacuation of the building, by pre-determined routes to a pre-determined assembly location, as the result of a fire alarm activation or actual fire event.

Standard Sequential Procedures

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately. Call 9-1-1 if possible to provide details as to the specific nature and location of fire
- **Do not** delay activating the alarm to attempt to extinguish fire.
- Evacuate the building following established fire evacuation procedures.
    - Students walk out designated exit in a quiet, orderly manner.
    - If a door is hot to the touch, do not open use alternate route or escape windows.
    - In the event of smoke, stay low and close to the floor.
    - Classroom windows and doors should be closed once last person leaves.
    - Take attendance at pre-determined assembly locations, report any missing or extra students and staff. Account of all students, staff and visitors.
    - Assist those occupants with special needs to evacuation location or to the pre-determined staging areas.
- Have someone meet the Fire Department to direct them to specific location.

Building evacuation
Outside of building but remaining on campus

Building evacuation - outside of building but remaining on campus – An evacuation of the building wherein the population is moved to a pre-determined location away from the building but remaining on campus / school property.

NOTE: Based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no radios during a bomb threat.

Standard Sequential Procedures

- Building evacuation directive is given specifying the designated re-assembly location(s) along with reason for evacuation (plain language – NO CODES)
    - PA system
    - Phone system
    - Two-way radios
    - Runner

- Actual evacuation preceded by an inspection by pre-assigned personnel of routes of egress and planned re-assembly location(s)

- Students and Staff evacuate to assigned location(s)
    - Students with special needs accounted and cared for
    - Necessary Medications assembled and transported to location
    - Student attendance taken noting/reporting missing and extra students

Building evacuation
Moving to an Alternate Site off-campus

Building evacuation - moving to an Alternate Site off-campus – An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed. Students may walk or be bussed.

Each Building-level Emergency Response Plan Summary identifies multiple Alternate Evacuation Sites for that particular school.

In addition, the WCSD has a standing agreement with:

- The Blue Cross Arena (Downtown Rochester)
  1 War Memorial Square
  Rochester, NY 14614

- For Ginna Nuclear Emergency see Attachments O and P

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby school while a minor natural gas leak is addressed or it may involve a protracted relocation of the entire school population to an alternate site due to an incident of violence and where the students will ultimately be reunited with their parents/guardians.

Standard Sequential Procedures

- Identify most appropriate Alternate Site(s) based upon totality of circumstances
- Contact those identified as contact persons for site(s) – or – if close by and we have access (keys and alarm codes…) direct personnel to go to the site(s) to:
  - Ensure availability and access
  - Assess and address any immediate concerns
  - Prepare location for students arrival

- Notify Transportation of plans if buses will be necessary:
  - The number of buses necessary for school population and the location where the buses will be staged to board the students will have been pre-determined.

- If buses cannot be waited for and / or site is within walking distance
  - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,

    -OR-
  - Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation

- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language – NO CODES):
    - PA system
    - Phone system
    - Two-way radios
    - Runner
    - E mail

- Students and Staff evacuate to assigned Alternate Site(s):
    - Students with special needs accounted and cared for
    - Necessary Medications assembled and transported to location
    - Student attendance taken noting/reporting missing and extra students

- Prepare for the possibility of:
    - Returning to your home school
    - Dismissal from Alternate Site
    - Reunification with family at Alternate Site

- Family Reunification Plans:
    - An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such case, it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. Standard "sign-out" procedures must not be compromised in this setting. We must still confirm identification and legal access to the student before releasing.

    - In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
        - Student rosters
        - Emergency Notification / Contact Cards (records)
        - Current lists involving Court issued Custody Orders or Orders of Protection that specify whether or not a particular person is authorized to have custody or contact with a particular child.
        - Sufficient Personnel to coordinate this process and maintain order

5.5 WCSD Multi-Hazard General Response Outline <u>during</u> the regular school day

- **Initial Responder**
  The first Webster employee on the scene of an incident, or the first employee who becomes aware of an incident will:
  - Notify 911 if police, fire or ambulance is needed
  - Initiate immediate actions to protect students, staff and property
  - Notify the Building Principal or designee who will assume the role as Incident Commander

- **Building Principal or designee – as Incident Commander**
  The building Principal or designee upon being notified of the event will:
  - **Assess** the level of threat
  - Implement the **protective actions** appropriate for level of threat
  - Ensure proper **notifications** have been made- both internal and external
  - Make assignments consistent with established response plans and ICS
  - If appropriate - activate the emergency system by notifying the Chief Emergency Officer, or, if unavailable, a member of the EORT, or Central Administration at 216-0000 and provide the following information:
    - Specific location and nature of Incident
    - Protective Actions Implemented
    - Telephone number as a call back
    - Injuries or property damage
    - Immediate needs

- **Chief Emergency Officer – as Incident Commander**
  When the District's Chief Emergency Officer or his/her designee is notified of an incident, the following actions will be taken initially:
  - Gather all available information
  - Insure all appropriate initial response actions have been taken
  - Go to scene or emergency area if appropriate
  - Establish Command Post if not already done
  - Notify Superintendent
  - Give directions to resolve situation
  - Make Notifications and Request Assistance
    - Local and county officials
    - Affected educational institutions
    - Other WCSD Administrators and EORT
    - Other School districts
    - Outside agencies
  - Coordinate efforts with community response agencies and District departments to resolve the incident
  - Provide for proper recovery and review of event

5.6 WCSD Multi-Hazard General Response Outline outside of normal school hours

This section is intended to provide direction to those involved in responding to any emergency or crisis-type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building-level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they have charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary. As such, it is just as important that this handing off of this responsibility be clear during off-school hours as it is during the normal school day.

Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present for extended periods of time while various activities continue within the building and on campus.

Typically the responsibility for the building during these hours falls to the Head Custodian or the Building Custodial Staff. As such, these persons must again know that they have the responsibility to respond to an unplanned event and the authority and the means to initiate actions to protect persons and property from harm. Appropriate training will be provided to Custodial Services.

For any unplanned event or emergency that occurs outside of the normal school day the WCSD will follow the same protocols described and detailed previously in section 5.5. These protocols are based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, making the proper **Notifications** and initiating the appropriate **Protective Action** options.

How these tasks will be accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

5.7 Emergency Communications

The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones and the two-way radio system operated by Webster.

5.8 Public Information

Public information will be coordinated between on-scene and command post operations. The Public Information Officer will work directly with the media. All media requests will be directed to that office.

If the incident is of a serious or protracted nature a specific media staging and briefing area may be designated to maintain control of information being released and so as to not interfere with any other activities related to the response to or recovery from the incident.

The Public Information Officer will assist in preparing written statements that will be released to the various media outlets.

5.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District are needed; the Superintendent, his/her designee or the District Chief Emergency Officer will contact the Supervisor of the Town of Webster and / or the Monroe County Office of Emergency Preparedness.

5.10 District Resources Available for Use in an Emergency

The WCSD has identified District-based resources, which may be available during an emergency. These resources include facilities, two-way radios, buses and trucks and other equipment.

Section 6.0
Situational Response Procedures

This section will outline general response procedures to be adhered to relative to specific emergency situations.

This section is organized into the following general categories of occurrences. Specific situations are organized alphabetically within each category.

- Civil Disturbances / Criminal Actions
- Environmental / Weather Emergencies
- Facility Related Emergencies
- Medical Emergencies

NOTE:
Each topic will be introduced with a brief definition or description of the threat or potential emergency along with general comments. There will be a quick reference box identifying the more likely actions to take into consideration of the three identified tasks to be addressed by the IC.

Example:

Quick Reference Box	
Assess:	**Abduction (kidnapping / custodial interference)**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Lockdown and Active Lockout** **Take direction from responding Police**

These are only designed to be a quick reference and are not intended to be absolutes. The text that will follow will provide more details on the variables to be considered relative to the proper response actions.

6.1 Civil Disturbances / Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Anthrax Threat
- Bomb Threat
- Explosive Device Suspected
- Fight
- Firearm
    - Suspected Only
    - Displayed and Threatened
    - Discharged
- Hostage
- Intruder
- Riot
- Sexual Assault
- Student demonstration
- Suicide threat
- Threats of Violence– Direct or Implied
- Weapon (other than firearm)
    - Suspected
    - Displayed and Threatened

Abduction

Definition / background

Abduction involves a person being taken away by unlawful force or by fraud against his or her will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removing of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box	
Assess:	**Abduction (kidnapping / custodial interference)**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants (Lockdown directive)** **District Chief Emergency Officer**
Protective Actions:	**Lockdown and Active Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last known direction of travel.
- Implement a Hold in Place I and Active Lockout.
  While an abduction may imply that the suspect has taken the victim away from our building or campus, it is still prudent to direct that a Hold in Place and a Active Lockout be implemented for the following reasons:
  - to be certain that the situation is contained
  - to ensure that all other students and staff are accounted for
  - to not cause any delay or distraction to responding Police
- Notify Chief Emergency Officer
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators
- Secure and protect any area that may be a crime scene or contain evidence
- Assist Police with investigation

Anthrax Threat

Definition / Background

The CDC defines anthrax as an acute infectious disease caused by spore-forming bacterium *bacillus anthracis*. Anthrax most commonly occurs in warm-blooded animals, but can also infect humans and, if left untreated, may cause death. Anthrax organisms can cause skin infection, gastrointestinal infection, or pulmonary infection. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled. All forms of the disease are generally treatable with antibiotics.

Reports of anthrax threats have often involved envelopes or packages containing a powdery substance.

Quick Reference Box	
Assess:	**Potential Anthrax threat**
Notifications:	**9-1-1** **District Chief Emergency Officer**
Protective Actions:	**Hold in Place and Active Lockout** **Take direction from Emergency Responders**

What types of letters or packages <u>may</u> be suspect.

The following list represents some of the individual factors that should be considered when handling mail. However, the totality of circumstances must be considered when determining if a letter or package should be treated as “suspicious”.

- Any letter or package that has a suspicious or threatening message written on it
- Letter or packages with oily stains
- Envelopes that are lopsided, rigid, bulky, discolored or have a strange odor
- Envelopes with no return address
- Unexpected envelopes or packages from foreign countries
- No postage or non-canceled postage
- Improper spelling of common names places or titles

Standard Response Steps

How to respond to a suspicious envelope or package

- Do not open the envelope or package
- Leave it and evacuate the room
- Do not allow others to enter the room
- Notify your building administrator or supervisor

How to respond if an envelope or package is opened which contains suspicious material

- DO NOT PANIC
- Close or cover the envelope or package to limit additional exposure
- Do not attempt to clean up powder
- Immediately evacuate the room involved, closing and locking doors and windows
- Notify 9-1-1
- Notify the Chief Emergency Officer
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Do not evacuate the building unless directed to do so by emergency responders
- Do not allow anyone to enter or leave the building until emergency responders arrive and approve
- **Initiate a Hold in Place and Active Lockout to assist in containing the exposure**
- If possible, shut down the building's HVAC system
- Instruct room occupants not to touch their eyes, nose or any other part of their body
- If possible, all room occupants should wash their hands and other exposed skin thoroughly with soap and water
- If clothing is heavily contaminated, don't brush vigorously
- Compile a list of all persons who had actual or suspected contact with the powder or suspicious substance
- Follow the directions given by the emergency response personnel until the termination of the emergency

Bomb Threat

Definition / background

A bomb threat is defined as a correspondence or a call, which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment
No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans.
For example, a threat found written on a bathroom stall that may or may not have been there for an extended period of time and is not specific as to location, date/time or justification may well be dealt with a little differently than a telephonic threat made by an adult male who provides specifics as to location, date and time of detonation as well as justification for the alleged bomb – and in fact the justification relates to some current conflict within the school or district.

In the former, we may well proceed with standard response procedures, which would include evacuating or sheltering the building occupants and the use of District personnel in the search of the building. In the latter, we may prudently decide to evacuate everyone, consult with the Police and ultimately defer the building search to Law Enforcement due to the perceived higher level of threat.

Quick Reference Box	
Assess:	**Apparent Bomb Threat**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Hold in Place, then…** **Pre-evacuation "sweep" of egress route and destination** **Building Evacuation – min. 500' from buildings/vehicles, or** **Building Evacuation – Alternate Site, or** **Sheltering –Sanitized and Cleared areas within building**

Note: **Two-way radios and cellular phones** and are **not** to be used during a bomb threat. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, bullhorns and person-to-person conversation to communicate. **Do not activate the fire alarm to facilitate the evacuation.**

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the New York State Police Bomb Threat Instruction Card. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
- A copy of said card can be found in Attachment J.
- Record the call if the phone set allows for that feature
- Contact the Director of Technology who can then implement actions to use the District's VOIP phone system to assist in the investigation

- Do not use that phone again until Police tell you it is okay to do so
- Provide information to responding Police Officers.

Bomb Threat received in written form:
Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would be prudent to photograph the written threat for the same reasons as given above.

Standard Response Steps

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the "Explosive Device –Suspected" portion of this section followed.

- Call 9-1-1 and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans, i.e.: traffic control.
- Notify the Chief Emergency Officer.
- The building Principal or designee will immediately use the Public Address System to direct that a Hold in Place be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all routes of egress from the building and the location where the school population will be moved. This will ensure that we are not walking our students towards danger.
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by PA, landline telephone or runner.
- If any suspicious items, packages or persons are observed then the evacuation order will be preceded by a PA announcement detailing the areas to avoid.
- **No one should touch, handle or attempt to move any suspicious object.**
- Students should not be allowed to have access to their lockers to retrieve coats.
- Teachers and staff will advise building administration to indicate that they did check their respective areas and found nothing unusual or suspicious. Close but do not lock classroom doors.
- If no suspicious items, packages or persons are observed, the Principal will then use the PA system to call for an evacuation of the building to the pre-determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alt.site).
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff
- Once Police arrive, coordinate a search of the building with pre-determined teams of volunteers.
- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building.
- Assist Police with investigation.

Explosive Device – Suspected

Definition / background

A suspected explosive device is any device that by appearance and /or an accompanying threat appears to be capable of detonating and causing injury and property damage.

The discovery of a suspected explosive device may occur during the normal, routine inspection of classrooms and workspaces by staff or as the result of a search conducted during a Bomb Threat investigation.

Regardless of how such an item is discovered, the entire building MUST be evacuated as soon as possible. No school staff should remain in the building –that includes the volunteer Bomb search teams comprised of District and school personnel.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box	
Assess:	**Explosive Device – Suspected**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Building Evacuation – min. 1000' from buildings/vehicles, or** **Building Evacuation – Alternate Site, or** **Staging Area to await bus transportation**

Note: **Two-way radios and cellular phones** are NOT to be used when dealing with a suspected explosive device. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on conventional landline telephones, the public address system, bullhorns and person-to-person conversation to communicate.

Also do **NOT** activate the **fire alarm** to facilitate the evacuation

Standard Response Steps

- **Do not touch or disturb the possible explosive device**

- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

Note: Given this 1000' distance and the likelihood that the resolution of this event will be protracted (hours), anticipating the need to utilize one of the pre-determined Alternate Evacuate Sites may well be appropriate.

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.

- Notify the Chief Emergency Officer.

- Assist students and staff with special needs

- Check attendance / report any missing or extra students and staff

- Walking the school population to a pre-determined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.

- Assign pre-determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators.

- Assist Police with investigation.

Fight

Definition / Background

A physical altercation involving two or more persons (not necessarily students) occurring either in our school, outside of our school but still on school property or off school property at a school sanctioned or organized function.

An active fight may well result in injuries to the combatants and others. If not contained quickly, the fight could escalate in intensity and in the number of persons involved.

Quick Reference Box	
Assess:	**Fight**
Notifications:	**9-1-1** **Building Emergency Response Team- conflict mgmt. trained** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Fight inside building – Hold in Place** **Fight outside building – Active Lockout**

Standard Response Steps

- Administrator should respond to scene along with the appropriate Response Team members
- Verbally direct the combatants to “STOP” and for all others to “CLEAR THE AREA”.
- ASAP direct that a Hold in Place (or Active Lockout) take place to disperse the “audience” and contain the situation. (The refusal to disperse should result in disciplinary charges for those refusing to comply).
- Notify 9-1-1 to request Police if fight does not cease, increases in intensity or numbers, involves a weapon or injuries have occurred or are imminent – or at the discretion of the Principal or designee. **Err on the side of safety**.
- Avoid physically intervening if at all possible.
- Attempt to get combatants to separate – do not leave them alone.

Firearm –Suspected Only
(Not threatened or displayed)

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that there may be a firearm on campus. This could involve it being in the actual possession of someone or perhaps in a locker, a vehicle or in a backpack. This report may be based upon information received or on the personal observations of the person reporting.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. No school administrator or personnel should be involved in the search, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.
The management of this situation initially involves containing the situation without alerting the person suspected of possessing the firearm while arranging for a low-profile Police response.

Quick Reference Box	
Assess:	**Suspected Firearm in the building/on campus**
Notifications:	**9-1-1** **Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Hold in Place, Lockdown or Active Lockout**

Standard Response Steps

- Call 9-1-1 and provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- Notify the Chief Emergency Officer
- Assemble the appropriate Response Team members
- If safe to do so and depending on specific circumstances consider:
    - Implementing a discrete total or partial building Hold in Place, (or a Active Lockout) implemented by discrete means.
    - Evacuating adjacent areas
    - Maintaining discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Threatened and Displayed

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that a person has actually threatened the use of a firearm and has displayed the firearm in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. No school administrator or personnel should be involved in the search, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a "hero" in these situations because; if the effort fails tragic results could occur.

Quick Reference Box	
Assess:	**Firearm – Threatened and displayed**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Lockdown directed by safest means possible given the specific circumstances.**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- Notify the Chief Emergency Officer
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold in Place. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Discharged

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance, it has been reported that a firearm has actually been discharged on campus. There is an imminent danger to students and staff.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible discharge of a firearm in the building or on the property **MUST** require Law Enforcement involvement immediately. No school administrator or personnel should be involved in the search, questioning, or escorting of any person suspected of possessing or discharging a firearm without the actual presence of Police.

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a "hero" in these situations because; if the effort fails tragic results could occur

Quick Reference Box	
Assess:	**Firearm – discharged**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Lockdown OR Active Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and any known information as to location and condition of any injured persons. Determine a safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Contain the situation by immediately implementing a Lockdown.**
- Notify the Chief Emergency Officer
- **If safe to do so** assemble the appropriate Response Team members – It is likely in this scenario that you would not want anyone moving about the building – including administrators and Response Team members. Any directive given should be clear and specific on this subject.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Hostage Situation

Definition / background

A hostage situation involves a person is being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened or implied to maintain control of the hostage(s) and to deter any attempts to free them.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

Comment
The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants.

The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box	
Assess:	**Hostage situation**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Lockdown, or building evacuation** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- Notify Chief Emergency Officer and appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Implement the appropriate protective action to minimize the risk to the unaffected portion of the school population.
- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
    - Obey the hostage taker's orders and do not become antagonistic
    - Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
    - Avoid abrupt movements.
    - Stay calm

Intruder

Definition / background

For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment:
By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

Quick Reference Box	
Assess:	**Intruder (as defined above)**
Notifications:	**Depending on totality of circumstances** **Building Emergency Response Team** **9-1-1** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Intruder generally – approach and assess** **Intruder suspicious or uncooperative Hold in Place or Lockdown** **Take direction from responding Police**

Standard Response Steps

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person's intentions is to approach and inquire as to their business.

- All staff are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
    - May I help you with anything?
    - Who are you here to see?

    - What is the purpose of your visit?

- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator, along with security (if available), should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed. Ask the person to leave the building and observe to ensure that they actually exit the property. Avoid detaining or getting into any physical contact with the individual. If the circumstances warrant, call 9-1-1 to report the (suspicious) person. If not able to resolve proceed to the directions below.

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.

- Call 9-1-1, note the individual's description, and last known location and direction of travel.

- Initiate a Hold in Place.

- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)

- Notify the Chief Emergency Officer and appropriate Response Team Members

- Assist the Police upon their arrival

Riot

Definition / background

A Riot involves a violent public disorder. For purposes of this section there are three general kinds of riots we may encounter: student riots on campus, riots by strangers on campus, and riots in the surrounding community.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to a riot occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box	
Assess:	**Riot**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **District Chief Emergency Officer**
Protective Actions:	**Riot inside building - Lockdown or building evacuation to an alternate site.** **Riot outside building - Active Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to location and extent of activities.
- Depending on location and overall circumstances, initiate the appropriate protective actions as referenced above.
- If safe to do so, assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Take direction from responding Police.

Sexual Assault

Definition / background

A Sexual Assault may involve a rape or other sexual contact committed without the consent of the victim. Lack of consent may result from factors such as forcible compulsion, or incapacity to consent due to age, or other mental and physical conditions.

Comment
A rape or sexual assault only becomes a crisis to be managed by school staff when one or more of the following conditions exist:

- *The rape or sexual assault occurs on school grounds
- The victim and / or parents of the victim requests school intervention
- Rumors are widespread and damaging
- Students observe police action or emergency services response

*** Any reference to a possible sexual assault occurring on district property requires Law Enforcement involvement. If said assault is in progress or has just occurred the appropriate protective actions should be directed.**

When a school is informed that a rape or sexual assault has occurred to a student or staff member, the School Safety Team and the school must act to protect the identity and right to privacy of the victim as well as the alleged perpetrator. Information relative to the incident should be contained as much as possible. Appropriate response by school and district staff will be directed at minimizing the fears of fellow students and quelling the spread of rumors while not interfering with the criminal investigation.

Quick Reference Box	
Assess:	**Sexual Assault**
Notifications:	**9-1-1** **Building Emergency Response Team** **Building Post-Incident Response Team - counselors** **District Chief Emergency Officer**
Protective Actions:	**If the sexual assault is in progress or just occurred, a Hold in Place would be appropriate to contain the situation, protect building occupants and to protect the victim and the crime scene.** **If we were just now learning of an assault that occurred sometime in the past (several hours or days) no protective action would probably be necessary or appropriate. However the protection of the crime scene and any evidence would be necessary and appropriate.** **Take direction from responding Police**

Standard Response Steps - Sexual Assault / Just occurred

- Alert Principal and School Nurse immediately.
- Call 911 for Police and EMS response. Provide as much information as possible regarding the event and the description, location and condition of those persons involved.
- Provide privacy for victim – but do not leave victim alone
- If appropriate, direct a Hold in Place to contain the situation and protect the school population and the crime scene.
- Isolate suspect if possible.
- Notify Chief Emergency Officer.
- Notify Safety and Security to protect crime scene.
- Call School Nurse to treat and remain with victim. Provide first aid for serious injuries until EMS arrives.
- May also notify Counselor to remain with victim.
- Do not allow victim to wash him or herself or clothing as such actions could destroy potential evidence.
- Isolate any witnesses and do not allow them to talk to anyone or among themselves.
- Principal and Counselor to notify a parent in person, if possible after consultation with Police.
- Assist administration and law enforcement as directed.

Student Demonstrations

Definition / background

A Student Demonstration involves a public display by all or a portion of the student population to express their collective opinion on a particular subject. Such an event may be well organized and pre-planned or a spontaneous response to an event.

Comment:
Board of Education policy provides specific protocols to utilize in such a circumstance.

If a student demonstration is pre-planned or strongly suspected, it would be important to consult with the local Police in advance to discuss response strategies to minimize disruption and reduce the risk of potential escalation of the situation.

Quick Reference Box	
Assess:	**Student Demonstration**
Notifications:	**Building Emergency Response Team** **District Chief Emergency Officer** **Building Occupants** **9-1-1 if directed to do so or situation warrants immediate response due to imminent safety concerns**
Protective Actions:	**Hold in Place – demonstration inside building** **Active Lockout – demonstration outside of building** **Take direction from District Chief Emergency Officer**

Standard Response Steps

- Notify District Chief Emergency Officer
- Assemble appropriate Building Response Team members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Determine appropriate protective action – if any
- Determine need for, and role of, local Police
- Work within established BOE protocols to resolve situation

Suicide Threat

Definition

A threat; implied or expressed, to take one's own life.

Comment:
Your objective in such a situation is to keep the person from committing the act, OR if he / she has already hurt himself/herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy and tact. The longer you delay the act, the more likely is it is that the person will be rescued and receive the professional help they need.

Quick Reference Box	
Assess:	**Suicide Threat**
Notifications:	**9-1-1 for Police and / or EMS** **Building Emergency Response Team - counselors** **District Chief Emergency Officer**
Protective Actions:	**If a weapon is involved – Hold in Place or Lockdown** **If no weapon or threat to others – no protective action necessary** **Take direction from responding Police**

Standard Response Steps

- **Do not leave suicidal student alone.**
- **If a firearm or other weapon is involved – follow that protocol**
- Call 911.
- Notify School Nurse
- Notify Counselor to respond if scene is safe.
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify student's parents/ guardians.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.

Threats of Violence – Direct or Implied
Threat Assessment protocol

Definition

A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be implied by other behaviors or communications.

Comment
Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the WCSD to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff is also responsible for relaying to their respective school administration information about any student behaviors or communications that imply or suggest that a dangerous or threatening situation is possible.

It has been found that most school attackers did not threaten their targets directly. Therefore while it is important to respond to all students who actually *make* threats it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: The Webster Police Department shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the District:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building's Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved.

- Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District's Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.

    - Security
    - Law Enforcement
    - Counseling / Mental Health
    - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:

    - Specificity of threat to a person or persons
    - Reference to a specific means or weapon
    - Realistic aspect to threat
    - Specific reason or justification
    - History of student(s) involved
    - Known access to weapons or means
    - Propensity for violence

- Refer to Attachment R – Threat Assessment in Schools

Weapon (other than a firearm) – Suspected only

Definition / background

For purposes of this section the term weapon shall refer to any instrument –other than a firearm - designed to cause physical injury or death

Comment
Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and may well be a violation of NYS Penal Law.

The nature of the weapon suspected would have a substantial impact on the response as well as whether the weapon is merely suspected or has been displayed and/or threatened. Also the age and background of the student involved should also be considered when determining a reasonable course of action.

A tenth grader with a history of assaultive and aggressive behavior suspected of having a knife on his person should generate a more involved response than a first grader with no history of violent or disruptive behavior suspected of having a jackknife in his backpack – although "on paper" both students are in violation of the same rules.

However, if any weapon type situation arises, it is always in the discretion of the Principal or their designee to involve the Police immediately upon receiving such a report if they believe it is appropriate given the circumstances to ensure the safety of all involved. Also, as stated above, the possession of a weapon will likely be a violation of NYS Penal Law and will require Police involvement regardless of the perceived actual danger.

Quick Reference Box	
Assess:	**Weapon (other than a firearm) suspected only**
Notifications:	**Building Emergency Response Team and / or 9-1-1** **District Chief Emergency Officer**
Protective Actions:	**Hold in Place or Lockdown** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 if deemed appropriate and notify Police of pending situation
- If deemed safe to do so, have the person involved escorted to a private office by at least two adults, one of which may be a Police Officer
- Advise the person what is suspected and ask if they are in fact in possession of a weapon
- **Do not allow the person to retrieve the weapon themselves**
- Instead, carefully locate, remove and secure the weapon with the aid of Police or Security
- If weapon is not located on subject, consider checking locker

Weapon (other than a firearm) – Displayed and Threatened

Definition / background

For purposes of this section the term weapon shall refer to any instrument -other than a firearm - designed to cause physical injury or death.

In this instance it has been reported that a person has actually **threatened the use of a weapon and has displayed the weapon** in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the displaying and threatening of a weapon in the building or on campus **MUST** require Law Enforcement involvement immediately. No school administrator or personnel should be involved in the search, questioning, or escorting of any person who has displayed and threatened the use of any weapon without the actual presence of Police.

Comment
Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property and being displayed and threatened poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and a violation of NYS Penal Law.

Quick Reference Box	
Assess:	**Weapon (other than a firearm) displayed and threatened**
Notifications:	**9-1-1** **Building Emergency Response Team** **District Chief Emergency Officer** **Building Occupants (protective action)**
Protective Actions:	**Lockdown** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and weapon involved. Determine a discrete location for Police to respond and enter the building. Have a copy of building floor plans available.
- Notify the Chief Emergency Officer
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold in Place. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video / PA)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

6.2 Environmental / Weather Emergencies

Guidelines are included in this section for the following environmental problems.

- Earthquake
- Flood
- Hazardous Material Spill
- High Winds
- Radiological Incident
- Snow / Ice Storm
- Thunderstorm (severe)
- Tornado
- Extreme Heat

Earthquake

Definition

An earthquake is the shaking or trembling of a portion of the earth, which results from the sudden shifting of rock beneath the earth's crust.

Comment:

Earthquakes usually occur without warning. While Upstate New York has not been plagued with earthquakes there are several fault lines throughout upstate.

Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety, is recommended based on research.

Quick Reference Box	
Assess:	**Earthquake**
Notifications:	**9-1-1 for any necessary emergency services (Fire, Injuries…)** **Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**FEMA – "Drop, Cover and Hold On"** **Monitor and take direction from Office of Emergency Preparedness**

Standard Response Steps

- The Federal Emergency Management Agency (FEMA) reiterates its long-standing advice for staying as safe as possible during an earthquake. It's easy to remember and even easier to do: **Drop** to the ground; take **Cover** by getting under a sturdy table or other piece of furniture; **Hold On** until the shaking stops.
- Monitor and take direction from Office of Emergency Preparedness or Emergency responders.
- Anticipate the need to shelter or evacuate school population.

Flood

Definition

A flood occurs when a river or stream overflows its bed. Floods can be slow to develop, or in the case of flash floods, they can occur suddenly with little warning and devastating power.

Comment:

Each Building-level Safety Team should identify their respective building's vulnerability to a flooding situation – proximity to rivers, stream, drainage systems, etc.

Quick Reference Box	
Assess:	**Flood**
Notifications:	**9-1-1 as needed** **Building Emergency Response Team** **District Chief Emergency Officer** **Manager of Building and Grounds**
Protective Actions:	**Evacuate to safe location / higher ground** **Alternate Site** **Early Dismissal** **Take direction from Emergency Responders**

Standard Response Steps

- Ensure that District Chief Emergency Officer and Manager of Buildings and Grounds are aware of your situation
- Listen to a radio for the latest storm information.
- If local authorities instruct you to do so, turn off all utilities at the main power switch and close the main gas valve.
- If threat of building flooding is obvious or imminent, evacuate by the most efficient and appropriate means available seeking higher ground.
- If told to evacuate by local authorities / emergency responders, do so immediately.
- Depending on the scope of the flooding (very localized versus widespread), evacuation to an Alternate Site or an Early Dismissal may be directed.

Hazardous Material Spill

Definition

Hazardous materials are chemical substances, which if released or misused can pose a threat to the environment or health. These chemicals are used in industry, agriculture, medicine, research, and consumer goods. Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants. Many products containing hazardous chemicals are used and stored in homes (and schools) routinely.

Comment:

A hazardous materials accident can occur anywhere. Communities located near chemical manufacturing plants are particularly at risk. However, hazardous materials are transported on our roadways, railways and waterways daily, so any area is considered vulnerable to an accident. Each Building-level Safety Team should identify their respective building's vulnerability to a hazardous material spill.

Quick Reference Box	
Assess:	**Hazardous Materials Spill**
Notifications:	**9-1-1 for Police / Fire / EMS** **Building Emergency Response Team** **District Chief Emergency Officer** **Manager of Building and Grounds**
Protective Actions:	**Evacuate immediate area / contain release** **Take direction from Emergency Responders**

Standard Response Steps

- For hazardous release inside building:
  - **Evacuate people from immediate area of a hazardous material release. Do not enter a hazardous area to rescue those who cannot rescue themselves. (Await professional rescue).**
  - **Establish perimeter and begin evacuating away from release site.**
  - Do not walk into or touch any of the spilled substance. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
- For hazardous release outside:
  - Seek immediate shelter and follow shelter- in - place guidelines; or
  - Evacuate by a safe route uphill and upwind of release.
- Call 911 for fire department or police, as appropriate.
- Contact District Chief Emergency Officer.
- Keep contaminated students, staff, etc. separate from main population and allow EMS Response Team to conduct decontamination procedures.
- Take direction from Fire Department's Hazardous Material Team on whether to shelter in place or to evacuate during a hazardous material release.

High Winds

Definition
HIGH WIND ADVISORY: Announcement issued by the National Weather Service for sustained winds exceeding 25 mph (19 knots).
HIGH WIND WATCH/WARNING: A high inland wind watch/warning issued by the National Weather Service when either of the following occurs or are expected to occur in the near term: 1) Sustained surface winds (1-minute average) of 40 mph (35 knots) or greater lasting for 1 hour or longer; or 2) Sustained winds or gusts of 58 mph (50 knots) or greater for any duration.
Comment The concern about high winds includes possible loss of electrical power, potential structural damage that could result in injuries and impact the use of the building or cause mechanical failure, flying debris that could cause injuries to persons out of doors (i.e. PE classes, co-op students, walkers)

Quick Reference Box

Assess:	**High Winds**
Notifications:	**9-1-1 as needed** **Building Emergency Response Team** **District Chief Emergency Officer** **Manager of Building and Grounds**
Protective Actions:	**Cancel School prior to start / Early Dismissal** **Active Lockout** **Sheltering procedures** **Take direction from County OEM / Monitor NOAA radio**

Standard Response Steps

- Consult with District Chief Emergency Officer as to proper steps to take that may include:
    - Curtail all outside activities by implementing a Active Lockout
    - Moving part of the school's population to a less vulnerable part of the building based upon the direction of the winds and potential injury threat due to flying glass from broken windows or wind thrown debris
    - Early Dismissal w/all students bused –**No Walkers**
    - Normal dismissal w/all students bused – **No Walkers**
    - Cancellation of all after-school activities
    - Accommodations for possible protracted (overnight) Sheltering
- District Chief Emergency Officer will consult with the Monroe County Office of Emergency Preparedness and monitor the NOAA radio for info. and direction.

Radiological Incident

Definition / Comment:

This involves an unplanned event at the Ginna Nuclear power Plant in Wayne County that could pose a health and safety threat to the Webster community. These stages are not necessarily progressive but may be: Unusual Event, Alert, Site Area Emergency and General Emergency.

The response plans are detailed in the Monroe County School Districts Fixed Nuclear Emergency Response Operations. See Attachment O.

Quick Reference Box	
Assess:	**Radiological Incident**
Notifications:	**Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Follow established protocols consistent with the announced stage or level of the event**

Standard Response Steps

- Upon notification from Monroe County, Wayne County or RGE that a nuclear emergency of any type has occurred, the Superintendent of Schools will:
    - Dispatch the District Chief Emergency Officer to the Emergency Operations Center
    - Notify and assemble the EORT and activate the Chain of Communication.
    - Notify Transportation.
    - Notify the Manager of Buildings and Grounds.
    - Maintain communications with the following on the timing of either the evacuation or resumption of the schools:
        - County Executive
        - District Liaison Officials at EOC
        - County Director of the Office of Emergency Preparedness
        - Sheriff
        - Other county officials

Snow / Ice Storm

Definition

Winter Storm Watches and Warnings
A **winter storm watch** indicates that severe winter weather may affect your area.
A **winter storm warning** indicates that severe winter weather conditions are definitely on the way.
A **blizzard warning** means that large amounts of falling or blowing snow and sustained winds of at least 35 miles per hour are expected for several hours.

Quick Reference Box	
Assess:	**Snow / Ice Storm**
Notifications:	**Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Cancel school prior to start** **Early Dismissal** **Monitor NOAA radio** **Sheltering procedures**

Standard Response Steps

- Prior to the school day: (**Cancel school prior to start)**
  - Snow Emergencies will generally be declared prior to the beginning of the school day. Radio and television stations will be notified in a timely manner of the decision to cancel school or delay the start of the school day due to a winter storm.

- During the school day: **(Early Dismissal)**
  - A snow emergency will be declared at the discretion of the Superintendent, generally after consulting with the Supervisor of Transportation, local and State Police.
  - Communication Tree will be followed to ensure that all buildings and departments are notified.
  - The Public Information Office will make the appropriate notifications.
  - The status of after-school activities will also be determined and made public.
  - Severe/protracted event could result in need to implement Sheltering procedures.

Thunderstorm (severe)

Definition

A thunderstorm is formed from a combination of moisture, rapidly rising warm air and a force capable of lifting air such as a warm and cold front, a sea breeze or a mountain. All thunderstorms contain lightning. Thunderstorms may occur singly, in clusters or in lines. Thus, it is possible for several thunderstorms to affect one location in the course of a few hours. Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.

A **severe thunderstorm watch** is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds 58 miles per hour or more, or hail three-fourths of an inch in diameter or greater) is likely to develop. This is the time to locate a safe place in the home and tell family members to watch the sky and listen to the radio or television for more information.
A **severe thunderstorm warning** is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place, turn on a battery-operated radio or television, and wait for the "all clear" by the authorities.

Quick Reference Box	
Assess:	**Thunderstorm (severe)**
Notifications:	**Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Curtail all outside activities** **Monitor NOAA radio**

Standard Response Steps

- If indoors
  - Close and secure all windows outside doors.
  - Listen to a (battery operated) radio for the latest storm information.
  - Do not handle any electrical equipment or telephones because lightning could follow the wire. Television sets are particularly dangerous at this time.
  - Avoid bathtubs, water faucets, and sinks because metal pipes can transmit electricity.
- If outdoors:
  - Attempt to get into a building or car.
  - If no structure is available, get to an open space and squat low to the ground as quickly as possible – **Do not lie flat on the ground**
  - Bend forward and crouch with hands on knees.
  - Avoid tall structures such as towers, tall trees, fences, telephone lines, or power lines. Remove all metal objects
  - Stay away from rivers, lakes, or other bodies of water.

Tornado

Definition

A tornado is a violent windstorm characterized by a twisting, funnel-shaped cloud. It is spawned by a thunderstorm (or sometimes as a result of a hurricane) and produced when cool air overrides a layer of warm air, forcing the warm air to rise rapidly. The damage from a tornado is a result of the high wind velocity and wind-blown debris. Tornado season is generally March through August, although tornadoes can occur at any time of year. They tend to occur in the afternoons and evenings: over 80 percent of all tornadoes strike between noon and midnight.

When a tornado threatens, individuals need to have a safe place to go and time to get there. Even with advances in meteorology, warning times may be short or sometimes not possible. Lives are saved when individuals receive and understand the warning, know what to do, and know the safest place to go.

Quick Reference Box	
Assess:	**Tornado**
Notifications:	**9-1-1 for Police and / or EMS** **Building Emergency Response Team - counselors** **District Chief Emergency Officer**
Protective Actions:	**Move all occupants to safe interior location (see below)** **Monitor NOAA radio** **Take direction from Monroe County Office of OEM**

Standard Response Steps

- If indoors:
  - Go at once to a windowless, interior room; storm cellar; basement; or lowest level of the building.
  - If there is no basement, go to an inner hallway or a smaller inner room without windows, such as a bathroom or closet.
  - Get away from the windows.
  - Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.
  - Use arms to protect head and neck.
  - Avoid places with wide-span roofs such as auditoriums, cafeterias, or large hallways.

- If outdoors:
  - If possible, get inside a building.
  - If shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building. Be aware of the potential for flooding.
  - Use arms to protect head and neck.

Extreme Heat

Definition

New York State has new legislation in effect to protect students and staff from extreme heat in schools. The law mandates that all school districts develop policies to address extreme heat conditions, with a maximum temperature limit of 88 degrees Fahrenheit for classrooms and support service spaces. When temperatures reach 82 degrees, schools must take action to relieve heat-related discomfort, such as turning off lights, using fans, and opening windows. At 88 degrees, students and staff must be removed from the space, and schools must have plans to relocate them if possible. The law takes effect on September 1, 2025.

Comment
The concern about extreme heat would be any heat related or other medical complications from extreme heat in a classroom setting.

Quick Reference Box

Assess:	**Extreme Heat**
Notifications:	**9-1-1 as needed** **Building Emergency Response Team** **District Chief Emergency Officer** **Manager of Building and Grounds**
Protective Actions:	**Frequent water breaks** **Fans distributed to classrooms** **Turn off lights** **Move classroom to cooler location, if available** **Cancel School prior to start / Early Dismissal**

Standard Response Steps

- Consult with District Chief Emergency Officer as to proper steps to take that may include: o Curtail all outside activities, particularly for an physical education classes.

6.3 Facility Related Emergencies

Guidelines are included in this section for the following events:

- Asbestos Fiber Release
- Electrical System Failure
- Explosion
- Fire
- Heating System Failure
- Natural Gas Leak
- Roof Failure / Leak
- Structural Failure
- Water System Failure

Asbestos Fiber Release

Definition

Asbestos containing materials become a health risk when they break up or crumble and release asbestos fibers into the air. (Flaking or loose and fragmented asbestos containing materials are called "friable.") The more tightly the material holds together, the less chance there is for the release of asbestos fibers. Materials like roofing shingles or floor tiles will release fewer fibers during abatement than pipe insulation or sprayed on asbestos that has to be scraped off structures.

Over a prolonged period of time, once asbestos fibers enter the lung, two major types of health problems occur. The lung may react to the fibers by forming fibrous or "scar" tissue around each microscopic fiber, and, over time, this scar tissue may lead to breathing problems. Fibers also may cause changes in the body that may eventually lead to cancerous growth.

Quick Reference Box	
Assess:	**Asbestos Fiber Release**
Notifications:	**Manager of Building and Grounds** **Asbestos Designee** **District Chief Emergency Officer** **School Nurse**
Protective Actions:	**Hold in Place (contain area of exposure)** **Evacuate (if directed to do so)**

Standard Response Steps

- Remove all persons from area of suspected fiber release and close off access to area by closing doors or windows.
- Direct a Hold in Place
- Shut down HVAC systems
- Make appropriate contacts as above and follow their directions
- Document all those possibly exposed
- Prepare for an evacuation that may be prolonged or for an early dismissal.

Electrical System Failure

Definition / Comment:

Loss of electric power to all or part of the building. May be short term and impact only one building or could involve the immediate, surrounding neighborhood due to an accident or lightning strike or could be more widespread and protracted in nature.

Quick Reference Box	
Assess:	**Electrical System Failure**
Notifications:	**Building Emergency Response Team-custodian** **District Chief Emergency Officer** **Manager of Building and Grounds** **RG&E**
Protective Actions:	**Short-term: Hold in Place** **Protracted: Hold in Place then….** **Alternate Site Evacuation or Early Dismissal**

Standard Response Steps

- Initiate a Hold in Place to account for and protect building occupants
- Ensure that the District Chief Emergency Officer and the Manager of Buildings and Grounds have been notified of your situation.
- Depending on information from RG&E a decision will be made as to whether we remain in a Hold in Place until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted or widespread problem)

Explosion

Comment:

An explosion within a school building poses an immediate and serious threat to the safety of all occupants whether or not the explosion was accidental or intentional in nature. Heating fuels, chemical storage areas, chemistry and technology classrooms, and custodial closets all may present an explosive type risk.

As in our response to a Fire, determining the cause of an explosion is secondary to the welfare of the students, staff and visitors.

Quick Reference Box	
Assess:	**Explosion**
Notifications:	**Activate / Pull Fire Alarm** **9-1-1 for Fire, Police and EMS** **Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Fire Evacuation** **Take direction from Emergency Responders**

Standard Response Steps

- Upon learning of an explosion, activate the building fire alarm immediately.
- Do not delay activating the alarm to attempt to determine cause of explosion.
- Evacuate the building following established fire evacuation procedures
- **It is critical that we identify and communicate areas to avoid**
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Call 9-1-1 if possible to provide details regarding the apparent explosion
- Have someone meet the Fire Department to direct them to specific location
- Account for all students, staff and visitors
- Take direction from Emergency Responders
- Prepare to take additional protective action, i.e. alternate site evacuation.

Fire

Comment:

A fire within a school building poses an immediate and serious threat to the safety of all occupants.

Quick Reference Box	
Assess:	**Fire**
Notifications:	**Activate / Pull Fire Alarm** **9-1-1 for Fire, Police and EMS** **Building Emergency Response Team** **District Chief Emergency Officer**
Protective Actions:	**Activate Fire Alarm and call 9-1-1 if possible** **Follow established Fire evacuation procedures** **Take direction from Emergency Responders**

Standard Response Steps

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- Evacuate the building following established fire evacuation procedures
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Call 9-1-1 if possible to provide details as to the specific nature and location of fire
- Have someone meet the Fire Department to direct them to specific location
- Account of all students, staff and visitors
- Take direction from Emergency Responders
- Prepare to take additional protective action, i.e. alternate site evacuation.

Heating System Failure

Comment:

Depending on the weather, the failure of a building's heating system could impact our ability to open or continue the school day.

Quick Reference Box	
Assess:	**Heating System Failure**
Notifications:	**Building Emergency Response Team- custodian** **District Chief Emergency Officer** **Manager of Building and Grounds**
Protective Actions:	**Cancellation of School Prior to Start** **Early Dismissal** **Alternate Site Evacuation**

Standard Response Steps

- Ensure that the District Chief Emergency Officer and the Manager of Buildings and Grounds have been notified of your situation.
- Depending on information from B&G a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted problem).

Natural Gas Leak

Definition

Natural gas possesses a very narrow range of flammability allowing for combustion in a concentration of 4-5 percent per volume of air. Natural gas leaks, however, pose a potential danger that may require an immediate evacuation of the building.

Comment:

There are several warning signs that you can see, hear and smell. Warning signs include:

- Unusual behavior or yellowish-color flame on gas fired device
- A hissing sound or unusual noise from a gas fired device
- A distinctive odor which is the result of an additive to natural gas for detection purposes

Quick Reference Box	
Assess:	**Natural Gas Leak**
Notifications:	**9-1-1** **Rochester Gas And Electric** **Building Emergency Response Team - custodian** **Manager of Buildings and Grounds** **District Chief Emergency Officer**
Protective Actions:	**Follow established evacuation procedures** **Take direction from RG&E and Emergency Responders**

Standard Response Steps

- Upon discovery or detection of a natural gas leak:
- Evacuate the building to a designated location at least 500’ from the building taking advantage of any available cover. This order should be **verbally communicated**.
    - **DO NOT activate the Fire alarm system**
    - **DO NOT use landline or cellular phones within the building**
    - **DO NOT turn on or off or unplug any electrical connections**
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Account of all students, staff and visitors
- Make the proper notifications as above
- The Building Custodian, insofar as possible, will assess the situation and, if possible and safe to do so, will shut off the gas supply and open windows and doors to ventilate the affected area to prevent a concentration of natural gas.
- Anticipate and begin to pre-plan for the possibility of an evacuation to an Alternate Site or an Early Dismissal.
- Take direction from the Fire Department and Rochester Gas and Electric

Roof Failure / Leak

Comment:

A roof failure that results in a leak can pose a danger from falling debris, slips on wet floors or potentially a collapse of a portion of the roof structure.

The immediate objective is to move students and staff away from the problem area and summon the proper facilities assistance. The problem may be more serious than what it appears, i.e. potential structural failure, so err on the side of safety.

Quick Reference Box	
Assess:	**Roof Failure / Leak**
Notifications:	**9-1-1 if needed** **Building Emergency Response Team - custodian** **District Chief Emergency Officer** **Manager of Buildings and Grounds**
Protective Actions:	**Possibly: Hold in Place and / or Evacuation (partial)** **Remove students and staff from immediate area** **Take direction from B&G and Emergency Responders**

Standard Response Steps

- Remove all students and staff from immediate area
- Consider a Hold in Place or partial evacuation if deemed necessary to contain the situation and keep students and staff away from danger.
- Ensure that the District Chief Emergency Officer and the Manager of Buildings and Grounds have been notified of your situation.
- Depending on the extent of the leak, the building custodian will attempt to mitigate the problem to the extent he can safely do so. He may also deem it appropriate to shut off electric power to the area(s) involved.
- Depending on information from B&G a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (not a major leak or threat to safety) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

Structural Failure

Comment:

A structural failure could involve the discovery of an imminent structural failure – or the actual collapse of a wall, floor, ceiling, roof or any other structural part of a school building.
Such an event poses a substantial threat to the health and safety of the building's occupants not only due to falling debris and building materials but also due to other hazards that could result from a structural failure. Such resultant hazards may not be readily obvious but could include damage to electrical systems exposing live wires or igniting a fire, or damage to gas supply lines that could cause a leak of natural gas into the facility.

Quick Reference Box	
Assess:	**Structural Failure**
Notifications:	**9-1-1 for Fire, Police and EMS** **Building Emergency Response Team-custodian** **Manager of Buildings and Grounds** **District Chief Emergency Officer**
Protective Actions:	**Evacuate affected area(s) or entire building** **Hold in Place** **Take direction from B&G** **Take direction from Emergency Responders** **Possibly -Early Dismissal, Alternate Site Evacuation**

Standard Response Steps
Depending on nature and scope of problem:

- Evacuate the affected area(s) of the building
- Consider initiating a Hold in Place to contain the situation and control movement throughout the building until the scope of the problem can be determined
- **If in doubt as to the extent of the problem or related risks, evacuate the entire building unless or until advised otherwise by the Chief Emergency Officer of Emergency Responders.**
- Call 9-1-1 if possible to provide details as to the specific nature and location of the problem
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Account for all students, staff and visitors
- Ensure that the District Chief Emergency Officer and the Manager of Buildings and Grounds have been notified of your situation.
- Anticipate and begin to pre-plan for the need to implement additional protective actions such as an Early Dismissal or an evacuation to an Alternate Site.

Water System Failure

Comment:

Although the failure of the water system would not likely pose an immediate threat to health and safety it could impact our ability to open or continue the school day. Our ability to provide food service and functioning sanitary systems would likely be adversely impacted by such a failure

Quick Reference Box	
Assess:	**Water System Failure**
Notifications:	**9-1-1 if needed** **Building Emergency Response Team** **Manager of Buildings and Grounds** **District Chief Emergency Officer**
Protective Actions:	**Cancellation of School Prior to Start** **Early Dismissal** **Alternate Site Evacuation**

Standard Response Steps

- Ensure that the District Chief Emergency Officer and the Manager of Buildings and Grounds have been notified of your situation.
- Depending on information from B&G and the Monroe County Water Authority a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (short term) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

6.4 Medical Emergencies

Guidelines are included in this section for the following environmental problems.

- Medical Emergencies – generally
- Food Poisoning
- Pandemic Plan

Medical Emergencies – Generally

Comment:

A medical emergency may be the result of a minor or major illness or injury to an individual and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured.

The School Nurse will generally take charge of addressing any injuries or illnesses that occur within the school and will summon additional assistance as deemed appropriate – Ambulance, parental response.

A list of all building staff members who are trained in First Aid (or beyond) and CPR/AED should be maintained and be readily available to the Building Principal or Designee should the School Nurse not be available or when more than one person needs to be attended to.

Community-based Emergency Medical Services (ambulance) will be summoned when necessary to attend to persons who are in need of treatment beyond First Aid.

Quick Reference Box	
Assess:	**Medical Emergencies - Generally**
Notifications:	**School Nurse** **9-1-1 for ambulance if needed** **District Chief Emergency Officer as appropriate**
Protective Actions:	**If appropriate:** **Hold in Place**

Standard response steps:

- Assess injury / illness and the need for emergency assistance
- Summon School Nurse
- Call 911 for ambulance if needed
- If student has an emergency plan on file due to chronic health condition, follow plan.

- Comfort the stricken person and administer appropriate first aid consistent with level of training until resolved or additional medical assistance arrives
- If circumstances seem appropriate, i.e. crowd gathering, congested hallways, lack of privacy, implement a **Hold in Place** to provide unobstructed and quick access to victim by School Nurse or Ambulance personnel and to provide a measure of privacy for the victim.
- Make appropriate parental notifications and complete proper documentation of event

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Food Poisoning

Definition / Comment:

Food Poisoning is an acute illness following the eating of foods contaminated by bacteria, bacterial toxins, natural poisons, or harmful chemical substances. The symptoms, in varying degree and combination, include abdominal pain, vomiting, diarrhea, headache, and prostration; more serious cases can result in permanent disability or death.

Quick Reference Box	
Assess:	**Food Poisoning**
Notifications:	**School Nurse** **9-1-1 for ambulance if needed** **District Chief Emergency Officer** **Director of Food Services** **Monroe County Health Department**
Protective Actions:	**Cease serving food in Cafeteria** **Lockdown Cafeteria and Kitchen**

Standard response steps:

- Send ill students to the School Nurse
- If a pattern of multiple -similar illnesses is noted, report suspicions to School Nurse and Principal or Designee.
- Retain any suspected food for testing; do not allow anyone to continue eating until suspected source is found and an investigation conducted.
- Close cafeteria, cease serving food and interrupt those currently eating
- Determine severity of illness and how widespread.
- Notify the District Chief Emergency Officer and the Director of Food Services
- Notify the Monroe County Health Department
- If a severe problem:
    - Call 911 for ambulances.
    - Administer first aid until medics arrive.
    - File appropriate reports with district and Monroe County Public Health Dept.
- If not a severe problem:
    - Administer first aid until parents arrive.

Cybersecurity Incident

Definition / Comment:

A cybersecurity incident is an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information the system processes, stores, or transmits or that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

Quick Reference Box	
Assess:	**Cybersecurity Incident**
Notifications:	**Data Privacy Officer** **Superintendent** **Assistant Superintendent for Business** **District Chief Emergency Officer** **Monroe 1 BOCEs Emergency Response Team** **Cybersecurity company (Sedara)**
Protective Actions:	**Shut down all network access (internal and external)**

Standard response steps:

- Immediately notify WCSD Technology Help Desk at 265-6400 ext 3 or Director of Educational Technology
- If computer access is impacted, immediately shut down computer
- Utilize detection tools for potential incident
- Containment and identification of potential threat
- Investigation into overall impact
- Remediate the affected systems and or services

WCSD Pandemic Plan 2021

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to:

1. A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide child care for children of first responders or health care workers, you may need to designate certain positions/titles as essential for this purpose.

Webster CSD Emergency Response Team

● Emergency Response Team, including Senior Staff, to coordinate all essential operations for the school district. Each member of the Emergency Response Team identifies and communicates the priority of their job responsibilities and makes decisions about the need to bring the staff listed below on-site at any time during a pandemic emergency.

- Superintendent
- Assistant Superintendent for Business
- Assistant Superintendent for Human Resources
- Assistant Superintendent for Instruction
- Executive Director of Elementary Education
- Executive Director of Student Services
- Director of Safety and Security
- Manager of Facilities
- Director of Transportation
- Directors of Educational Technology
- Nurse Manager
- Clerk of the Works
- Secretary to Assistant Superintendent for Business
- Liaison to Administrative Team
- Secretary to Manager of B&G

● Food Service Employees
● Safety and Security (12 month employees)
● B&G employees - heating, cooling, snow removal, custodial
● Before and After School Program staff
● Business office staff
● Mechanics
● Courier
● Technology Staff
● Trauma, Illness and Grief (T.I.G.) Team Members

2. A specific description of protocols the employer will follow in order to enable all nonessential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

The district has provided the following groups of employees with either a laptop or Chromebook to enable them to work from home: administrators, Webster Teacher Association members, technology staff and teaching assistants. Teacher aides will have devices provided in the case of a pandemic emergency. The employees are able to log into the district's network from home and access all software and programs as though they were working on campus. Employees have been instructed on how to forward calls from their work telephone, and how to change their voicemail message. Staff without adequate Internet access will be issued a district-owned access point

3. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.

B&G staff will stagger start times to the extent possible to insure building support and appropriate cleaning while reducing interpersonal contact.
The employee groups Custodial, Technology, Food Service will have no more than 50% of their employee group work on campus at a time. They will be scheduled by the Director of Technology, Director of Facilities, and Food Service Director. The employee groups Maintenance and Grounds may have more than 50% of their employees continue to work from campus depending on needs.

4. Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.

The Director of Buildings & Grounds coordinates the district's efforts to ensure the proper supply of PPE is obtained. He updates the Emergency Response Teams on PPE supply and orders enough PPE to ensure that at least two pieces of each type of PPE is available for each essential employee for more than 6 months. The supply of PPE is stored in one central location and is distributed to buildings as needed.

5. Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:

- **Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and**
- **The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.**

In the event an employee or contractor is exposed to a known case of a communicable disease that is the subject of a public health emergency, or exhibits symptoms, that employee will be immediately sent home. The employee will be directed to contact their primary care physician for further instruction, along with following all protocols established by the New York State Health Department or the Monroe County Department of Public Health. The areas of the building the employee will be thoroughly cleaned and disinfected, following protocols established by the district. If the employee is home when it is learned they were exposed to a known exposure, or they exhibit symptoms, or they test positive, they will be directed to contact their primary care physician for further instruction, along with following all protocols established by the New York State Health Department or the Monroe County Department of Public Health. The employee will use their own collectively bargained accrued time unless there is State or Federal leave made available for the public health emergency.

6. Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

All employees will be required to ID swipe into each specific building they are visiting and/or

working in at that specific location and date. All hourly employees will be required to log in and out for the day via the appropriate time clock. In addition all buildings will have a single point of entry and a paper log sheet will be provided at the entrance that is required to be completed. Tracking contractors will be the responsibility of the Construction Management Company under contract with the district.

7. Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

The School's Administration shall use the following protocol 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:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance. Superintendent/Designee will provide the following information: type of emergency, location, numbers of people affected, directions, etc.
- The District has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police, Rescue Squad, private industry, private individuals, religious organizations and others).
- The District will assemble its Emergency Response Team in any such instance to assist in such an event.

Section 7.0 Recovery

7.1 Review and Debriefing

The involved school's safety team will meet as soon as is practical after the incident is resolved to review the incident and determine if the school's response plan was adhered to, to evaluate the quality of that response and to determine if any improvements are needed to enhance the plan.

Depending on the nature and scope of the incident, this review may include input from the Chief Emergency Officer and other members of the EORT as well as local emergency responders.

7.2 After Action Reporting

The Incident Commander is responsible for preparing an after action report once an incident is terminated. Within two (2) days of the incident conclusion, a detailed report will be submitted to the Superintendent.

The Crisis team Checklist and the Evaluation of the Response to Crisis forms shall be completed by each building and forwarded to the District Trauma, Illness and Grief (TIG) coordinator.

Webster will periodically update the TIG Manual. The District TIG Team will meet at least bi-annually to serve as an advisory committee in order to assess the effectiveness of the district's response to tragedy, as well as to oversee training for all district employees.

7.3 District Support for Buildings

In addition to response and support during and emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.4 Disaster Mental Health Services

In addition to District Psychologists and Counselors, WCSD may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (Town, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.5 Post-Incident Response Guide

Introduction
The following guide provides suggestions on how the WCSD may want to proceed after a crisis has occurred and there is no longer an imminent threat to the school or its occupants. Not all of the following suggestions would be necessary or appropriate in every crisis. **These are suggestions only**.

Building-level Post-incident Response Team - generally
The Building-level Post-incident Response Team will have the responsibility of assisting the school community in coping with the aftermath of a serious violent incident or emergency. Post-incident Response Team members will be among the first to be notified.

- Convene at the earliest possible time following the crisis for a meeting in Room No. ____ to help the Principal prepare a written statement for the staff to be presented at the *(insert time)* Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident. Room No. _____, when needed, will serve as the coordination site for student support.

- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.

- Meet with Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.

- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.

- Solicit and encourage feedback from students, staff, family, and community. Feedback will be recorded on the Building-level Emergency Response Plan Feedback Form for evaluation purposes.

- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Administrative Team
The responsibilities of the Administrative Team as part of the Post-incident Response

Team include:

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies the assistant Principals, secretary, the Superintendent of Schools, when a critical incident occurs.
- Alert the Post-incident Response Team using the telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff, using the school telephone tree, that a critical incident has occurred and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team at *(insert time)* in the Auditorium.
    - The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
    - A statement will be prepared by the Principal to be shared with the general public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- Principal informs staff of the locations of the Crisis Counseling Rooms. Room #

_____ will serve as the Coordination Site for student support when needed.

- Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.

- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.

- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.

- Post-incident Response Team members with a homeroom will request that that their homerooms be covered while members provide support to the most involved.

- Along with psychologist and/or counselors will offer to meet with the family of the injured/deceased and provide assistance as needed.

- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.

- Principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of how to help children cope with crisis and directions to parents who are removing children to attend funeral services.

- Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.

- Make arrangements to have the personal belongings of the deceased returned to the family.

- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.

- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.

- When appropriate, contact the family and interested parties to explore and select

an appropriate memorial choice.

- Responsible for expressing thanks to all who helped.

Psychologists / Counselors
The psychologist and/or counselors, as members of the Post-incident Response Team:

- Will attend a *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.

- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.

- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.

- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.

- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.

- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.

- When requesting the services of additional counselors, they will be asked to bring a pager or walkie-talkie from their home school or agency, if possible, to facilitate

communication.

- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.

- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and in the weeks following.

- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.

- Arrange a presentation for students who are planning on attending the funeral home and/or church service to prepare them for these events.

Nurse
The school nurse, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

- Prepares to receive an influx of students who may appear with a wide range of symptoms.

- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.

- Receives support as needed from a member of the Post-incident Response Team.

School Secretary
The school secretary, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.

- Staffs the "Information Center", providing information regarding:
    - Where Post-incident Response Team can be contacted
    - Location of counseling rooms
    - Whereabouts of the Principal
    - Funeral arrangements and wishes of the family, when available
    - Any other information deemed necessary by the Principal

- Fields and documents all calls from the media and directs them to the Superintendent of Schools, Principal, District Public Information officer or other designated media response person, as directed by the Principal.

- Along with office personnel, will be provided a written statement in order to provide consistent information to the community

- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.

- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

- Retains an updated copy of the Building-level Emergency Response Plan.

Teachers and Staff
The teachers and staff listed as members of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

All other teachers and staff:

- Will be invited to attend a *(insert time)* Emergency Staff Meeting in the event of a critical incident.

- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.

- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.

- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.

- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.

- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.

- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.

- Will gather the personal belongings of the deceased and give to the Principal for return to the family.

- Will delete the name of the deceased from all listings.

- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age appropriate books and materials for children, which deal with the subjects of death, loss, and bereavement, to be housed in a special section of the library.

Safety and Security

- Upon request, the Manager of Custodial Services will dispatch security personnel

(or additional personnel) for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.

Custodian

- Upon an assessment of the situation, the Manager of Custodial Services will provide additional custodial resources for the purpose of restoring the building to a condition deemed to be safe for occupancy by staff and students. The building custodian may serve as an integral member of the Post-incident Response Team by notifying non-teaching personnel of the crisis, procuring the materials necessary to mitigate any known risk and/or ensuring that equipment is set up for use by the Post-incident Response Team.

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.

- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Webster Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:

    a. A statement of personal sorrow and sense of loss
    b. Statement of basic facts
    c. In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
    d. The way in which the administrators, faculty, staff and students have responded to the tragedy
    e. The types of interventions that have occurred and those planned for the foreseeable future

- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

PTSA Representative
The PTSA Representative, as a member of the Post-incident Response Team:

- Will attend the *(insert time)* Post-incident Response Team Meeting prior to the Emergency Staff Meeting for the purpose of learning the basic facts and to help prepare a written statement to be given at the *(insert time)* Emergency Staff Meeting.

- Acts as a liaison to the PTSA Executive Board, to disseminate basic facts and the Post-incident Response procedures.

- PTSA Executive Board and the PTSA Representative can act as liaison to parents in the community, as needed, to provide basic facts and mutual support.

Webster Central School District

Building-Level Emergency

Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk 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 schools.

Each school building within the Webster Central School District must conform to the standard procedures and protocols detailed in the District wide School Safety Plan. As each building is unique in population, layout, and location, each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Webster Central School District supports 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.

General Considerations and Planning Guidelines

Purpose

Each school's Building-level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Webster Central School District's Board of Education, the Principal of each school has appointed a Building-level School Safety Team and charged it with the development and maintenance of the School

Emergency Response Plan.

Identification of School Teams

Each school has developed three emergency teams:

- Building-level School Safety Team
- Building-level School Emergency Response Team
- Building-level Post-incident Response Team

These teams are comprised of personnel from within the school itself and the WCSD as well as representatives of other stakeholder groups within the school and Webster community. The role of each team is briefly summarized in the Plan Summary section of this document.

Concept of Operations

The initial response to all emergencies at all District schools will be by the appropriate members of the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the District's Chief Emergency Officer will be notified and, where appropriate, local emergency officials will also be notified.

Plan Review and Public Comment

- 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 280 l-a.
- Copies of all of the Building-level Emergency Response Plans have been updates to the secure New York State Safe Schools Portal. Local law enforcement agencies including the Webster Police Department, the Monroe County Sheriff's Office and the New York State Police can access these documents. All of these plans will also be maintained in the office of District Chief Emergency Officer.

Plan Summary

Risk Reduction/Prevention and Intervention

Designation of School Teams

- Building-level School Safety Teams, including the members required by regulation, have been established at each school building. Members of these teams include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education. These teams are tasked with the development and maintenance of their respective school's Emergency Response Plan.

- Building-level Emergency Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; local law enforcement officials; representatives from local, regional, and/or state emergency response agencies; and other appropriate incident response teams. The actual persons who would respond to an emergency will vary on the nature of the emergency (bomb threat search teams as opposed to staff trained in conflict intervention).

- Building-level Post-incident Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include 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.

Note: In most instances, there is a core membership on all three building-level teams with additional members added for the skills and expertise they can provide in specific situations. For example, the school counselor may not be a member of an Emergency Response Team but will likely be a member of the Post-incident Response Team.
The specific membership of the three teams is documented in each building's Emergency Planning Summary.

Prevention/Intervention Strategies

Training for emergency teams and security personnel including de-escalation training will be provided.

Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills focus on our standard response actions to a potentially threatening incident to include: our Lockdown and Active Lockout procedures, fire evacuations, bomb threat evacuations, and alternate site evacuations. The use of tabletop drills to accomplish or complement this training will be utilized when live drills are impractical or not sufficient to meet the training goals.

Identification of Sites of Potential Emergencies

Each School Safety Team will continue to work to identify both internal and external hazards unique to their building and campus that may warrant protective actions, such as the evacuation and sheltering of the school population. The Safety Team shall assess all

potential on-campus hazards, as every building is unique in student and staff population, physical layout and geographical location. Potential hazards generated by locations off of the campus that could endanger the school's occupants also have been identified and potential protective actions pre-planned.

General Response Procedures

Assignment of Responsibilities

The building Principal is designated as the person in charge during a crisis situation. The Principal will provide leadership, organize activities and disseminate information with the assistance of the School's Emergency Response Team. In the event that the Principal is unavailable at the time of the crisis, the designated alternate(s) will provide the necessary leadership and coordination.

As described in the District wide School Safety Plan, the building Principal or the designated alternate is required to contact the District Chief Emergency Officer at the earliest possible time during the initial response phase. Upon notification, the Chief Emergency Officer will provide assistance and direction as described in the District wide School Safety Plan. Depending on the nature and degree of the event, the Chief Emergency Officer may assemble the appropriate members of the Emergency Operations Response Team (EORT) to provide additional support for the affected school.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive. The Principal or designated alternate acts as the Incident Commander until such time he/she is relieved by the appropriate emergency response agency on-scene supervisor (Police, Fire, and Emergency Medical Services). Once relieved as the Incident Commander, the Principal may remain at the Command Post as the school and District representative providing resources and support to the emergency response agencies.

Continuity of Operations

The building has developed procedures to continue operations during an emergency.

Access of Floor Plans

Each Building-Level Emergency Response Plan includes floor plans for their respective building.

Notification and Activation

- All staff are familiar with how and when to call 9-1-1 for emergency services (Police, Fire, EMS)
- Internal and external communication systems have been developed that will be used in emergencies.
- The District's Public Information Office will serve as the primary resource when disseminating information relative to a crisis or emergency outside of the District.
- Procedures are in place for notification and activation of the Building-level Emergency Response Plan. Staff and students have been instructed on how to quickly and correctly respond to specific directions given by the Principal or designated alternate.

Hazard Guidelines

The District wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific response guidelines and procedures that may expand upon the District wide guidelines in order to meet the needs of that building and its population.

Sheltering and Evacuation Procedures

Procedures have been developed for the safe sheltering or evacuation of students, teachers, other school personnel and visitors to the school in the event of any type of emergency. The following areas have been considered when developing these procedures:

- Evacuation before, during and after school hours
- Evacuation routes (internal & external)
- Sheltering sites (internal - Lockdown/external - Alternate Site)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students

Security of Crime Scene

Once it appears that there is no longer an imminent threat to anyone's safety and 9-1-1 has been called; it is critical that the scene of a crime not be disturbed. The Principal or the designated alternate will assign an Emergency Response Team member to be responsible for securing the crime scene. The following is a brief list of responsibilities for the assigned team member:

- Don't touch anything.
- Clear away uninvolved people.
- Establish a perimeter using tape, cones, desks…whatever is at your disposal. The scene may be an entire classroom, the gym, or a hallway. (It is always better to cordon off too large a scene than too small. The Police can always shrink the scene after they make their assessment. It may be more difficult for them to expand it into contaminated areas. For example, instead of taping off the bathroom stall where an assault has taken place, secure the entire restroom.)
- Limit access to emergency responders only (Police, Fire, EMS).
- Don't eat, drink, smoke, or use the phone or bathroom facilities within the area of the scene.
- Document observations and keep a running chronology of events.

Emergency Planning Summary

An Emergency Planning Summary has been developed for use by each School Safety Team to assist them in assembling some of the basic information necessary for their plans and to act as a quick school-specific reference in the event of an emergency.

Each building provides a copy of their Emergency Planning Summary and any updates to the District Chief Emergency Officer.

Recovery

Each school will coordinate with District and other local community resources to assist in recovering from a violent incident.

Actions for recovery may include, but are not limited to: (examples)

Mental health counseling (students and staff)

- Provided and coordinated by District Trauma, Illness and Grief (TIG) Team
- Coordinated by District counseling staff supported by resources within the Webster community

Building security

- Coordinated through the Supervisor of Safety and Security at the District level
- Coordinated at the building level by the Principal or designee

Facility restoration

- Coordinated through the Manager of Buildings and Grounds

Post-incident response critique

- Coordinated at the building level by the Principal utilizing the Building-Level Emergency Response Plan -Feedback Form. This critique may involve other involved District departments including Facilities, Transportation and Security depending on the degree and nature of the incident.

Post-Incident Response Guide

- Post-incident Response Teams may utilize all, or part of, the Post-Incident Response Guide located in the Recovery section of the District wide plan depending on the nature and degree of the incident.

- Should the event be of such a nature and degree that District, local and contracted services for any of the above recovery actions are not sufficient, the District will assist in coordinating with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources.

Section 8.0
School Resources Officers

The Webster Central School District, in cooperation with the Town of Webster and the Webster Police Department currently has two full time police officers assigned as school resource officers. The following agreement outlines the roles, responsibilities and duties of all parties involved.

Inter-Municipal Agreement
School Resource Officer

THIS AGREEMENT between the Town of Webster, Monroe County, New York, a municipal Corporation having offices at 1000 Ridge Road, Webster, New York 14580, hereinafter referred, for the purposes of this agreement, as the "TOWN" or "POLICE DEPARTMENT", and the Webster Central School DISTRICT, a school DISTRICT with a principal address at 119 South Avenue, Webster, New York 14580, hereinafter referred as the "DISTRICT"; and

Whereas, the TOWN, by its Police Department, employs sworn Police Officers, each of whom are capable of performing the duties and functions of a School Resource Officer, (SRO), which (or who) is assigned to provide law enforcement expertise and resources to assist school staff in maintaining safety and order within their assigned school(s); and

Whereas, this agreement formalizes the relationship between the DISTRICT and the TOWN in order to foster an efficient and cohesive program that will build a positive relationship between law enforcement officers and the youth of our community; and

Whereas, the mission, goals, and objectives of the SRO program is the reduction and prevention of school related violence and crime, more particularly crimes committed by juveniles and young adults. The SRO program aims to create and maintain safe, secure, and orderly learning environments for students, teachers, and staff. The goals of the SRO program are to reduce incidents of school violence, reduce criminal offenses committed by juveniles and young adults, establish a rapport between the SROs and the student population, and establish a rapport between the SROs and school staff;

Now, therefore, in consideration of the mutual covenants and conditions herein, it is agreed

Roles, Responsibilities and Assignment of the SRO

1. The TOWN will provide two School Resource Officers (SRO). Any SRO(s) provided shall be sworn Webster Police Officer(s) assigned to provide law enforcement expertise and resources to assist school staff in maintaining safety and order within their assigned school(s) during the 2025-2026 year commencing September 1, 2025 and ending on June 30, 2026. The SRO's assignment during the summer recess period, herein defined as July 1st to August 31st, will be at the sole discretion of the Chief of Police. The DISTRICT may request that any individual SRO, on the basis of performance, be reassigned to alternative duties during the course of the academic year, and/or replaced in his or her duties as a SRO by an alternative officer; the TOWN agrees that it will receive and consider any such requests from the DISTRICT.

2. The SRO's assigned school buildings, grounds, and surroundings will be the SRO's patrol area. The SRO's responsibility is to answer and address calls for service and coordinate the police response to the school. In the event a situation requires police involvement school staff should call 911 and notify the SRO if possible.

3. The SRO's duty schedule will be determined by the TOWN, after consultation with the DISTRICT, through its Police Department, but will generally be arranged to provide coverage throughout the school day including arrival and dismissal times.

4. The SRO(s) will wear a regulation police uniform and operate a police vehicle while on duty unless otherwise authorized by a Police Department supervisor.

5. The SRO(s) reports to the supervisor of the Police Department's Administrative Bureau.

6. SROs are primarily law enforcement officers. The SRO(s) shall be responsible for carrying out all duties and responsibilities of a law enforcement officer and shall remain under the control, through the chain of command, of the Webster Police Department. To the extent that any SRO(s) is subject to discipline resulting from the performance of his or her duties (or failure to perform the same) within the scope of this agreement, such discipline may only be administered by the Police Department and in accordance with all of the applicable laws, rules, regulations and contractual obligations observed by the Department.

7. The SRO(s) will, whenever practical, enforce criminal law and protect the students, staff, and public at large against criminal activity.

8. The SRO(s) will complete reports and investigate crimes committed on campus or refer such investigation to the Police Department.

9. The SRO(s) should, whenever practical, coordinate investigative procedures between law enforcement and school administrators.

10. The SRO(s) should be highly visible throughout the campus and spend the majority of his/her duty hours interacting with students and school staff.

11. The SRO(s) should work in conjunction DISTRICT staff to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students or school activities.

12. The SRO(s) should participate and advise DISTRICT staff of areas of risk assessment and threat assessment at his/her assigned school building.

13. The SRO(s) shall notify DISTRICT staff and the supervisor of the Administrative Bureau (SRO Supervisor) if it is necessary for the SRO(s) to be stationed off campus during his/her duty hours.

14. The SRO(s) will be deployed to the Webster Schroeder and Webster Thomas High Schools at the discretion of the Administrative Bureau Supervisor with input from DISTRICT staff.

15. The SRO(s) will be assigned to the Webster Police Department Administrative Bureau and will report to the Administrative Bureau supervisor for assignment during school breaks.

16. The Webster Police Department reserves the right to temporarily redeploy the SRO(s) in order to maintain proper road patrol staffing, and during critical incidents or natural disasters which would require additional officers.

17. The SRO(s) will schedule his/her time off and vacation days at the same time as school days off and school vacation times.

Roles and Responsibilities of the SRO Supervisor (the Supervisor of the Administrative Bureau)

1. The SRO Supervisor will coordinate work assignments of the SRO(s) at various campuses in consultation with school principals and other DISTRICT staff, as necessary.

2. The SRO supervisor will ensure that the SRO(s) are complying with TOWN directives and cooperating with DISTRICT plans and procedures as much as possible.

3. The SRO supervisor will coordinate scheduling and work hours of the SRO(s) (vacation, sick leave, etc.)

4. The SRO supervisor will communicate with DISTRICT staff to ensure the SRO program is operating in the most effective way possible. This includes receiving and assessing information regarding the performance of the SRO(s) from DISTRICT staff and incorporating such information into any performance-based evaluations administered to the SRO(s) by the Police Department during the term of the officer's assignment as an SRO. The SRO(s) will additionally be responsible for contacting DISTRICT staff as needed to obtain clarification or additional data relating to the aforementioned information.

Roles and Responsibilities of the DISTRICT

1. DISTRICT staff should facilitate effective communication between the SRO(s) and school staff. DISTRICT staff should meet regularly with the SRO(s) and with the SRO supervisor.

2. DISTRICT staff should provide feedback to the SRO supervisor regarding the performance of the SRO(s) and the effectiveness of the SRO program.

3. DISTRICT staff should provide information to the SRO supervisor for the SRO(s)'s annual performance evaluation. DISTRICT staff will be responsible for furnishing to the SRO supervisor any information in support of a DISTRICT request that an SRO(s) be reassigned, and/or another officer be assigned in place of a current SRO(s), on the basis of performance.

4. DISTRICT staff is encouraged to include the SRO(s) in staff/administrative meetings.

5. The school principal should insure that non-criminal student disciplinary matters remain the responsibility of school staff and not the SRO(s).

Police Investigating and Questioning

1. The SRO(s) has authority as a police officer to stop, question, interview, and take police action without prior authorization of the principal or contacting parents.

2. DISTRICT staff shall be notified as soon as practical of any significant enforcement events. The SRO(s) should coordinate activities so that action between the agencies is cooperative and in the best interests of the school and public safety. The SRO(s) should be kept advised of investigations that involve students at his/her assigned school.

3. The DISTRICT shall make student information available to the SRO(s) in a manner consist with FERPA and DISTRICT policy as outlined in the annual back to school newsletter. These provisions do not apply to the DISTRICT's disclosure of records created, developed, and/or maintained by the SRO(s) and or SRO supervisor acting in a capacity as a part of the DISTRICT's law enforcement unit.

Search and Seizure

1. School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO(s) should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for handling of contraband. Administrative searches must be at the direction and control of DISTRICT staff. At no time shall the SRO(s) request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

Term of Contract

1. This contract shall be effective September 1, 2025 and end on June 30, 2026 (initial program term).

2. The initial program will be established for a period of (1) year and may be modified, amended, or discontinued after that period as herein provided.

Program Continuity and Funding

Understanding and agreeing that the School Resource Officer Program is a cooperative effort between the Town of Webster and the Webster Central School DISTRICT shall share the funding, continuity, and operational responsibilities of the program as follows:

The DISTRICT:

1. The DISTRICT will reimburse the TOWN for the DISTRICT'S share of the salary and benefits for the sworn police officer assigned to the DISTRICT, no later than 60 days after invoice date. The TOWN will invoice the DISTRICT for the actual salary and benefits for the officer for the time assigned, biannually, for September through December (January invoice), and for January through June (July invoice). The TOWN shall retain responsibility for administering the pay, benefits, and other terms and conditions of employment of the SRO(s) including, but not limited to: the determination of compensation and benefits; payroll administration; any pension service reporting; tax withholding; and the accrual and exercise of any rights, benefits and/or obligations inuring to public employees under any applicable Federal, State or local law.

2. In addition thereto, the DISTRICT will pay/reimburse the TOWN any SRO(s) overtime when such overtime is authorized by the Superintendent or Assistant Superintendent of Schools while performing duties directly related to SRO(s) duties. SRO(s) overtime for after school events will be the responsibility of the school utilizing and requesting the services of the SRO(s). The SRO(s) overtime will be billed to the DISTRICT every 30 days.

3. The DISTRICT shall provide a secure work area for the SRO(s), in his/her assigned school, equipped with a desk, chair, telephone, computer (networked into the DISTRICT network), and securable file cabinet. The school shall provide office supplies for the SRO(s) that are routinely used in the course of normal office business and approved in the school budget. The DISTRICT shall supply the SRO(s) with a cell phone with the understanding that this phone is to be used for official business only.

General Terms:

1. This agreement may be terminated by either party by delivering written notice of such termination to the other party. It shall be renewed annually and amended as necessary to meet the needs of the signatory agencies. In the event of termination during the school year, the TOWN's obligation to provide the SRO(s) to the DISTRICT will continue until the close of the school year.

2. There will be no amendments to this agreement without written consent of both parties. This agreement may not be assigned by the TOWN or the DISTRICT without written consent. Without such consent any assignment is null and void.

3. The DISTRICT acknowledges that it is an independent contractor and not an officer, agent, partner, joint venture, or employee of the TOWN. The DISTRICT shall not, at any time, or in any manner, represent that it or any of its agents or employees is in any manner agents or employees of the TOWN.

4. The TOWN acknowledges that it is an independent contractor and not an officer, agent, partner, joint venture, or employee of the DISTRICT. The TOWN shall

not, at any time, or in any manner, represent that it or any of its agents or employees is in any manner agents or employees of the DISTRICT.

5. Each party reserves the right, after consultation with the other party and upon thirty (30) days' notice, to terminate this contract should the other party fail to perform the services described in a manner satisfactory to the terminating party. During the 30-day notice period, the parties agree to discuss and attempt to resolve the underlying basis for the termination of the contract.

6. The DISTRICT agrees that it will, at its own expense, indemnify and hold harmless the TOWN and/or all employees of the TOWN, its officers and agents, from all liability of claims, fines, fees, penalties, attorney fees, liability, judgment, costs, causes of action, damages, expenses, and costs for or arising out of the performance or failure to perform the work, labor and services by the DISTRICT, its agents, servants or employees whether caused by negligence of the part of the DISTRICT or by anyone acting by, through or for the DISTRICT.

7. The TOWN agrees that it will, at its own expense, indemnify and hold harmless the DISTRICT and/or all employees of the DISTRICT, its officers and agents, from all liability of claims, fines, fees, penalties, attorney fees, liability, judgment, costs, causes of action, damages, expenses, and costs for or arising out of the performance or failure to perform the work, labor and services by the TOWN, its agents, servants or employees whether caused by negligence of the part of the TOWN or by anyone acting by, through or for the TOWN. The period of indemnification and hold harmless is limited to the period from which the TOWN received the referral until the closure of the case by the TOWN.

8. As part of its obligation to indemnify and hold harmless, the DISTRICT, its officers, agents and employees, as set forth above, the TOWN agrees to obtain and maintain in full force and effect, for the term of this Agreement, insurance coverage as described below:

    a. Workers' Compensation Insurance: a policy covering operations of the TOWN in accordance with the Workers' Compensation Law, covering all operations under the Agreement; a certificate of insurance or other proof that Workers' Compensation coverage is in effect shall be provided before the start date of this Agreement.

    b. Liability and Property Damage Insurance issued to the TOWN and covering the liability for damages imposed by law upon the TOWN with respect to all work performed by the TOWN under this Agreement naming the DISTRICT additional insured.

9. This Agreement and all of the covenants hereof shall inure to the benefit of and be binding on the TOWN and DISTRICT, and their partners, successors, assigns, and legal representatives. Neither the DISTRICT nor the TOWN shall have the

right to assign, transfer, or sublet its interests or obligations hereunder without the written consent of the other party.

10. This Agreement constitutes the entire Agreement between the parties, and supersedes any and all prior proposals, negotiations and agreements, whether written or oral. Any amendment to this Agreement shall be void unless it is in writing and subscribed by the party against whom the amendment is sought to be enforced.

11. In the event the terms and conditions of this agreement are not strictly enforced by the TOWN or the DISTRICT, such non-enforcement shall not act as a waiver or amendment of this Agreement, nor shall such non-enforcement prevent either the TOWN or the DISTRICT from enforcing every term of this Agreement thereafter.

12. The DISTRICT and the TOWN and their respective agents or employees, shall strictly comply with all Federal, State and local laws, rules and regulations

    applicable to the performance of this Agreement. Furthermore, every provision of law required to be inserted in this Agreement shall be deemed so inserted, and this Agreement shall be read and enforced as if such provisions were so inserted.

13. This Agreement shall be governed by and under laws of the State of New York. In the event that a dispute arises between the parties, the venue for the resolution of such a dispute shall be the County of Monroe, State of New York.

14. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of said counterparts shall together constitute but one and the same instrument, which may be sufficiently evidenced by one counterpart.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement, the day and year first written above.

DATE: _____ SIGNED: _____

Supervisor, Town of Webster

DATE: _____ SIGNED: _____
Superintendent, W. C. S. D.

State of New York)
(County of Monroe)

On the _____ day of _____ in the year _____, before me, the undersigned, a Notary Public in and for said State, personally appeared **Thomas Flaherty**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument; that he/she executed the foregoing instrument in accordance with Resolution No. _____ of _____ adopted by the Webster Town Board on _____ _____, _____ .
(month) (day) (year)

_____
Notary Public

(State of New York)
(County of Monroe)

On the _____ day of _____ in the year _____, before me, the undersigned, a Notary Public in and for said State, personally appeared **Brian Neenan** personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument; that he/she executed the foregoing instrument in accordance with Resolution No. _____ of _____ adopted by the Webster Central School DISTRICT, Board of Education on _____ _____, _____ .
(month) (day) (year)

_____
Notary Public

Section 9.0
Chief Emergency Officer

The Webster Central School District, in compliance with New York State Education Law and Commissioner's Regulations has designated a Chief Emergency Officer.

The Chief Emergency Officer is

Cornelius Flood
Supervisor of Safety, Security and Emergency Planning
Webster Central School District
119 South Avenue
Webster, NY 14580
585-265-6585

In accordance with the Commissioner's Regulation §155.17, this document outlines the required components of a NYS Emergency Remote Instruction Plan.

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

All students in grades K-12 in the Webster Central School district are assigned 1:1 devices. Chromebooks are distributed in each grade level (grades 3-12), while iPads are available for students in grades K-2. All devices are for students to take home on a daily basis.

In the event of an emergency closure, students in grades K-12 would already have access to their assigned devices. If for any reason, WCSD Technology Team will develop a plan to distribute any devices that remain at school. Distribution times, locations, and procedures would be communicated through standard district communication tools, including but not limited to: automated phone calls, Parent Square messaging, emails, school sanctioned social media outlets, and the district website.

During the emergency closure, if students need access to computer repairs or servicing, parents/guardians will be able to complete a Technology Help Ticket by emailing wts@webstercsd.org or by calling the WCSD Technology Help Desk at 585-265-6400 ext 2. Staff from the Technology department will staff office hours to respond to such requests.

Availability of student devices is noted in the District's Student Digital Resources data collection survey, where 100% of district parents/guardians reported that 1:1 devices are supplied by the District for each of their children.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

Webster CSD uses the Student Digital Resources data collection survey annually to determine availability of internet access in students' places of residence. Families that report a lack of internet connectivity for students are offered hot spots from the District at no cost to the families. The WCSD Educational Technology team collaborates with Kajeet Mobile to provide hotspots available for students in need.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

All instructional staff in the Webster Central School District are provided with 1:1 devices that can be taken home each night; therefore, instructional staff have the devices necessary to deliver remote instruction from their place of residence. Any staff member who is in need of internet connectivity in their place of residence will be provided with district-owned hot spots that can be lent to staff for the purposes of delivering remote instruction.

Elementary Schools (Remote)

At elementary, staff would provide approximately 4.25 hours per day of direct, synchronous instruction (whole group, small group, and individual). Teachers will also provide specialized instruction, as needed, such as ENL or special education services. The amount of special education service will be determined by a student's IEP. Consideration will be given to individualized student needs. Elementary students will have opportunities to participate in activities each day to practice skills and extend their learning away from a computer screen. Art, music, physical education, computer science, library instruction will be part of the elementary program.

Secondary Schools (Remote)

Students would follow their regular schedule, attending all classes on all days. Teachers will provide specialized instruction, as needed, such as ENL or special education services. The amount of special education service will be determined by a student's IEP.

Period	*High School*	
1	8:45 AM	9:32 AM
2	9:37 AM	10:21 AM
3	10:26 AM	11:10 AM
4	11:15 AM	11:59 AM
5	12:04 PM	12:48 PM
6	12:53 PM	1:37 PM
7	1:42 PM	2:26 PM
8	2:31 PM	3:15 PM

Period	*Middle School*	
HR	8:45 AM	9:05 AM
1	9:09 AM	9:49 AM
2	9:53 AM	10:33 AM
3	10:37 AM	11:17 AM
4	11:21 AM	12:07 PM
5	12:11 PM	12:57 PM
6	1:01 PM	1:47 PM
7	1:51 PM	2:31 PM
8	2:35 PM	3:15 PM

Since the COVID-19 closures in 2020-2021, we offer professional learning to staff in in-person and remote settings, as well as self-paced modules, and we would continue to offer professional development in those ways. If an extended closure was required, we would use our teachers on special assignment, along with our lead teachers to provide any additional professional development needed during a closure.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

The district will work with teachers to determine which students are not accessing synchronous learning opportunities. School staff will engage in outreach efforts for identified students to best understand the challenges keeping students from engaging with synchronous instruction for the purposes of developing plans for meeting students' needs.

The District's Learning Support Services and Special Education departments will collaboratively review Individualized Education Plans and 504 Plans with case managers to determine any students for whom remote instruction by digital technology is not appropriate based on diagnosed needs. Case managers will work with families to create individualized plans for the provision of synchronous instruction.

Families that report a lack of internet connectivity for students are offered hot spots from the District at no cost to the families. The WCSD Educational Technology team collaborates with Kajeet Mobile to provide hotspots available for students in need.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

We will prioritize the continuity of learning, special education programs, and related services, along with access to high quality curriculum with needed individualized accommodations, for all students with disabilities.

We will document and communicate with families about the programs and services offered and provided to students with disabilities. Documentation will be done by:

- Utilization of Frontline (IEP Direct) for quarterly progress notes
- Progress monitoring of goals, regardless of in person, hybrid or remote learning models, following the schedule and frequency outline on the IEP
- Providing staff professional learning on progress monitoring of goals and use of Frontline, as needed

We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability- related needs of students by:

- Having staff review each IEP for students they are working with
- Holding team meetings and maximizing staffing assignments to ensure access
- Maintaining consistent communication with families and students to answer questions and/or collaboratively engage in problem solving

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each

day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

All schools = 6 hours per day.