

# Sodus Central School District

## District-Wide School Safety Plan



July 2021

Sodus Central School District  
 District-Wide School Safety Plan  
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# Sodus Central School District District-Wide School Safety Plan

## **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 Sodus 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 - GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### 1.1 Purpose

The Sodus Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The Superintendent of the Sodus Central School District created 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 District Response Team during an emergency and describes the roles and responsibilities of the members of the DRT. It identifies who will coordinate an incident and the procedures that will be employed. The plan also outlines how Sodus will coordinate with:

- adjacent school districts
- Town, County and State agencies

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

### 1.2 Identification of School Teams

The Sodus Central School District has maintained this District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The members of the current team and their positions or affiliations are as follows:

Sodus CSD/District-Wide School Safety Team:

Name	Title	Agency/Affiliation
Nelson Kise	Superintendent	District Office
Steve Moore	Business Administrator	District Office
Arkee Allen	JSHS Principal	Administrator Organization
Gene Hoskins	IS Principal	Administrator Organization
Mike Sereno	ES Principal	Administrator Organization
Caitlin Fitzgerald	School Resource Officer	School Safety Personnel
Brenda Wren	SFA President	Teacher
Robert Bayless	CSEA President	Transportation/Support Staff
Steve Spinelli	Director of Facilities	Facilities
Lisa Tunley	Facilities – Safety	Facilities
Brian Wagner	Board Member	Board of Education
Sarah Williams	Board Member	Board of Education
Katelyn Martinez	PTO President	Sodus PTO

### **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. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population, physical layout and geographical considerations. This does not however 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 Sodus School Board annually after a public hearing that provides for the participation of school personnel, parents and any other interested parties.

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

A copy of the Sodus Central School District’s District-Wide School Safety Plan may be viewed at [soduscscd.org](http://soduscscd.org).

## SECTION 2 - MITIGATION AND PREVENTION

### 2.1 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 SCSD. Many of these components serve as both prevention and mitigation tools.

### 2.2 Program Initiatives

The Sodus 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 Sodus 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/restorative practices/de-escalation training programs for staff
- Peer mediation programs
- Extra-curricular programs
- Adult mentoring of student programs
- Leadership development opportunities
- Code of Conduct and DASA Policy Requirement for all students and staff

### 2.3 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 will be routinely conducted at the school level followed by age-appropriate drills with the entire school population. 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 District 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.

Specific drills and training such as those involving our Lockdown and Secure Building procedures; fire, natural gas, bomb threat and alternate site evacuations will be conducted annually and may involve a staff drill or training session only or the entire school population.

The District will be responsible for ensuring compliance with this drill requirement and will maintain records of the same.

## **2.4 Implementation of School Security**

- **Security Personnel – Responsibilities and Authority**

The District employs a School Resource Officer from the Wayne County Sheriff's Department to assist in dealing with all manners of security and safety issues. The primary role of the SRO 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. The SRO is authorized to carry out this role pursuant to applicable policies, regulations and training.

- **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.

- **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.

## **2.5 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 Safety 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 3 - PREPAREDNESS

### 3.1 Preparedness/Components

The Sodus 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.

The District's Emergency Coordinator maintains an updated version of 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.

- **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 two-way radios

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

The Sodus Central School District has established a District Response Team (DRT) comprised of the following titles that will assist the District Chief Emergency Officer, which has been designated to be the Superintendent of Schools at Sodus, in the response to and resolution of incidents occurring within the District.

- Business Administrator
- School Resource Officer
- Director of Transportation
- Director of Facilities
- Other Facilities Representative
- School Board Member
- BOCES Representative

- **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 five Building-level Emergency Response Plans.

- **Emergency Responder Access**

The District has provided access to Sodus Fire Department, Sodus Police Department and the Wayne County Sheriff's Office.

- **Training**

- All staff will be minimally trained on the Emergency Response Plan by September 15<sup>th</sup> each school year.
- Additional training around violence prevention and mental health issues will be provided throughout the school year as per the District Professional Development and/or Counseling Plans.
- New employees hired after the start of the school year will be trained on the emergency response plan within 30 days by their Principal and/or Director.

### **3.2 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:**

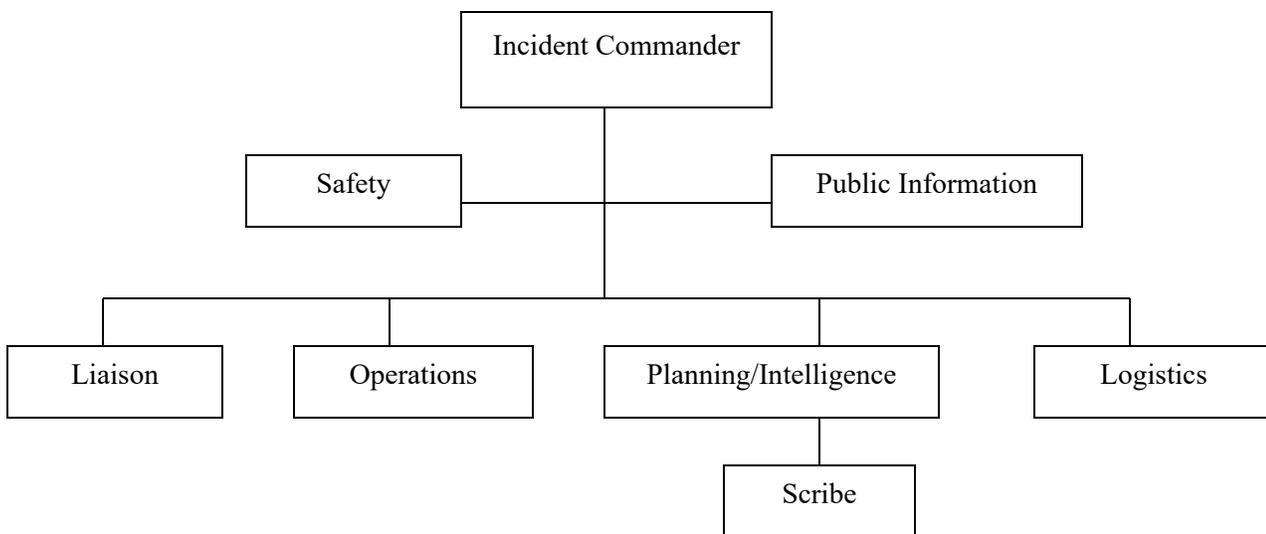
A Bomb threat is received at a school building. The Principal (or designee) immediately assumes the role of the Incident Commander and initiates the appropriate notifications and protective actions. Once the District Chief Emergency Officer arrives on scene s/he may become the IC and assume command of the incident with the Principal/Designee perhaps taking on tasks associated with planning and intelligence. 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.

### 3.3 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 DRT 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.



### 3.4 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.
- **SCSD** - 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.
- **SCSD** - The Superintendent of Schools serves as the PIO, unless s/he designates another administrator or staff member to make statements to the press.

#### **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.
- **SCSD** - Initially an appropriate member of the Building-level Emergency Response Team should be assigned this role, i.e. SRO. Absent such staff, a Response Team member who is familiar with SCSD Situational Response Guidelines and that school's specific protective action options will assume this role. 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.
- **SCSD** – 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.
- **SCSD** - 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.
- **SCSD** - 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 the 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.
- **SCSD** - 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, i.e. another building administrator (Designee).

## **3.5 Unified Command**

This operational guide recognizes the need to ensure 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 DRT and the affected building administrators and Response Team will assist and continue to coordinate Sodus School District's personnel and equipment.

**Change of Command** – Incident direction will remain with the Sodus Emergency Coordinator unless the Emergency Coordinator requests another individual to assume control, or a public safety official assumes command.

### 3.6 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, Robinson Road (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 Sodus Command Post is activated, the DRT will be notified and report to the CP.

## SECTION 4 - RESPONSE

### 4.1 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 DRT 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 DRT under the command of the Emergency Coordinator 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

#### 4.2 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

#### 4.3 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 (DRT) and activate the emergency response protocol at the district level – contact the Emergency Coordinator.

**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 Wayne 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 Wayne County Office of Emergency Management	9-1-1
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**Notifications to Other Educational Agencies** - This includes all Educational Agencies, Public and Non-Public.

- The Emergency Coordinator will evaluate the potential impact of an emergency on other educational agencies within the school district.
- If the impact is evident, the Emergency Coordinator 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.
- If such contact cannot be made for whatever reason, the Emergency Coordinator 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 social media, 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 Emergency Coordinator 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.
- School Messenger calls and/or emails may be used to communicate with parents and staff regarding an emergency.

#### **4.4 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 clearer, changes, or at the direction of the District Response Team (DRT) 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.**

**Examples of protective measures include but are not limited to:**

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Lockdown
- Secure Building
- Shelter-in-Place – moved to a cleared and sanitized area (short 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.

- Superintendent of Schools confers with the Town Highway Superintendent, Director of Transportation and neighboring school superintendents, etc.
- Decision should be made by 6:00 a.m.
- 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 notify local radio and television stations of the early dismissal.
- The IC will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for telephoning parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

## Lockdowns

**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 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.

### Standard Sequential Procedures

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

- When you hear “**Lock down, lock down, lock down,**” move quickly to execute the following actions
- Refer to your Red Folder
- While locking your door, gather students from hallways and common areas near your classroom

- Barricade door if necessary
- Move students to a safe area in the classroom out of sight of the door
- Leave windows, blinds/lights as they are
- Keep everyone quiet, silence cell phones
- Take attendance, if possible
- Do not communicate through door, open door, or answer room phone
- Do not respond to P.A. announcements or fire alarm
- Stay hidden until physically released by law enforcement

## **Secure Building**

**Secure Building** – 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). 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.

- When you hear “**Secure Building**”
- Refer to your Red Folder and listen for updates
- Lock all exterior windows
- Leave blinds/lights as they are
- Take Attendance
- Classroom instruction continues as usual
- All outdoor activities are terminated
- If outside, re-enter building immediately
- Always listen for updates

## **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 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.

## **Standard Sequential Procedures**

- When you hear “**Prepare to shelter in place in the following location \*TBD!**” you stop what you are doing immediately
- Refer to your Red Folder and listen for updates

- Students in hallways should return to assigned classroom, if possible
- Classroom teachers, take attendance
- Move away from windows if situation warrants
- If instructed, move out of classroom to designated safe area. Stay together at all times
- Always listen for updates

## **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.

- Unless in lock down, stop what you are doing immediately and close windows
- Refer to your Red Folder and classroom sign-out sheet
- Leave the room and close the door behind you
- Once outside, take attendance and signal your attendance is complete
- Standby for further instructions

Do not return to building until announced over loudspeaker.

## **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**

- When you hear **“Prepare for an emergency evacuation of the building”**
- Refer to your Red Folder and listen for updates
- Lead students to designated assembly or announced assembly area
- Bring attendance list and class roster
- Close and lock the classroom door after exiting
- Take attendance when safe to do so
- Always listen for updates

## **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.

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby location 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
- 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

#### 4.5 SCSD Multi-Hazard General Response Outline: During the Regular School Day

- **Initial Responder**  
 The first Sodus 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 Emergency Coordinator or, if unavailable, a member of the DRT, or District Office 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

- **Emergency Coordinator – as Incident Commander**

When the District’s Emergency Coordinator 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
- Identify yourself as Incident Director/Take Command/Make assignments
- Notify Superintendent
- Give directions to resolve situation
- Make Notifications and Request Assistance
  - Local and county officials
  - Affected educational institutions
  - Other SCSD Administrators and DRT
  - Other School districts
  - Outside agencies
- Stage resources at one or more locations to support the operation
- Coordinate efforts with community response agencies and District departments to resolve the incident
- Provide for proper recovery and review of event

#### **4.6 SCSD 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 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 Staff.

For any unplanned event or emergency that occurs outside of the normal school day the SCSD will follow the same protocols described and detailed in section 4.4. 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.

#### **4.7 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 FM radio system operated by Sodus.

#### **4.8 Public Information**

Public information will be coordinated between on-scene and command post operations. The Superintendent of Schools will act as the Public Information Officer and 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 Superintendent of Schools or his/her designee will assist in preparing written statements that will be released to the various media outlets.

#### **4.9 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 or his/her designee will contact the Supervisor of the Town of Sodus and/or the Wayne County Office of Emergency Management.

#### **4.10 District Resources Available for Use in an Emergency**

The SCSD 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 5 - 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 & Secure Building**  
**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.

### 5.1 Civil Disturbances/Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Bomb Threat
- Hostage
- Intruder
- Suicide threat
- Threats of Violence– Direct or Implied

## 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 Secure Building  
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 Lockdown or Secure Building  
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 Lockdown or Secure Building is 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 Emergency Coordinator
- 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

## Bomb Threat

### Definition/background

A bomb threat is defined as a correspondence or a call, which leads a receiver of that information to believe 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 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:** Lockdown, 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:**

- Record the call if the phone set allows for that feature
- Activate **Auto Call Return**
- 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 Emergency Coordinator
- The building Principal or designee will immediately use the Public Address System to direct that a Lockdown 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
- 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 affix a green card to the hall side of their classroom or office doors 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

## 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**

<b>Assess:</b>	<b>Hostage situation</b>
<b>Notifications:</b>	<b>9-1-1 Building Emergency Response Team Building Occupants District Chief Emergency Officer</b>
<b>Protective Actions:</b>	<b>Lockdown, or building evacuation Take direction from responding Police</b>

### 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 Emergency Coordinator 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**

<b>Assess:</b>	<b>Intruder (as defined above)</b>
<b>Notifications:</b>	<b>Depending on totality of circumstances Building Emergency Response Team 9-1-1 Building Occupants District Chief Emergency Officer</b>
<b>Protective Actions:</b>	<b>Intruder generally – approach and assess Intruder suspicious or uncooperative - Lockdown Take direction from responding Police</b>

## **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 Lockdown
- If safe to do so, maintain discrete surveillance of the individual involved (video and/or PA system)
- Notify the Emergency Coordinator and appropriate Response Team Members
- Assist the Police upon their arrival

### **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 – activate 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 SCSO 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 intent, planning, or preparation for an attack.

NOTE: 911 and the School Resource Officer 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

## **SECTION 6 RECOVERY**

### **6.1 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 Emergency Coordinator and other members of the DRT as well as local emergency responders.

**SECTION 7**  
**PLAN FOR DECLARATION OF A PUBLIC HEALTH EMERGENCY**

**A. Essential Personnel**

- Maintenance/buildings and grounds personnel
- District Office personnel
- Building administrators
- Building clerical
- Teachers will work in the buildings with all safety protocols in place and if state ordered, will work from home
- Food service workers if deemed by the state to provide meals to students
- Transportation workers

**B. Telecommuting/Remote Work**

- The district has worked to ensure that all non-essential staff have devices, software, and technology necessary to perform their job duties from a remote location.

**C. Work Shifts**

- We will have a schedule in place to reduce overcrowding on work sites. Sign ins and outs on a rotation schedule.

**D. PPE Protocols**

- All PPE items are currently stored in our facilities office. Only the facilities director and evening supervisor have access to this room. Staff members email requests into the main office. Facilities staff will bring the requested items to the main office of the appropriate building the same day or on the following day. The facilities director monitors available supplies and will order as needed.

**E. Health Protocols**

- The Sodus Central School District will follow all Health Exposure Protocols given to us from the Wayne County Public Health Department.

**F. Documenting Precise Hours and In-Person Attendance in District Facilities**

- The Sodus Central School District will log and track hours of personnel on work sites.

**G. Emergency Housing for Essential Personnel**

- This is not applicable to the Sodus Central School District