

# Brockport Central School District



## SAFETY PLAN DISTRICT-WIDE

June 2022 Revised

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# BROCKPORT CENTRAL SCHOOL DISTRICT

## A. INTRODUCTION

The Brockport Central School District is committed to providing a safe and orderly environment in which our high academic goals can be met. In keeping with this commitment, a Building Level Safety Plan has been created to assist all school personnel in maintaining safety and order in an emergency situation.

## B. COMMISSIONER'S REGULATION 155.17

The Brockport Central School District, District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The Brockport School District Board of Education, upon the recommendation of the Superintendent of Schools, appointed a district-wide Emergency Response Team, and charged it with the development and maintenance of the district-wide School Safety Plan.

## C. DISTRICT EMERGENCY RESPONSE TEAM

The Brockport Central School District, with full approval and support from the Board of Education, has implemented a District Emergency response team.

Current team members are:

**Chief Emergency Officer- Superintendent**

<b>Position</b>
Superintendent
Assistant Superintendent for Business
Assistant Superintendent for Human Resources
Assistant to the Superintendent for Elementary Education
Assistant to the Superintendent for Secondary Education
Assistant to the Superintendent for Inclusive Education
Director of Physical Education Athletics
Director of Security
Director of Transportation
Director of Buildings and Grounds
Maintenance Supervisor
Director of IT
Director of Food Services
District Communications Specialist

## **D. RESPONDING TO THREATS AND ACTS OF VIOLENCE (Including threats of suicide)**

The Brockport Central School District makes no distinction between implied or direct threats of violence or any acts or incidents of a violent nature committed by any teacher, student, staff member, visitor, or any other person against this school district, its buildings and/or its inhabitants. Each act or threat is dealt with in a very serious manner at all times. This includes any school sponsored or related activity held on or off campus at any time. Upon the report of any act of violence or the receipt of any threat, implied or directed towards this school district, the following procedures are followed:

### 1. Threats (Implied or Direct)

- Any student, staff member, visitor, parent/guardian, or community member of this district who receives or witnesses any verbal, written, visual, or any other form of information or fact that could be perceived as a threat to themselves or others, including any buildings, vehicles or properties of this district, shall immediately make the Building Principal and Superintendent aware of the information regarding the threat. Present any information, such as phone call information, web site information, information written on walls or any other mediums (journals or personal notes, conversations overheard from students or others, information from parents or any other community stakeholders, etc.)
- If the direct or implied threat is of a nature that has the immediate potential to endanger the health and safety of students and/or staff, the Building Principal and/or any other administrative supervisor that receives this information will immediately contact 911 and the Superintendent. In the event the Superintendent is not available, any other member of the District Emergency Response Team should be notified. Emergency procedures are now activated.
- If the nature of the threat has the potential for serious and/or immediate harm, (i.e. bomb threat) the Building Level Safety Plan protocols are implemented at once, building level administrator in charge shall be determined, chain of command shall be determined, and District Incident Command procedures are implemented.
- The person(s) who reported this implied or direct threat and any additional people, including students, who may have information regarding the threat, will be identified and made available to appropriate law enforcement and school officials.
- A full investigation will be made by the school district in conjunction with any supporting law enforcement or other appropriate governmental agencies such as the Secret Service, Federal Bureau of Investigation, Office of Emergency Preparedness, etc.
- If a student is involved, the student will be suspended to the Office of the Superintendent in accordance with ss3214 of the Commissioner's Regulations. In addition, the school district will file any and all appropriate criminal and/or civil charges and prosecute to the full extent of the law.

- Communications to students, parents, and the community in general will be made on a case-by-case basis, determined by the extent and nature of the implied or direct threat. The Superintendent of Schools, in consultation with the districts Communication Specialist, will approve the release of all information to the public.

## 2. Acts of Violence

Acts of violence are actual situations that have occurred or are still occurring or have the potential to occur in the immediate future. They include, but are not limited to, unauthorized person on campus; fighting or civil disturbances; person with a weapon; person with a gun; a suicide threat; bomb threat device; intrusions; hostage taking or any situation that has the potential for endangering the health and safety of students, staff, visitors, or other people.

### General Guidelines

- Treat all threats and/or actions as potentially real and dangerous. Do not downplay or assume it may not be serious.
- Get Help! Notify an administrator at once, deploy building team, implement Safety plan procedures, and contact District Emergency Response Team. Incident Command protocols now in effect.
- Call 911. They will support you with law enforcement, fire, or emergency medical services as required. District Emergency Response Team will provide mental health services or other district resources as required. In the case of a bomb threat or a suspicious device found, call the 911 center.
- Your objective should be containment. Prevent the spread of the threat by establishing an inner perimeter. Make sure no electronic devices are turned on within that perimeter.
- Isolate the area.
- Determine the appropriate response.
- Secure internal and external perimeters.
- Establish a command center.
- Gather and process information and inform the Director of Security, Superintendent and the Communication Specialist.
- District Emergency Response Team will assign a member to the internal control center to communicate with external incident command if required.
- District Emergency Response Team will activate post incident team.
- Debrief and review incident.
- Assess damage.
- Identify needs and implement appropriate post incident mental health, medical or other follow-up procedures.

### Suicide Risk Assessment

1. Keep the student safe and supervised. If imminent danger, call 911.
2. A mental health staff member will interview and assess the student.
3. If needed, seek additional information and clarify concerns.
4. Assess the level of risk with an assessment tool such as the Columbia Suicide Severity Rating Scale.
5. Communicate with Building Administration or designee regarding results from the risk screening and recommended intervention (e.g. contact parent, contact mobile crisis team, call 911).
6. Notify student's parent or guardian.
7. Re-entry meeting (if appropriate) to create any needed accommodations or safety plans.

## E. THREAT ASSESSMENT

### First Steps

- Designate a threat assessment coordinator and consider forming (and training) a multidisciplinary team.

### *Benefits*

- o Improves the efficiency and scope of the assessment process.
  - o Provides diverse professional input.
  - o Minimizes the risk of observer bias.
- Adopt an “**integrated systems approach**” to threat assessment.

### *Benefits*

- o Recognize the necessity of cooperation and partnerships between schools, local emergency responders, and community partners: law enforcement, social services, mental health providers, community agencies, and faith-based organizations.
  - o Bits of information, inconsequential by themselves, may coalesce into a discernible pattern that indicates a threat of violence.
- Identify “at risk” students (and staff).

### Types of Threats

#### Direct

- Threat identifies a specific act against a specific target delivered in a straightforward, clear and explicit manner.

#### Indirect

- Tends to be vague, unclear and ambiguous.
- Violence is implied, but threat is phrased tentatively.
- Suggests only that a violent act *could* occur, not that it *will* occur.

#### Veiled

- Strongly implies but does not explicitly threaten violence.

#### Conditional

- Often seen in extortion cases.
- Warns that a violent act will happen unless certain demands or terms are met.

### Levels of Risk

#### Low level

- Poses a minimal risk to the victim and public safety.
- Is vague and indirect.

- Information is inconsistent, implausible or lacks detail.
- Lacks realism or is not realistic.
- Content suggests person is unlikely to carry out the threat.

### **Medium level**

- Could be carried out, although it may not appear entirely realistic.
- More direct and more concrete than a low level threat.
- Wording suggests the individual has given some thought to how the act will be carried out.
- Includes a general indication of place and time, but its signs still fall well short of a detailed plan.
- No strong indication that the individual has taken preparatory steps.
- Statements seek to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

### **High level**

- Direct, specific and plausible.
- Appears to pose imminent and serious danger to safety of others.
- Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon.
- Almost always requires bringing in law enforcement.

## **F. INTERNAL AND EXTERNAL COMMUNICATIONS**

### **Internal**

The school has available for internal communications, landline telephone system capable of dialing every classroom or office in the building and district. A public address system, also available, capable of calling every classroom, specific zones or “all call.” The building is equipped with two-way radios available for communication between administration, custodial staff and security staff. These can be used to communicate with other facilities in the district provided they are within one mile of the radio. The building is also equipped with a NOAA Weather Alert radio.

All High School radios and Mobile Security Patrols transmit from channel (1) one.

### **External**

Communications to the outside, including emergency agencies may be accomplished from multiple phones in the building by first dialing (8) eight. Emergency services can be reached by dialing 911 or 8-911.

During an emergency, communications should be limited to those of pressing importance. The use of multiple phones for non-emergent communications could result in restricting the access to those who require emergency assistance. The building two-way radios can be used for external communications as well.

## **G. EMERGENCY PROCEDURES**

Our building Safety Plan addresses a variety of emergency situations that may arise on the Brockport School Campus. The Building Principal and his/her staff are responsible for implementing the Building Level Safety Plan. The District Emergency Response Team is responsible for dealing with the multiple outside issues that may arise during an incident and providing immediate assistance and support to the Building Principal in charge.

## **Emergency Notification System**

An automated messaging service, provided by School Messenger, may be utilized in the event of an emergency on campus (i.e., school closing, evacuation or lockdown) to contact families quickly, via phone and e-mail. To help us maintain accurate records, please remember to contact the Registrar's Office at 637-1857/registrar@bcs1.org any time your contact information changes. Frequently Asked Questions may be found at [www.bcs1.org](http://www.bcs1.org).

In the event of an emergency, please do not rush to campus, as it creates traffic problems, hinders the evacuation process and impedes access for emergency vehicles. Timely updates and directions will be provided, as needed, depending on the situation. Please listen to the complete message and follow any prompts.

## **H. PROCEDURES FOR CONTACTING AND ACCESSING EMERGENCY SERVICES**

In any emergency on school property, or at a school sponsored event or related event, or involving any district owned property, vehicles or personnel, district administrators, supervisors, or district staff faced with any emergency situation will:

1. Call 911
  - State location clearly.
  - State the problem.
  - Give your name and phone number at which you can be contacted if cut off.
  - Answer any follow up questions.
  - Call Director of Security / district security. (637-1987 / 370-4193)
  - Call Superintendent (690-1429)
2. Superintendent's Secretary will notify District Response Team.

Once notified, the Response Team:

- Respond to the Superintendent's office, school or site of emergency.
- Determine the school-based incident commander.
- Determine location of school district command post.
- Assigns an incident commander to the principal or his/her replacement if it is school related.
  - Implements, in partnership with the incident command post personnel, inside and outside perimeters.
  - Assigns one emergency responder to the outside command post.
  - 
  - Monitors and controls the media at the scene.
  - Determines what other district resources and/or personnel is required and send for them.
  - Determines, with the Communication Designee, how parents and the community will be informed.

## **I. EMERGENCY INCIDENT COMMUNICATION CODES**

The Brockport Central School's plan was created with the understanding that we can deal with any emergency incident with five immediate options. They are:

1. Shelter-in-Place
2. Hold-in-Place
3. Evacuation
  - a. With intent to return



- b. With the intent to leave the site and shelter off campus
4. Building lockout
5. Building lockdown

## **J. FIRE EVACUATION**

### **General**

1. Stay Calm.
2. Know the location of the nearest alarm box and how to operate it.
3. Know the location of the nearest fire extinguisher and how to operate it. On discovery of smoke or fire, sound alarm first before investigating.
4. Evacuate the building during all drills. The building Principal or designee will notify the Director of Security and the Superintendent of the situation.
5. If corridor is filled with smoke, exit through emergency egress. If an exit is blocked, direct students to the nearest alternative exit.
6. If fire alarm sounds during lunch, evacuate the building as quickly as possible and make your way to the area where the students who were assigned to the cafeteria will exit.
7. Help supervise.
8. In the event that an alarm is pulled, or the fire alarm is activated during arrival, dismissal, or during passing times, student and staff should evacuate the building using the nearest exit and assemble away from the building.
9. Teachers should attempt to establish control and begin attendance procedures.
10. Return to building only upon all clear tone as authorized by the on-scene Fire Command.
11. In the event that staff members extinguish the fire, please let the office know immediately.

*Re-occupancy of the building can only occur with the authorization of the on scene fire commander.*

## **K. EVACUATION OF STUDENTS WITH SPECIAL NEEDS**

1. In the event of evacuation, all students with special needs will be evacuated to one of the pre-established area of safe refuge.
2. Staff has been assigned to check these areas during evacuation building sweeps.
3. The Fire Department is aware of the use of these safe areas.
4. The school nurse will keep any updated list of students with special needs and communicate this list to the building administration and assigned staff.

## **L. LOCKDOWN PROCEDURE**

During certain situations (serious fight or intruder) a lockdown may be instituted. This may also require action to deactivate the fire alarm. The Principal or their designee will activate the lockdown procedure. Upon hearing this announcement, teachers and staff will:

### **General**

1. Stay Calm.
2. Immediately check the hallway outside their rooms for any students. If any students are outside your room, have them come into your room.
3. Students out of classroom, but near, return to classroom.
4. Student out of classroom, but away, report to nearest classroom.
5. Close and lock the door.
6. Await information regarding windows and lights.
7. Keep students away from the door and the windows.

8. Check for any suspicious items in room.
9. Take attendance and be ready to report any unaccounted student (as well as any students who are in your room, but not assigned there) when asked.
10. Do not respond to a fire alarm or change of class tones while in a lockdown.
11. While in lockdown status, do not respond to verbal commands via PA system.
12. If fire occurs and you need to evacuate, use the emergency egress route.
13. When all is clear, emergency responders will physically enter your classrooms with a key signaling that all normal activities may resume.
14. Teachers/Staff are not to use phone. All communications are for emergency use only.
15. Teachers in the music area should check all practice rooms.
16. Students that are in the pool area are to be removed from the pool and remain out of site from doors and windows. Lock doors, take attendance and await further instructions.

## **M. SPECIFIC INCIDENT PLANS**

### **STUDENT FIGHT/ALTERCATION**

#### **General**

1. Call for assistance. Observe the scene. Look for a weapon(s). Look for witnesses.
2. Identify yourself to combatants. Make verbal contact in a calm, low-toned voice. If the behavior does not cease, shout, “stop” and then lower your voice and persuade students to cease.
3. In situations where alternative procedures and methods not involving the use of physical force cannot reasonably be employed, the use of reasonable physical force is permissible to; protect oneself, another person(s), from physical injury.
4. Try to get individuals to a more isolated area so they can calm themselves without losing face, or try to get the area emptied of other student so there is less audience and less danger.
5. Consider requesting a Shelter in Place be initiated to prevent escalating the situation. A runner can be used to limit the scope of the Shelter in Place to the immediate area.
6. Do not leave the combatants alone.
7. Understand that violence is time-lined; if you can delay long enough, it may de-escalate the situation.
8. Give the combatants a directive by clearly stating, “You and I must go to your administrator’s office.”
9. If combatants refuse to follow the directive above, call for assistance from your building administrator or security.

### **ARMED STUDENT/PERSON**

#### **General**

1. Stay Calm.
2. Notify an administrator and advise whether a weapon is suspected or visible, and if possible, the type of weapon.
3. STOP. DO NOT APPROACH AN ARMED PERSON. DO NOT ATTEMPT TO CONFISCATE THE WEAPON.
4. If a confrontation is unavoidable try to calm the armed person and others.
5. If a weapon is visible, or the armed person is threatening, ask the person in a calm voice for permission to evacuate the rest of the class.
6. Evacuate quietly, if allowed and take the class attendance book with you.

7. If evacuation is not permissible, keep talking with the armed person in a CALM, non-confrontational manner until Police arrive.
8. When Police arrive, do as directed.
9. The building administrator should institute the Lockdown Guideline.

## **HOSTAGE TAKING**

### **General**

1. Report situation to an administrator. Be specific as to who, what, when, where and suspect description.
2. Remain calm and help maintain order.

### **Administration**

1. Call 911
2. Call Security 370-4193
3. Initiate lockdown procedure utilizing announcement.
4. Notify the Superintendent and Director of Security.
5. Clear persons from the hallways and other unprotected areas (restroom, etc.)

Upon hearing lockdown announcement:

1. Close/Lock your doors.
2. Check for suspicious items.
3. Await further information with regards to windows, lights, blinds, cover, etc.
4. Students out of the classroom but near classroom return. Students out of the classroom but away from classroom report to nearest classroom.
5. Collect attendance information and your plan book (in case evacuation is necessary.)
6. Take attendance and be prepared to report any unaccounted students when asked.
7. Keep students as calm and quiet as possible.
8. Do not pass to next class until directed to.
9. If the fire alarm sounds while under lockdown, do not evacuate. Only evacuate on verbal command of the Principal or his/her designee. Upon command, evacuate using only Emergency Egress routes. That is to say, the Emergency Escape window or door directly to the exterior of the building. Rooms above ground level will be evacuated through the windows with the rescue window sign.
10. Respond to designated fire evacuation areas.

## **KIDNAPPING**

If you witness or receive notice that a kidnapping is in progress, or has occurred, stand by to assist with reactionary needs.

### **General**

1. Notify an administrator immediately.
2. Gather information about the student being kidnapped.
3. Call 911/ Director of Security / Security (637-1987 / 370-4193)
4. Notify Superintendent

### **Administration**

1. Initiate lockdown procedure utilizing public address system.
2. Assist law enforcement with any information relevant to the situation.

3. Have witnesses write statements while the details are fresh in their minds.

Upon hearing lockdown alert:

1. Close/Lock your doors.
2. Check for suspicious items.
3. Await further information with regards to windows, lights, blinds, duck and cover, etc.
4. Students out of the classroom but near classroom return.
5. Students out of classroom but away from classroom report to nearest classroom.
6. Collect attendance information and your plan book (in case evacuation is necessary).
7. Take attendance and be prepared to report any unaccounted students when asked.
8. Keep students as calm and quiet as possible.
9. Do not pass to next class until directed to do so.

## **INTRUDERS**

### **General**

1. This consists of any person entering the school that is not school personnel or a registered student, or approved visitor.
2. Faculty and staff should question the presence of unauthorized person(s) in the building.
3. Determine whether the person is a legitimate visitor or a threat to school safety.
4. Escort all persons without school identification or a visitors badge to the office/greeter to sign in and obtain proper identification.
5. If a person is suspected of posing a threat and/or a weapon is seen, immediately contact 911 and then the building administrator or security to advise them of the situation.
6. The building administrator should institute the Lockdown guideline.
7. Do not engage in a confrontation. Follow the armed person's instructions. Take every other step to ensure your safety and that of students and staff.

## **WILDLIFE ON CAMPUS**

### **General**

1. This consists of any animal entering the school campus that may pose a threat to staff, students, buildings or grounds.
2. Determine what threat exists, such as the potential for the animal to be rabid or if the animal were to enter a building.
3. Contact an administrator Call 911 if necessary.
4. Call 911/ Director of Security / Security (637-1987 / 370-4193)
5. Notify Superintendent
6. Institute Lockout procedure if necessary and/or Evacuation.

## **BOMB THREATS**

### **General**

1. Contact Police (911)
2. Call 911/ Director of Security / Security (637-1987 / 370-4193)
3. Notify Superintendent
4. Anyone receiving a written bomb threat must immediately notify the school building administrator.
5. Handling of a written bomb threat should be kept to an absolute minimum, since it may be used as

evidence in a criminal investigation.

6. Fingerprints may be taken from the note to help determine its source.
7. A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed by law enforcement).
8. A bomb threat, even if later determined to be a hoax, is a criminal action. NO bomb threat should be treated as a hoax when it is first received.
9. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is. Two alternatives to evacuation are compartmentalization and pre-clearance.
10. *Compartmentalization*: relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization-such as moving certain segments of the school population based upon new or developing information-can also be utilized in an effective response
11. *Pre-clearance*: relies on anticipating a threat.

## **CIVIL DISTURBANCE**

Riot, sit-in racial conflict, and lengthy altercation.

### **General**

1. Gather information regarding the location of the disturbance, type of disturbance and the size and intent of the group (if known).
2. Notify the District Emergency Response Team.
3. Call 911 if situation warrants,
2. Call 911/ Director of Security / Security (637-1987 / 370-4193)
3. Notify Superintendent
  1. Consider a lockdown.
  2. Direct faculty and staff to move uninvolved students away, and prevent others from entering the area of disturbance.
  3. Isolate problematic individuals from the group (with assistance from law enforcement if necessary).
  4. Do not dismiss students unless it can be achieved without risk to students and staff.
  5. The Superintendent will announce to appropriate parties if school will be open the next day, and any precautions that may be necessary.
  6. Update the faculty and staff prior to the opening of school the next day.

## **SEVERE WEATHER**

Although severe weather could result in a need to shelter the students (and staff) for a prolonged period of time, that condition is likely to come under the jurisdiction of the County Emergency Management Office or the Red Cross. The principal should notify the Superintendent. The Superintendent and the District Emergency Response Team will coordinate between the appropriate agency and all schools in the district. The likelihood is that such a storm would require sheltering at more than one school. For severe weather conditions such as tornado, severe thunderstorms, hail, etc., the following actions are necessary.

### **General**

1. Check with the Superintendent to confirm the severe weather warning.
2. Initiate shelter-in-place procedures utilizing alert system.
3. As necessary, give instructions to move students to safe areas of the building.
4. Direct Custodial Staff/Hall Monitors to:

- a. Check to insure that blinds are closed to minimize flying glass.
- b. Gather any students that may be outside to protected area.

Upon hearing shelter-in-place alert:

1. Close your doors.
2. Await further information with regards to windows, lights, blinds, duck and cover, etc.
3. Collect attendance information and your plan book (in case evacuation is necessary).
4. Take attendance and be prepared to report any unaccounted students when asked.
5. Keep students as calm and quiet as possible.

## **FIRE/EXPLOSION**

### **General**

1. In the event of a fire or explosion, the fire alarm system will be activated either automatically or by the person discovering the condition.
2. Evacuate the building in accordance with normal fire drill procedures.
3. Take attendance and be prepared to report any unaccounted students when asked.
4. Re-enter the building when announced by the Principal or his/her designee.

The principal will notify the Director of Security and Superintendent. The principal may opt to move to an offsite evacuation facility, initiate an early dismissal, or both, depending upon the severity of the situation and the weather.

## **GAS LEAK**

If an unknown odor is detected, notify an administrator and await further instructions from administration.

### **General**

1. When an unknown odor is reported, dispatch members of the custodial or maintenance staff to determine if it is natural gas, and if so, the source.
2. When a gas leak is confirmed or reasonably suspected, call, RG&E and 911.
3. Initiate Fire Alarm evacuation.
5. Notify the Director of Security / Security (637-1987 / 370-4193)
6. Notify Superintendent
- 4.
5. May have to evacuate to another building.
6. Check for unaccounted students and notify emergency

responders. Upon hearing Fire Alarm:

1. Evacuate building using assigned fire exit routes.
2. Close/lock your doors.
3. Collect attendance information and your plan book.
4. Take attendance and be prepared to report any unaccounted students when asked.
5. Keep students as calm and quiet as

possible. When an evacuation is announced:

1. With your attendance information and plan book, evacuate the students according to regular fire drill procedures.

2. Load buses and proceed to evacuation site. If needed
3. When at the evacuation site, take attendance and notify the evacuation site supervisor of any unaccounted students.
4. Keep your class together and await further instructions.

## **CHEMICAL SPILL**

### Interior

#### **General**

1. If the substance spilled is known and can be safely handled without risk to building occupants, proceed with cleanup as specified on label, or on the Material Safety Data Sheet. MSDS on file in Science Department, Custodial Office and O & M Building.
2. If the substance spilled is unknown or cannot be handled without risk to the building occupants.
3. Notify O & M at 637-1887.
4. Call 911/ Director of Security / Security (637-1987 / 370-4193)
5. Notify Superintendent 690-1429
6. Keep everyone away from the spill.

If notified of a spill that could place occupants at risk:

1. Evacuate the building using regular fire drill procedures, except; no one shall exit through the area of the spill.
2. Call 911. Explain that there is an unknown spill and its location.
3. Call 911/ Director of Security / Security (637-1987 / 370-4193)
4. Notify Superintendent 690-1429
5. Exterior

#### **General**

1. If a chemical spill out of the building is reported, notify an administrator immediately.
2. Stand by for further instructions to shelter or evacuate, depending upon the specifics of the spill, weather conditions, etc.
3. Follow recommendations of the agency charged with the coordination of the spill cleanup.
4. Call 911/ Director of Security / Security (637-1987 / 370-4193)
5. Notify Superintendent 690-1429
6. Direct custodial staff to shut down ventilation systems if directed by the controlling agency, or if prudent.

## **BIOLOGICAL THREAT**

Biological threats may take one of three forms:

1. A spill of bio-contaminated materials.
2. A non-specific threat against the building occupants.
3. A letter received stating that you have just been exposed to a bio-hazard.

### **FOR A TYPE 1 THREAT: (LOW)**

Follow the Chemical Spill Procedures listed previously in this section.

## **General**

1. Call 911 and explain the threat is biological.
2. Call 911/ Director of Security / Security (637-1987 / 370-4193)
3. Notify Superintendent 690-1429
4. Evacuate the building using fire drill procedures.
5. Notify O & M Department at 637-1887.

## **FOR A TYPE 2 THREAT: (MEDIUM)**

Receive and report the incident using the Bomb Threat Procedure listed previously.

## **General**

1. Call 911 and explain the threat is biological.
2. Call 911/ Director of Security / Security (637-1987 / 370-4193)
3. Notify Superintendent 690-1429
4. Evacuate the building using fire drill procedures.
5. Notify O & M Department at 637-1887.

Do not institute room searches. It is not feasible to locate bio-hazard sources without specialized equipment.

1. When directed, evacuate according to directive.
2. Take your plan book and attendance register with you.
3. Take attendance at the evacuation site and be prepared to report any unaccounted students when asked.

## **FOR A TYPE 3 THREAT: (SEVERE)**

### **Administration**

1. Call 911 and explain that it is a bio-hazard and the circumstances.
2. Have custodial or maintenance staff shut down the ventilation system.
3. Call 911/ Director of Security / Security (637-1987 / 370-4193)
4. Notify Superintendent 690-1429
5. Initiate evacuation according to regular fire drill procedures.
6. Upon hearing from the handling agencies, evacuate to an offsite location or initiate early dismissal.
7. Maintain the security of the space there the recipient of the parcel is remaining.
8. Refer media questions to the District Emergency Response Team.

## **General**

1. Notify an administrator.
2. Administrator will Call 911/ Director of Security / Security (637-1987 / 370-4193) and Notify Superintendent 690-1429
3. Secure the area you are in to prevent anyone else from entering.
4. Place the evidence in a secure place-preferably in a sealed plastic bag. If facilities are available, wash your hands thoroughly.
5. Remain calm. Although there may be a wait, authorities will respond and verify or disclaim the treat in a relatively short time.

## **RADIOLOGICAL THREAT**



Radiological threats may take one of two forms:

1. Spill or possible spill of nuclear matter.
2. A pending or actual disaster at the Ginna Power Plant (Wayne County, NY)

**FOR TYPE 1 THREATS:**

**All Employees**

1. Follow the procedures for **Chemical Spills** listed previously.

**FOR TYPE 2 THREATS:**

**Faculty/Staff**

1. Remain calm.
2. Assist administration with any additional communications that they may need to make.

**Administration**

1. Prepare to initiate early dismissal.
2. Await instructions from the Superintendent.
3. Cooperate with Emergency Responders that arrive on site.

**EPIDEMICS/PANDEMICS See Appendix A – new pandemic full plan**

The District has a plan in place for online and hybrid learning. A separate plan has been submitted to NYSED and the Governor’s Office for this plan. The District will follow all guidelines issued by the Monroe County Health Department and the Governor’s Office when implementing and following this plan.

**Administration/School Nurse**

1. Call 911/ Director of Security / Security (637-1987 / 370-4193)
2. Notify Superintendent 690-1429
3. and with their assistance:
  - a. Inform all building personnel of the situation
  - b. Inform parents.
  - c. Media Blitz-School Public Relations Office.

**Faculty/Staff**

1. Distribute information/inform students as directed by the Principal.

**N. BUILDING LEVEL ACCESS CONTROL AND RESTRICTING ACCESS**

Every district employee will wear a photo identification badge.

All staff in building will strive to be aware of strangers in the building. If anyone is in the building without visitor’s or employee badges, that person will be directed (escorted if necessary) to the office to sign in.

School access will be controlled during the regular school day by locking all doors in the building utilizing the front door buzzer/intercom/camera to screen visitors prior to entrance into the building. An approved visitor to the school will present valid government issued photo identification and be given a pass prior to gaining access to the building.

The building has a video surveillance system. This system has been configured to assist with monitoring access and travel throughout the building.

In the event of a “lockdown,” in reaction to a problem, all access to the building by other than emergency responders (district and local municipal) will be denied. Visitors already in the building will be in lockdown.

#### **O. SECURING CRIME SCENES AND PRESERVING EVIDENCE**

In the event of a crime, a member of the building safety team will be assigned to secure the crime scene and preserve evidence until the arrival of law enforcement.

Typically, simply preventing contamination of evidence by keeping all spectators and non-law enforcement parties well clear of the crime scene is sufficient. If the crime scene is sufficiently large that one person cannot easily control access, additional members of the safety team or staff should be deployed to assist. When law enforcement arrives, they will indicate if continued assistance is necessary or wanted.

#### **P. CRIME SCENE PROCEDURES**

A crime can take place before, during or after school hours. In the event that a crime occurs before or after school hours, IMMEDIATELY contact the Director of Security department, Superintendent, and Administration. Be sure to secure the crime scene following the “RESPOND” plan.

##### **When a crime occurs:**

1. Protect, isolate and cordon off the area immediately. Assign one or more people to make sure that no one enters the area that is not authorized. One person should be assigned as a scribe to log whom, what time and why they entered.
2. Take care of any injured.
3. Locate and identify any witnesses. Take name, address and phone number(s). If possible, have them stay until law enforcement arrives.
4. Stay on scene until relieved by law enforcement or appropriate district personnel.

#### **Q. R.E.S.P.O.N.D.**

**R**espond  
**E**valuate  
**S**ecure  
**P**rotect  
**O**bserve  
**N**otify  
**D**ocument

## **Respond**

1. Personal safety-safety comes first. Any staff member cannot help others if they are injured.
2. Organize your thoughts and formulate a plan on how to handle the situation.
3. Make mental notes of your observations.

## **Evaluate**

1. How serious is the situation? Is a crime/incident in progress or not? Should I call 911?
2. Identify all involved and uninvolved individuals in the area. Offer aid to victims.
3. Be aware of weapons and hazards.
4. Be aware of potential evidence.
5. DON'T TOUCH anything unless necessary.

## **Secure**

1. Clear away uninvolved people.
2. Establish a perimeter with tape, desks or cones.

## **Protect**

1. Safe guard the scene—limits and documents any people entering the area.
2. Do not use phones or bathrooms within the scene area.
3. Do not eat, drink or smoke in the scene area.

## **Observe**

1. Write down observations of the crime scene—these notes will be utilized to report crime scene management law enforcement. Your notes could be used in court.

## **Notify**

1. Call 911
2. Call Director of Security, Superintendent and Building Administration.

## **Document**

1. Take accurate notes-Such as time, date, and people at the scene, weather, door positions, light positions, and furniture position.
2. Be prepared to provide your notes and information to law enforcement.

## **R. CONDUCTING AND REVIEWING EMERGENCY DRILLS**

Each year the building will conduct a minimum of twelve (12) drills with at least four (4) building lockdown drills. Eight (8) of the fire drills must take place between the opening day of school and December 31<sup>st</sup>.

Within five (5) working days following the lockdown, the Post Incident Response Team, in conjunction with the Building Level Safety Team, will review the drill and recommend any changes to equipment or plan that would improve safety.

Each year the building will conduct one (1) test of our Emergency Plan, under each buildings safety plan, more than 15 minutes prior to normal dismissal time in cooperation with the Monroe County emergency officials.

#### **S. ANNUAL TRAINING**

The Building Level Safety Plan will be reviewed with all faculty and staff before September 15th. Training in “violence prevention” will take place for all staff during the school year. This training will Continue on an annual basis. On-going staff development opportunities will take place based on specific needs determined by the Building Principal.

#### **T. ANNUAL REVIEW OF BUILDING SAFETY PLAN**

At least once a year, before July 1<sup>st</sup>, and as often as necessity may dictate, the Building Level Safety Team will review the safety plan to insure:

1. That all sections are correct and current.
2. Lists and directories will be updated.
3. Updates are dated.
4. Additions and/or changes to the plan may be made.
5. The updated plans are distributed to the faculty and staff prior to the beginning of classes in September.
6. Updated plans will be submitted to the Board of Education for approval.

#### **U. PREVENTION AND INTERVENTION**

1. The issue of safety and security in our schools is of the utmost importance.
  - Brockport Central School District has a closed campus policy. No students may leave during the school day for any reason unless written permission is provided by parents or guardians.
  - All employees of Brockport Central School District are issued photo ID badges that are to be worn at all times while on school property.
  - All visitors are to be identified, signed in, and be provided a visitors badge.
  - All schools have a public address system.
  - All schools have been provided with two-way portable radios. They are an integral part of each building’s safety plan and ability to communicate with established command posts and the District’s Emergency Response Team during an event.
  - The district has established an Emergency Response Team. Each member has been provided with a cellular telephone and two-way radio.
  - There are 3-full-time Security Workers and several part-time Security Workers that are assigned to provide safety and security by the use of vehicle and foot patrol in the district. They are charged with securing all buildings, checking boilers, coolers, and refrigerators, responding to emergency calls and calls for assistance.
  - There are full-time Hall Monitors assigned to the high school and assigned to the middle school. They are an integral part of the building level safety plans and proved a wide array of services from maintaining a closed campus, to assisting building administration with the care, welfare, safety and security, of everyone in their respective buildings.
  - Security Staff and Hall Monitors are trained in Therapeutic Crisis Intervention de-escalation techniques.
  - The district has available over 300 CCTV Cameras throughout the district. These

cameras are placed on the interior and exterior of the buildings as a deterrent and an investigative tool for criminal activity and accidents.

## 2. Prevention and Intervention Strategies

- There are a number of prevention and intervention strategies that this district employs and believes in. First, and foremost, is to establish a relationship of trust and communication with all of our students. In each of our schools, we have multidisciplinary teams devoted to character development whose mission is to provide programs and experiences that focus on respect, responsibility, trustworthiness, caring and readiness to learn.

The district seeks to identify and assist any student who may be experiencing academic, health, or social issues. This district supports these efforts by providing:

- Instructional support teams and/or student service teams in each building.
- Mental health staff with a least one psychologist and social worker in each building, which are trained in trauma and grief counseling.
- A full-time substance abuse counselor
- School nurses that provide medical support
- A school counseling staff that provides advocacy and case manage students in the areas of academic, career, personal, and social development.
- Safe School Ambassadors, which train in recognizing the negative issues impacting their peers via bullying or other means.
- A wide array of student support groups provided by counseling and mental health staff.
- Member of TIG (Trauma/Illness & Grief) Consortium which will provide additional post-incident mental health counseling services.
- Partner ships with local agencies such as the Monroe County Sheriff's Office, Brockport Police, SUNY Brockport Police, Mobile Crisis Team, and many other local and county agencies that we work with hand-in-hand.
- Monroe County Sheriff's, Brockport Police and SUNY Brockport Police have been given badge swipes for easy access into Schools and support buildings. This will allow them access for all hours of the day.

## 3. Communication between students and staff

Each of the buildings encourages their students to communicate with staff and each other, especially when behaviors or actions may compromise the health and safety of themselves or others. Students are actively encouraged to participate in their self-governance through the Student Council and other student centered clubs and activities.

Administrators have open door policies that encourage students to stop in at any time and to share issues of concern. Morning announcements confirm that the school belongs to our students and administrators share openly the positive and negative information students require to be included as a school family member.

School safety and security is the responsibility of everyone. It is important to be aware of your surroundings and report anything that you feel is "out of place" or "suspicious," so it can be investigated by the Security Department. This practice has led to the implementation of the anonymous Safety Tip Line. If you notice any activity that could potentially put students, staff or our school property at risk, call the safety tip line at 1-877-453-0006. The tip line is available 24 hours a day, 7 days a week, with messages being reviewed on a regular basis. For immediate concerns, contact the security patrol division at 370-4193.

4. SAVE legislation requires that the duties of hall monitors and other school safety personnel be developed. In Brockport, we employ hall monitors and security workers to patrol the buildings and grounds. The job descriptions and minimum training required to apply are listed below.

#### HALL MONITORS

- Screens visitors to the building and prevents admittance by unauthorized persons.
- Patrols the exterior of the building and the student and teacher parking lots
- Patrols the interior of the building and checks student passes, bath rooms and locker- rooms for inappropriate activities, and specific doors to be sure they are locked as required.
- Escorts students as requested.
- Responds to emergency situations that occur in the building.
- Attends required training as designated by their Supervisor.
- Communicates effectively with appropriated administrators, staff members, and students.
- Supervises students for brief periods in study centers, study halls, etc. as needed.
- Performs other duties as may be assigned by their Supervisor.

#### SECURITY WORKERS

- Traffic Control.
  - a. Monitors and reports to the Director of Security, vehicle and personnel movement on school property with regard to speed limits, reckless driving, etc.
  - b. Patrols, monitors, and enforces parking regulations.
- Inspects heating, refrigeration, and freezer equipment.
- Patrols, inspects and secures the campus on a 24 hour basis for potential hazards; including the exterior of all school owned buildings, gates, fences, and fields.
- Screens visitors to the campus and to campus buildings and prevents admittance to the premises by unauthorized persons.
- Answers inquiries and provides information and directions.
- Watches for unusual or suspicious activities, persons, and hazardous situations.
- Responds to calls for assistance from faculty, staff, students, and visitors.
- Investigates unusual conditions and disturbances.
- Files daily security reports and specific incident reports.
- Responds to emergencies on campus that may require police, fire, and/or ambulance assistance.
- Maintains contact with Grounds Supervisor in extreme hazardous weather conditions (snow, ice, wind, rain, fog, etc.).
- Operates snow removal equipment during inclement weather.
- Prevents damage to property
- Delivers student suspension letters upon request.
- Monitors and investigates CCTV footage to assist administration.
- Performs other duties as may be assigned by the Director of Security.

Both hall monitors and security workers receive NYS Security Guard training at the Public Safety Training Center.

- 8 hour pre-assignment training course
- 16 hour on-the-job training

- 8 hour annual training

### Skills and Abilities

Good knowledge of the duties and responsibilities of a security worker; ability to think and act quickly in emergency situation; ability to operate two-way radios; ability to read, write, and speak English; ability to follow oral and written directions; willingness to work nights or unusual shifts; integrity; character; reliability; and physical condition appropriate with the demands of the position.

### Minimum Qualifications

- **Education:** High School Diploma or equivalent. Ability to read and write in English. Possess valid New York State Class D Driver’s License.
- **Experience:** Security Experience Preferred but not required.
  - **Note:** Current registration as a Security Guard with the New York State Department of State at the time of appointment.

## V. BUILDING SAFETY AND SECURITY

### General

1. Conduct a school safety assessment – a strategic evaluation and facilities audit to identify emerging and potential school safety problems, typically consisting of:
  - A building safety audit conducted with law enforcement,
  - A review of your school district-wide school safety plan,
  - A review of the building-level school safety plan,
  - A review of student codes of conduct,
  - An analysis of district policies related to student safety and management issues and their compliance with federal and state law,
  - An analysis of the Crime Prevention Through Environmental Design (CPTED philosophy (State Police School Resource Officers (SRO) are trained in this concept),
  - Student input,
  - Discussions with key administrative personnel and local law enforcement,
  - A review of recent media activity,
  - An analysis of recent school crime and disorder incidents, and
  - Commendations for effective practices and programs.
2. Practice all aspects of your school safety plan; adopt a “multi-hazard approach.” This should include plans to address natural, technological, and human-made Emergencies.
3. Because of the structural uniqueness of school libraries and cafeterias, safety and security plans should be specifically developed for these areas. This planning activity should address issues related to potential acts of student disruption, as well as incidents of severe weather.
4. Emergency response plans should undergo a formal review and be updated at least annually in collaboration with emergency responders.
5. Create at least three “Gotta Go Bags” with supplies you may need in an

- emergency – they should be kept in two different locations in the school and one at each evacuation site. Keep in mind that the main office may be the site of the crisis and, therefore, where there may not be one accessible. Emergency equipment, supplies, and rations should be stored in adequate amounts and routinely maintained.
6. Maintain one unlisted telephone line or cell phone for outgoing calls in an emergency
    - During an emergency, the volume of incoming calls may hamper the use of a published number.
  7. HVAC shut-off valves should be clearly labeled or color-coded – preferably at a low (visible) level.
    - Incorporate shut-off valve locations and when to initiate shut-off procedures (hazardous materials: i.e. chlorine gas, fire, explosion, etc.) in the building- level safety plan.
    - Photos of shut-off valves should be included in the building- level safety plan.
  8. All schools should implement a visible identification card and pass system.
    - Use different ID badges for staff, visitors, and contractors.
    - Visitor passes should be different color every day – consider utilizing passes that “expire” or change color after a specified period of time.
    - Consider utilizing different color lanyards or holders for each school facility.
  9. Parent/faculty meeting locations should be located in the front of the school within easy access of the supervised and monitored entrance.
    - Meetings should be scheduled with an appointment.
    - Any parent/visitor meetings that take place in an area that provides access to the general student population should be managed with the use of an escort to the meeting location.
  10. Emergency response plans should include the identification of sites of potential emergencies that could impact or affect the school facility or population. This is otherwise known as a hazard analysis. Sites may include waterways, rail lines, power plants, nuclear power plants, interstate highways, manufacturing facilities, and airports.
    - Schools located within the 10-mile Emergency Planning Zones (EPZ) of nuclear power plant sites (Ginna, J.A. Fitzpatrick/Nine Mile Point, Indian Point) should have Potassium Iodide (KI) on hand for their school population.
  11. The administrator of each facility should be familiar with the current events occurring within the community that may have impact on the operation of the school or district.
    - Consider offering school or community based activities for students after school and on the weekend.
    - School administrators should establish relationships with businesses in proximity of the school that are patronized by the student body (i.e. convenience stores, gas stations, electronics shops, etc.)
    - A public information officer (PIO) should be designated by the school administrator. The PIO should establish a relationship with the local media, and serve as the spokesperson for the district during an emergency event.
    - All faculty/staff should be aware of the predetermined evacuation locations for an emergency – these sites should not be posted within



the building.

- Ensure that faculty, staff, and custodial staff receive training (including refresher training) to prepare them to effectively respond to an emergency.
- Ensure that the school website is void of any sensitive, safety, or security related information such as building schematics, blueprints, diagrams, drill information, bus routes, etc.
- Implement mutual aid agreements with other districts and community facilities that may be utilized during a crisis.
- Consider installing duress alarms to be placed under a desk in the main office (or elsewhere) or on a person to signal an emergency.
- The implementation of some type of communication device, whether cellular phone with point-to-point capability or walkie-talkie style radios, should be initiated.
- The main phone line servicing the school should have caller-ID capability.
- A Bomb Threat Card should be placed under each phone in the school.
- Implement a computerized student and faculty/staff database complete with a photograph; emergency contact information and cell phone number(s).
- Develop an electronic mass notification system for parents and faculty (cell phones, email, etc.).
- Dedicate a faculty/staff training day for safety & security, emergency preparedness and effective response.

## **Interior**

1. Establish a locked-door policy utilizing only one (monitored) door for access to the school during the school day.
2. The school's main office should have a direct view of the front entrance and should be clearly marked as the main office.
3. Ensure that an adequate public address system is in place and is audible in all areas including cafeterias, gymnasiums, and outdoor activity areas.
4. Label room numbers and rescue windows at a lower level on doors or adjacent walls. This will aid building occupants and emergency responders in case of fire (smoke rises obscuring higher markings).
5. Light all hallways adequately during the day.
6. Install lockers in areas where they are easily visible, or remove lockers altogether.
7. Secure unused lockers with zip ties, school owned locks, etc.
8. Consider maintaining a list of student's lock combinations or issue school-owned locks to students.
9. Include a written policy in the student handbook regarding the removal of unauthorized locks.
10. Minimize blind spots; use convex mirrors to allow staff to see around corners.
11. Prohibit posters on classroom windows.
12. Ensure that classroom teachers are posted in hallways when classes change.
13. Ensure that faculty and staff routinely inspect student restrooms.
14. Consider installing an alarm system and/or closed-circuit television monitoring system.
15. Keep buildings clean and well maintained.
16. Do not allow graffiti to linger on walls – follow the three “R’s” after discoveries –

- read, record (photograph) and remove – inflammatory bathroom graffiti needs to be removed daily.
17. After school has commenced in the morning, the use of backpacks in halls or classrooms should not be permitted the rest of the day.
  18. Lock sensitive areas of the school – custodial closets and work areas, computer rooms, rooms with telephone access, heat, electricity, water, and ventilation systems. Ensure that authorized staff have keys/access to these areas.
  19. Lock or secure unused storage rooms or closets – do not leave areas of the school that are unused open.
  20. Ensure that all faculty and staff have keys to their areas, where appropriate.
  21. Ensure that all unoccupied classrooms are locked.
  22. Ensure that ceiling tiles in “public areas” are secure – such as restrooms, locker rooms, and foyers.
  23. Use trashcans that can be easily checked for suspicious objects, such as wire-style trashcans with transparent trash bags.
  24. Place fire extinguishers in recessed and alarmed cabinets equipped with glass or translucent doors.
  25. If fire extinguishers are not of the hanging variety (preferred), use a black marker to outline the base of the extinguisher. This will assist in identifying an extinguisher that has been moved, tampered with or used to secrete object(s) behind.
  26. Assign and label extinguishers and their cabinets with corresponding numbers.
  27. Consider employing the use of “invisible ink” (visible only with a black light) under the fire alarm activation levers. This will facilitate and aid law enforcement and fire officials during their investigation into a “false” alarm.
  28. Automated External Defibrillators (AED) must be in place in all public school facilities. It is critical that trained faculty and staff are fully aware of the AED’s locations.
  29. Ensure that at least one AED is relocated to an evacuation or shelter-in-place location (unless that location is equipped with one already).

## **Exterior**

1. Limit roof access by keeping dumpsters away from building walls.
2. External and internal locks should be placed on roof hatches to allow emergency entry and exit.
3. Parking lots, playgrounds, and playing fields should be easily observed and closely monitored.
4. Cover drainpipes so they cannot be climbed.
5. Avoid decorative hedges; plant trees at least ten feet from buildings.
6. Adhere to the “two-foot – six-foot” rule; with no shrubbery higher than two feet and no tree limbs lower than six feet.
7. Trim trees and shrubs to limit outside hiding places for people or weapons.
8. Keep school grounds free of gravel or loose rock surfaces.
9. Ensure vehicle access around the building(s) for night surveillance and emergency vehicles.
10. Design parking lots to discourage through traffic. Consider installing speed bumps.
11. Mix faculty and student parking.
12. Create a separate parking lot for students and staff who arrive early or stay late, and monitor these lots carefully.

13. Ensure automotive technology vehicles are parked away from school buildings.

## **Contractors**

1. All contractors and construction crews on school grounds should be directed to leave the premises during a threat or security-related incident.
2. All deliveries should be terminated, discontinued or postponed for another date during a threat or incident.
3. All deliveries to school facilities should be at pre-determined times.
4. Remain cognizant of the fact that Education Commissioner Regulation 155.5 requires that all construction workers wear a photo identification badge at all times for identification and security while working at occupied public school sites.
5. Construction sites on school grounds should be inspected daily by designated school staff and documented.

## **W. STUDENT ASSISTANCE PROGRAM**

### **Overview**

The Student Assistance Program brings together school, community, family and youth in a working partnership. We offer assistance to students currently experiencing problems or those at risk for problems. The SAP is designed to help students succeed in the school setting and to complete their education. Typical issues of concern are student's alcohol, tobacco, and other drug use, truancy, family changes, eating disorders, and pregnancy/parenting.

Student Assistance Programs provide:

- ❑ Prevention
- ❑ Support groups
- ❑ Staff/student/parent "awareness" programs
- ❑ Identification of students needing assistance
- ❑ Pre-assessment/assessment of the problem
- ❑ Intervention to motivate the student to accept help
- ❑ Referral to appropriate school or community services

Students experiencing problems (or who are at risk for problems) require special assistance to make optimal use of their educational opportunities. In the Brockport School District a student assistance team exists in each building. These teams work closely with students, staff, parents, and administrators. Building teams consist of teachers, nurses, psychologists, administrators, support staff and counselors. These teams have established a close, working relationship with a variety of community agencies.

The Student Assistance Programs provide confidential services based on the educational premise that students who receive help and support in dealing with pressing personal concerns will be able to focus their remaining energy more effectively on the important task of developing academically, socially, and emotionally.

Anyone concerned about a student may visit or call the office at 637-1815. Building counseling offices also provide information about how to access services.

The Student Assistance Program provides the following programs to students:

### *Drug and Alcohol Evaluations*

The Brockport Central School District contracts with Unity Health to provide onsite drug/alcohol evaluations. An outreach counselor works in the district one day per week. The counselor is available to meet individually with students to assess their drug and/or alcohol use. The counselor also works with the family if recommendations are made for follow-up services in the community. The evaluation service is free of charge.

### *Support Groups*

Students may wish to join a support group offered by either the Counseling Department and/or the Student Assistance Program. Examples of support groups offered are as follows:

- Coping Group
- Concerned Persons Group
- Insight Group
- Aftercare Group
- Family Change Group
- Loss and Grieving
- Friendship Group
- Gay Straight Alliance

Support Group offerings are dependent on student interest and needs.

### **Respect and Protect Program**

K-5 Program

### **Student Focus Groups on Violence Prevention**

6-12 Program

### *Peer Mediation*

Mediation is an approach in which trained student mediators assist in talking face-to-face, allowing each side to be heard. When an agreement is reached, it is written and signed by both disputants and the peer mediators. Student mediators are recommended by their peers and are trained for this program.

### *Safe School Ambassador's*

5-12 Program

Student anti-bullying.

### **Delta Mentoring**

K-12 Program

### *Yellow Ribbon*

The Yellow Ribbon Program is part of a district wide initiative to prevent teen suicide. Students and staff are trained to recognize the signs and symptoms of depression and suicide. Students are also instructed how to access help within the school community if they are concerned about themselves or a friend.

The Red Ribbon Campaign is a national celebration to commemorate the life of KiKi Camarena, a D.E.A. agent murdered by a drug cartel in 1985. Collaboration among youth, parents, educators, and community leaders emphasizes a healthy, drug free lifestyle through prevention and education. A number of activities are held throughout the school and community.

## **X. CRISIS MANAGEMENT PLAN**

### **Roles in the Aftermath of a Crisis**

#### *The Role of the School Administrator*

#### **Support**

- Provide assistance in the Unified Command Structure.
- Be visible, available, and supportive.
- Give everyone the facts to dispel rumors.
- Contact families of victims.
- Provide updated information to all.
- Provide staff with next steps and guide them in what to tell students.
- Develop written statements that the teachers can read to the classes and can be sent home for parents.
- Assist students, faculty, and staff in dealing with their own reactions.
- Communicate with central administration and the school board.
- Implement plans for providing counselors and additional health services and resources.
  - o Short and long term
  - o Multilingual and “special needs” individuals
- Develop and maintain an information line for victims and their families.
- Keep close contact with injured victims and their families.
- Keep parents/guardians informed of the support services being made available to their children.
- Provide resources to parents/guardians to help them deal with their children’s reactions.

#### **Managing the School Environment**

- Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- Deal with the issues surrounding any deceased student’s/school employee’s empty chairs, locker, or desks.
- Evaluate how the affected areas of the school where the incident took place will be handled when students return to school – this should be done in collaboration with families of victims and the school community.

## **Memorials, Funerals and Anniversaries**

- Allow excused absences and time off for all students, teachers, and staff who wish to attend funerals and memorials. For staff, time off will be deducted from their accruals per their collective bargaining agreement.
- Cooperate with families who are planning memorials and activities to honor victims.
- Where possible, avoid conducting funerals at the school.
- Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials.
  - o Consider living memorials such as trees as an option where on-site memorials are not appropriate.
  - o Include students, families of victims, and community members in planning for memorials.
- Determine whether families want recognition of victims at graduation ceremonies, assemblies, in yearbooks or anniversary dates.
- Plan ahead for emotional needs of the school community and media attention the school may receive on the one-year anniversary of the incident.
- Consider the special needs of families of offenders.
- Ensure that someone is at the home of the deceased victims and perpetrator(s) during funerals and memorials to prevent burglary and vandalism.

## **Closure of the Mourning Period and Moving Forward**

- Consult with counselors, teachers, students, and staff on when would be an appropriate time to signal the closure of the mourning period.
- Conduct a public ceremony to symbolize closure of the mourning period and control media access to it.
- Hold a parent's night to bring closure to a crisis.
- Strive to return to learning as quickly as possible – begin school and move forward.

## **Lessons Learned**

- Conduct meetings with building and district personnel to review lessons learned from the experience.
- Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- Make necessary modifications to the plans.
- Write thank you notes to community resource people who provided support during the incident.

## *The Role of the Faculty and Staff*

- Cooperate with law enforcement to maximize investigative effectiveness.
- Assist victims and other students to reenter the school environment.
- Provide stress and trauma reducing activities, such as artwork, music and writing.
- Model appropriate responses to crisis and allow for a range of emotions for the students to express.

- Alter curricula and postpone local testing as needed.
- Ensure librarians have books available that deal with managing grief and other reactions to crisis situations.
- Train teachers and staff to be aware of warning signs of grief and depression.
- Train teachers to implement techniques to deal with the range of students' emotions related to crisis situations.
- Hold classroom discussions about the incident and how to cope with the aftermath.
- Be aware and careful of the use of TV broadcasts in the classroom – it can re-traumatize.
- Lower flags to half-staff.
- Discuss funeral and memorial procedures when appropriate.
- Seek assistance for dealing with your personal feelings about the incident.

#### *The Role of the School Counselors, Psychologists and Social Workers*

- Stay in close contact with the counseling director of the School Safety Team.
- Make yourself available by clearing your schedule and providing counseling space.
- Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.
- Organize and provide individual and group counseling as needed to students, teachers, and staff.
- Offer counseling support and referrals to parents/guardians of affected students.
- Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.
- Make referral forms available and establish self-referral procedures.
- Provide counseling for the crisis team and emergency response personnel.
- Keep records of affected students and provide follow-up services.

#### *The Role of the Parent*

- Learn, recognize, and assist children with their reactions – some common reactions are: unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
- Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.
- Consider attending school as needed with children who are very fearful of returning to their classes.
- Seek counseling as needed in order to be able to remain physically and emotionally healthy and available for children.

#### *The Role of the Community*

- Volunteer time and resources to victims.
- Provide services to meet the needs of victims.
- Provide a central location where other members of the community can go to receive information about the types of assistance available and/or needed.

## *The Role of Law Enforcement*

- Conduct a thorough investigation, including debriefing of all persons present at the time of the incident.
- Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel.
- Coordinate with affected schools and other agencies to assist victims' families in locating survivors.
- Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crimes.
- Work with schools to coordinate news releases.
- Provide schools with a central point of contact in the police department who will answer questions and address concerns.
- Facilitate meetings with teachers, staff, students, and parents to debrief on how the incident was handled.
- Coordinate critique of the department's response after a serious incident of school violence. Identify and address areas in need of improvement.

## **How Do Children Respond to Crisis?**

Their responses fall into four main categories:

- Fear of the future
- Behavioral regression
- Academic regression
- Nightmares and/or night terrors

When student emotions go unchecked and unresolved:

- Younger children may become withdrawn – the images of the bad events or ideas of revenge may consume their thoughts.
- Adolescents may feel frustrated, irritable, helpless or unsafe.
  - o They may imagine themselves as invulnerable and, as a way to cope with this loss of control, increase high-risk activities, such as reckless driving, alcohol and other drug use, and sexual experimentation.
  - o They may become critical and judgmental of the adults around them and may also become aggressive.

## **How Can We Help Them?**

- Adults can help children feel safe by establishing a sense of normalcy and security and talking with them about their fear.
- Reassure them that they are safe and that schools are very safe.
- Let them talk about their feelings and validate them – explain that feelings are okay.
- Make the time to talk to them. They may not readily ask to talk, but watch for cues that they are ready.
- Some children may need concrete activities to help them identify and express their feelings – writing, playing music and doing art projects may provide an outlet for older children – for younger children, things like drawing, looking at



picture books or imaginative play may assist them in identifying their feelings.

- Keep your explanations developmentally appropriate.
- Identify and review the safety procedures and safeguards in place at home and at school.
- Help children identify at least one adult at school and in the community to whom they can go if they feel threatened or at risk.
- Observe children's emotional state – some children do not verbalize their concerns and show changes in other behaviors, such as appetite and sleep patterns.
- Seek professional help if you are concerned about the severity of their reaction.
- Limit the viewing of these events on the television – check for developmentally inappropriate information for the stage of trauma or the age of the child.
- Be mindful of the content of your conversations with each other in front of or within earshot of children.
- Keep a normal routine – encourage regular sleep, meals, exercise, schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.
- Invite students to experience a sense of control by helping prepare themselves, their schools, and their communities to respond to crisis.
- Monitor students previously identified as high risk or those who have been subjected to prior trauma.

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