

**LEWISTON-PORTER  
CENTRAL  
SCHOOL DISTRICT**

**DISTRICT-WIDE  
SAFETY PLAN**

**REVISED JUNE 2020**

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# INTRODUCTION

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York **shall adopt by** July 1, 2001, and **shall update by** July 1<sup>st</sup> for the 2002-2003 through the 2015-2016 school years **and by September 1<sup>st</sup>** for the 2016 – 2017 school year **and each subsequent September 1<sup>st</sup> thereafter**, a comprehensive District-Wide School Safety Plan and Building Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. **Such plans shall be developed by a District-Wide School Safety Team and a Building Level Emergency Response Team**, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. **Each District-Wide School Safety Plan and Building Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.**

## GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### Purpose

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

## Identification of School Teams

The **Lewiston-Porter Central School District** has appointed a **District-Wide School Safety Team** consisting of, but not limited to:

**District Administrator**  
**School Board Members**  
**Teacher Representatives**  
**Nursing Representatives**  
**Student Representatives**  
**Building Representatives**  
**PTA Representatives**  
**Insurance Representatives**  
**Director of Facilities**  
**Building Principal Representatives**  
**Parent Representative**  
**Lewiston Police Department Representative**  
**Fire Department Representative**  
**Orleans/Niagara BOCES Safety Risk Specialist**

## Concept of Operations

- The **District-Wide School Safety Plan** is directly linked to the individual **Building Level School Emergency Response Plan** for each of the school buildings. Protocols reflected in the **District-Wide School Safety Plan** will guide the development and implementation of the individual **Building Level School Emergency Response Plan**.
- The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the district's **Chief Emergency Officer**, who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the District-Level Safety Plan. The Chief Emergency Officer shall also be responsible for ensuring completion and yearly update of the Building Level School Emergency Response Plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.
- With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the building **Emergency Response Team** shall take place.

- Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

## **Plan Review and Public Comment**

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan was made available for public comment 30 days prior to its adoption. The initial **District-Wide School Safety Plan** was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education on June 18, 2001. The District-Wide School Safety Plan is reviewed and updated annually.
- Full copies of the **District-Wide School Safety Plan** shall be posted on the district's web site or can be requested in writing. The **Building Level School Emergency Response Plan** is submitted to local law and fire/ems agencies and entered on the SEDDAS' business portal of NYSED for New York State Police.
- This plan is reviewed periodically during the year and is maintained by the **District-Wide Safety Team**. The required annual review is completed on or before **September 1** of each year. **The District-Wide School Safety Plan is located in the Office of the Superintendent.**
- While linked to the **District-Wide School Safety Plan**, the **Building Level School Emergency Response Plan** shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers law or any other provision of law in accordance with Education Law Section 2801 – a.

# **RISK REDUCTION / PREVENTION AND INTERVENTION**

## **Prevention / Intervention Strategies**

### **Program Initiatives: Prevention / Faculty**

The **Lewiston-Porter Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

1. Compliance with district's Code of Conduct.
2. Strategies for Crisis Intervention and Prevention (SCIP) technique training.
3. An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
4. Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
5. The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

### **Program Initiatives: Prevention / Students**

#### **Non – Violent Conflict Resolution Programs**

The **Lewiston-Porter Central School District** will continue to develop a comprehensive K-12 Non-violent Conflict Resolution Program built on existing and evolving programs. These programs are designed for age appropriate integration and consists of the following:

**Elementary School Level:** Introduce students to creative problem solving, anti bullying, disability awareness, building a caring environment, Drug Awareness (Dare Program), dealing with everyday pressures, tolerance and personal safety information is shared during classroom and assembly programs and the Kiwanis of Lewiston program (K-Kids Activity Counsel).

**Middle School Level:** Provides students with programs that deal with character education development of leadership skills, diversity, antibullying, anger management, conflict resolution, building mutual respect, conflict resolution, personal safety and providing service to school and committee.

After school tutorial program assists students with a safe environment to receive additional assistance.

Builders Club sponsored by the Kiwanis Club of Lewiston helps students build leadership skills and service to the community.

The middle school provides training and assist students through its character/assets development program, its advisory class which provides students with a faculty mentor to assist with problems and through health class and after school clubs.

**High School Level:** Students receive training in creative problem solving, anger management, mutual respect, conflict resolution, character building, diversity and personal safety. Training is incorporated into health and other class curriculums, through afterschool activities and clubs and through its crisis team that works with at risk students.

### **Peer Mediation Programs**

**Elementary School Level:** The school district is currently working to introduce students to peer mediation utilizing peer advocates from Middle and High School levels.

**Middle School Level:** Train peer mediators at 8<sup>th</sup>. Grade Level to work with non-violent student problems. Under the direction of a faculty advisor, students will conduct mediation sessions to de-escalate problems. Students will also act as peace advocates, discussing role-playing and distributing non-violent problem solving information to all middle school grade levels.

**High School Level:** Train and use student mediators to diffuse student conflicts. A faculty advisor will select students to be members of a consistent group that will diffuse non-violent student problems at the High school level. A key role of this group will be to mentor Middle, Intermediate, and Elementary school students in the use of peer mediation as a problem solving tool.

### **Extended Day and Other School Safety Programs**

The **Lewiston-Porter Central School District** has increased its extended day program to provide a safe environment for after school learning cultural and athletic activities. Some of these expanded programs included but are not limited to:

- a. After school homework labs – to provide extended time and assistance to students to complete home work assignments and develop learning skills and techniques. An Academic Achievement Center was created to assist students with tutoring assistance.
- b. Intramural sports and modified sport activities are provided in as many areas as possible.
- c. Clubs / Activities – that provide students with positive character building.

### **Strategies for Improving Communication Among Students and Between Students and Staff**



The **Lewiston-Porter Central School District** has developed various strategies for the improvement of communications among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school is offered.

At the Middle School level, faculty mentor are assigned to small groups of students to develop communication between staff and students and assist students with problems.

At the High School level selected students attend student leadership programs where they are trained to work with other students on school issues and problems and to work with staff to address those problems.

A care team comprised of teachers works with students, referred to them, who have identified needs.

**The Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

## **Program Initiatives: Intervention**

Peer Mediation, Conflict Resolution, Group Sessions, Community Support Center, De-Escalation Training, Formal School Emergency Plans, School Resource Officer, Liaisons with law enforcement agencies and judicial system, Counseling Program, Communication Plan

## **Program Initiatives: Post-Intervention**

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

## **Training and Exercises**

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

### **Training**

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS

Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov). or by contacting your local emergency management agency.

### **Drills and Exercises**

Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day:

- eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year.
- four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
- Conducting drills at different times of the school day.
- Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly;
- at least one early dismissal drill each school year that is no more than 15 minutes before the normal dismissal time, including
  - notifying parents and guardians at least one week prior to the drill; and
  - testing the usefulness of the communications and transportation system during emergencies.

Additional drill requirements for residential schools, summer school, after school programs, events or performances:

- four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.
- at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.
- for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

Policies and procedures for annual school safety training for students and staff:

- the district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health;
- new employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

## School Security

The **Lewiston-Porter Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

1. Screening of potential new employees which includes:
  - Providing a resume
  - Providing two references
  - Submit to a criminal history background check that includes fingerprinting (for all new employees hired after July 1, 2001)

## Implementation of School Security

1. All exterior doors will remain locked during the day. Electronic door controls and cameras have been installed at main entrances and other strategic locations within school buildings.
2. Every door will be accessible as an exit.
3. All classroom doors will be locked when unattended.
4. A sign at the main entrance will direct all visitors to "Report to the Office".
5. All visitors are required to sign in, and if they need access to other areas of the building, they will be issued a "Visitor" ID tag or escorted by an employee.

## Security Personnel – Hall Monitors

The **Lewiston-Porter Central School District** utilizes the service of security officers and hall monitors to routinely patrol assigned buildings and may be assigned to other buildings based on need.

All security officers working for the school district must possess a current New York State Department of State Security Guard Certification.

Periodically throughout the school year, the **Lewiston-Porter Central School District** hires members of the Lewiston Police Department to provide additional security during periods of high concern.

Typical work activities of Security and Hall Monitors:

1. Patrols school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and insure compliance with school rules;
2. Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the Principal's office;
3. Welcomes and oversees visitors to the building and directs them to the appropriate school offices or escorts them out of the building if they are not authorized visitors;
4. Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
5. Provides security at evening or weekend events;
6. Inspects lockers and conducts searches for controlled substances or alcohol;
7. Provides traffic control, monitors parking permits and investigates transportation discipline issues;
8. Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;
9. Conducts home visits in order to investigate truancy;
10. Maintains records and makes oral and written reports related to the work.

## **School Resource Information**

Each **Building Level School Emergency Response Plan** will include the following information:

1. School population
2. Number of staff
3. Transportation needs
4. Office and home telephone numbers of key officials of each educational agency

The **Building Level School Safety Teams** will insure that this information is updated routinely and is accurate.

## **Early Detection of Potentially Violent Behaviors**

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

1. Information may be made available to parents / guardians on how to identify potentially violent behavior.
2. If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.

## Hazard Identification of Sites of Potential Emergencies

The **Lewiston-Porter Central School District** has established procedures in the **Building Level School Emergency Response Plan** for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

### Areas at Risk – On Site:

**High School  
Middle School  
Primary Education Center  
Intermediate Center  
Community Resource Center  
Athletic Fields**

### Areas at Risk – Off Site:

**Creek Road (Front of Distict Complex)  
CWM (Chemical Waste Management)**

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the School Building Information in the **Building Level School Emergency Response Plan**.

Areas of Potential Emergencies – Off Site: emergencies will be handled by the County Emergency Management procedures.

Special arrangements have been made with CWM to minimize the potential for emergencies.

1. Large trucks delivering chemicals to CWM will not use Creek Road during periods of time school buses are operating.
2. Vehicles making deliveries to CWM will not travel in groups and allow only one delivery truck at a time to pass schools.
3. In the event of an emergency at CWM the district will be immediately notified so that they can implement required safety procedures.

For detailed **Situational Responses – Threat and Hazard Specific Annexes** refer to Criminal Offenses, Natural Hazards, Technological Hazards, Explosion and Fire, Systems Failure, Medical Emergencies, and School Building sections in the **Building Level School Emergency Response Plan**.

## RESPONSE

### Notification and Activation of Internal and External Communications

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in **Building Level School Emergency Response Plan**.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

### Notification of Educational Agencies

In the event of an emergency or disaster within the **Lewiston-Porter Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

Orleans/Niagara BOCES  
4232 Shelby Basin Road  
Medina, New York 14103  
Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Lewiston-Porter Central School District**.

**The Building Level School Emergency Response Plan** also details the appropriate responses for the following:

- Identification of the decision makers
- Determination of threat level
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify media
- Debriefing procedures

## **Functional Annexes**

**The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.**

**The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.**

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- **Shelter-in-Place**
- **Hold-in-Place**
- **Evacuation (required per 8 NYCRR Section 155.17 (e)(2)(i))**
- **Lock-out**
- **Lock-down**

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- **Crime Scene Management**
- **Communications**
- **Medical Emergency and Mental Health**

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- **Accounting for All Persons**
- **Reunification**
- **Continuity of Operations**
- **Recovery**
- **Security**



## **Situational Responses - Threat and Hazard Specific Annexes**

The district's multi-hazard response plans for taking actions in the following emergencies are included in the **Building Level School Emergency Response Plan**. They are as follows:

### **Criminal Offenses**

- Bomb Threat
  - Written Threats
  - Telephone / Verbal Threats
  - Suspicious Packages
  - Outside Facility
  - Evacuation for Bomb Threat
  - Shelter in Place for Bomb Threat
  - Bomb Threat Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student with a Weapon on Campus
- Active Shooter
- Suicide Threat
- Missing Students from Classroom / Building

### **Natural Hazards**

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

### **Technological Hazards**

- Mail Handling Protocol
- Anthrax / Biological Threat On-Site
- Biological Threat Off-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Hazardous Material Incident – On Site
- Hazardous Material Incident – Off Site
- Radiological Incident
- Water Emergency

### **Explosion and Fire**

- Explosion / Fire Emergency

### **Systems Failure**

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Energy Supply Loss / Utility Restrictions
- Heating System Failure
- Sewage System Failure
- Transportation Fleet Loss
- Fire Alarm or Phone System Failure

### **Medical Emergencies**

- School Bus Accident (Off-Site)
- Epidemic / Human Disease

## **Acts of Violence**

The **Lewiston-Porter Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The **Building Level School Emergency Response Plan** and Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

## **Responses to Acts of Violence / Implied or Direct Threats**

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform building principal of implied or direct threat
- Determine level of threat with District Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

## **Arrangements for Obtaining Emergency Assistance from Local Government**

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

**Niagara County:**

**911 or 716-438-3171**

## **Procedures for Obtaining Advice and Assistance from Local Government Officials**

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

**Niagara County: 911 or 716-438-3171**

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Environ. Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the **Building Level School Emergency Response Plan**.

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

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the **Building Level School Emergency Response Plan** as deemed appropriate by the Incident Commander. Specific resources are identified in the **Building Level School Emergency Response Plan**.

### **Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies**

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the **Building Level School Emergency Response Plan**.

# RECOVERY

## District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

- Step 1: Consult with administrators and others to:
  - Determine advisability of team involvement
  - Determine nature of team involvement
  - If team is needed, acquire release from currently assigned responsibility
  - Inform Superintendent of nature of incident
  
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
  
- Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)
  
- Step 4: Assist building administrator in the following:
  - Arrange for staff meeting
  - Formulate staff meeting agenda
  - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
  - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)
  
- Step 5: Assignment of team members and other staff to individual tasks
  
- Step 6: Provide Post Incident Response Team Services
  - Conduct faculty meeting with all building staff
  - Provide educational information to teachers to be used in class
  - Conduct classroom meetings with team member and teacher in seriously affected classes
  - Assess needs and arrange for follow-up meetings with individuals and small groups
  - End of day staff meeting to update staff and administrator and plan for next day
  - Crisis Team “debriefing” at the end of day
  - Provide substitutes and aides as back-up staff for teachers
  - Offer a separate room for parent contact, if necessary
  - Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Post Incident Response Team involvement

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this particular incident

## **Medical and Mental Health Emergency Annex**

### **Purpose**

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

# CHAIN OF COMMAND

The **Superintendent of Lewiston-Porter Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

**Superintendent of Schools / Chief Emergency Officer  
(Public Information Officer)**

Mr. Paul Casseri

Office: 286-7266

In the event the Superintendent is not available, the response action designation responsibility shall be delegated as follows:

**Assistant Superintendent of Administrative Services**

Mrs. Patricia Grupka

Office: 286-7241

**Assistant Superintendent for Curriculum and Instruction**

Dr. Heather Lyon

Office: 286-7244

**Director of Facilities**

Mr. Paul Feathers Jr.

Office: 286-7210

**Director of Special Education and Grant Writing**

Dr. Barbara Godshall

Office: 286-7248 or  
286-7249

# **BUILDING ADMINISTRATION**

In the event an emergency occurs at a particular school, the school building principal or his/her designee shall initiate the appropriate response action when immediate action becomes necessary.

**High School Principal**

Bradley Rowles

Office: 286-2116

**High School Assistant Principal**

John Evert

Office: 286-2115

**Middle School Principal**

Andrew Auer

Office: 286-7201

**Middle School Assistant Principal**

Alan Ingraham

Office: 286-7803

**Intermediate Education Center Principal**

Tina Rodriguez

Office: 286-7251

**Primary Education Center Principal**

Tamara Larson

Office: 286-7220

**Director of Facilities / Safety Officer**

Paul Feathers

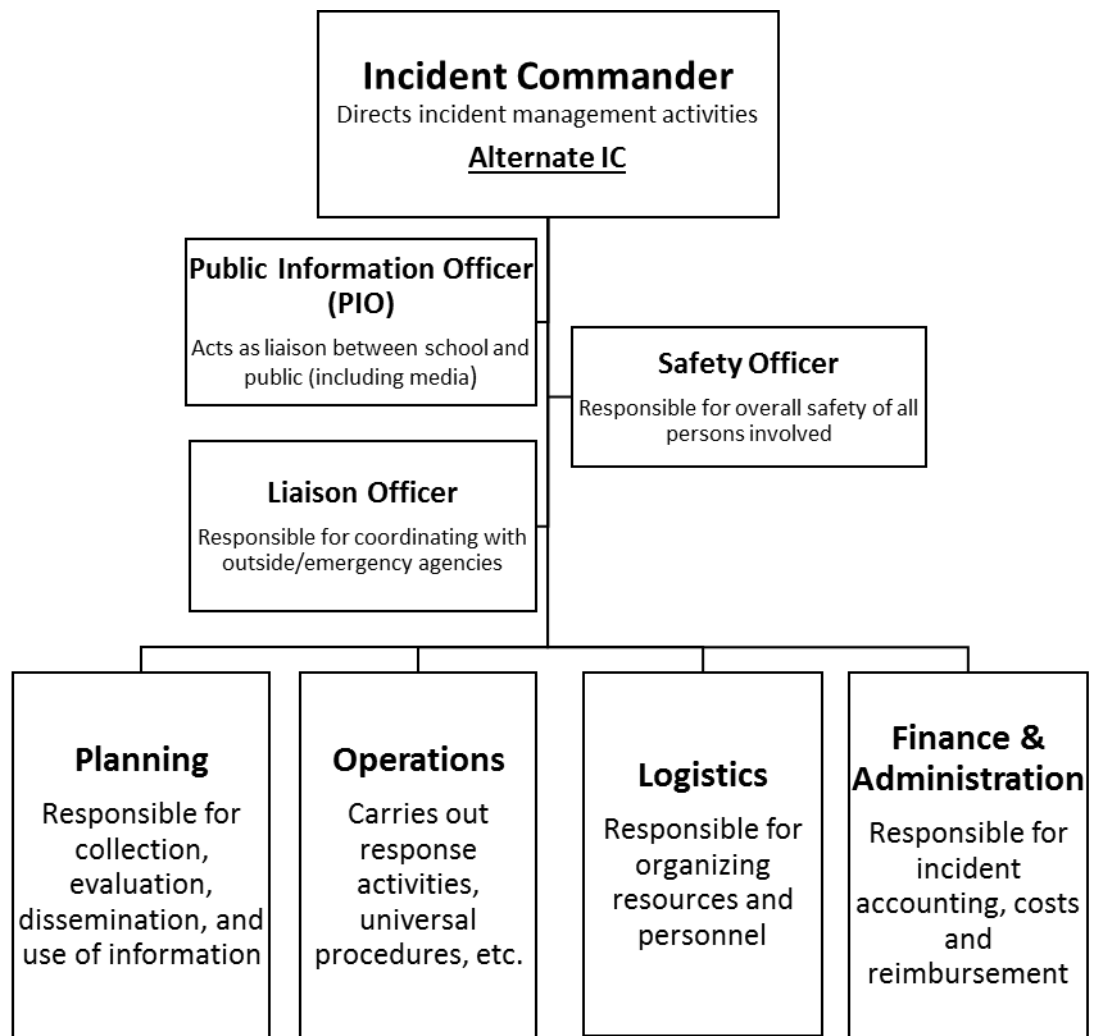
Office: 286-7290

## Direction, Control, and Coordination

### School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:





## **Supplemental Information as found in the Building Level School Emergency Response Plan**

### **Implied or Direct Threats of Violence**

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

### **Acts of Violence**

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

### **Media Notification Plan**

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

### **Parent / Guardian Notification Plan**

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parent/guardian during an emergency.

### **Post Incident Response / Recovery**

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress De-briefing teams and how to utilize them.

### **Crime Scene Management**

- The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

### **Student / Staff / Guest with Special Needs**

- This appendix is a school specific procedure for students with special needs during an emergency situation.

### **School Safety and Educational Climate (SSEC) - Formally Violent or Disruptive Incident Reporting (VADIR)**

- All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.