

Safe Schools Against Violence in Education

Phelps-Clifton Springs Central School District
Emergency Preparedness Plan
September
2020

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Appendix 1: District Street Map

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Phelps-Clifton Springs Central School District District Wide School Safety Plan

Introduction

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

The Wayne Fingers Lakes BOCES, in coordination with the Phelps Clifton Springs Central School District, supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

1. General Considerations and Planning Guidelines **Purpose**

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

Designation of Chief Emergency Officer

The Superintendent is hereby designated the District's Chief Emergency Officer. His/her duties include, but are not limited to the following:

- coordination of the communication between school staff, law enforcement, and other first responders;

- leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

- ensuring staff understanding of the district-wide school safety plan;
- ensuring the completion and yearly update of building-level emergency response plans for each school building;
- assisting in the selection of security related technology and development of procedures for the use of such technology;
- coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

Identification of School Teams

The Phelps-Clifton Springs Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board; teacher, administrator, and parent organizations; school safety personnel and other school personnel.

Board of Education member(s)

Administrators

Teachers

Building Representatives

Secretary

Nurse

Transportation

Cafeteria

Safety Personnel

Social Worker

Parents

School Resource Officer

2. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the

development and implementation of individual Building-level Emergency Response Plans.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County and State resources through existing protocols.
- The District will need to address security at main building entrances. This will be through additions of electronic security systems and hardening of exterior and interior doors.

3. Plan review

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis each school year, and adopted by the Board of Education pursuant to the Education Law and Commissioner’s Regulations.

4. Potential Emergency Sites

POTENTIAL PROBLEM AREAS

	Major Concern		Location Affected	Likely Response
	Yes	No		
1. Asbestos fiber release		x		
2. Athletic injuries		x		
3. Bomb threat	x		All	Evacuate
4. Chemical spill		x		
5. Fire	x		All	Evacuate
6. Flood		x		
7. Food contamination		x		
8. Fuel spill/leak	x		All	Shelter/Evacuate
9. Heating plant problem	x		All	Shelter/Evacuate
10. Hostage situation	x		All	Call 911/Lockdown
11. Natural gas leak	x		All	Evacuate
12. Structural collapse	x		All	Call 911/Evacuate
13. Swimming pool accident	x		H/S	Call 911
14. Transportation fleet loss	x			Nearby Dist.
15. Toxic vapor release	x		All	Hazmat Guide
16. Utilities failure	x		All	Go Home

COMMUNITY SITES

1. Bridges/underpasses Flint creek, Route 96 (flood potential)

2. Hazardous intersections Route 488 and County Rd. 43
3. Hazardous roadways NYS Thruway
4. Industries which handle hazardous materials Various Industries located on Route 96, Phelps Junction Rd.
5. Radiological industries Clifton Springs Hospital (315) 462-9561
6. Railroads Finger Lakes Railway, Geneva, NY (315) 781-1234
7. Railroad crossings Finger Lakes Railway, Geneva, NY (315) 781-6963
8. G.W. Lisk 2 South St., Clifton Springs, NY (315) 462-2611
 - *David Halton, Employee Health and Safety Coordinator (315) 462-4250
dhalton@gwlisk.com (585) 507-8222 cell
9. Clifton Springs Hospital 2 Coulter Rd., Clifton Springs, NY (315) 462-0360
 - *George Glessner, Safety Coordinator (585) 922-5866
george.glessner@rochesterregional.org (585) 319-1313 cell

5. General Response Action for Emergencies

School Cancellation

In all emergency situations, the person involved in the crisis is required to contact the emergency coordinator at some time during the initial response phase.

The coordinator will then implement the following procedures:

- ❖ Confirm with the persons involved what steps have been taken to alleviate the situation at that point
- ❖ Staff should follow the Emergency Procedures Guide which is located in each classroom and office
- ❖ Offer additional immediate directions appropriate to the situation
- ❖ Seek additional assistance from school district staff or outside agencies if necessary
- ❖ Proceed to the emergency area if safe to do so
- ❖ Contact other members of the operations group to stand by for further information and possible gathering at the command post
- ❖ Determine if large scale sheltering, evacuation or go home procedures must be implemented
- ❖ Contact other affected educational institutions and local and county officials

Evacuation

Emergency closing DURING school hours - Bus pupils

1. District Clerk/Public Relations Officer will call radio stations as soon as possible.
2. District Office Secretary will call:
 - Red Jacket Education Center at (585) 289-9649 to get Red Jacket students released.
 - Midlakes Education Center at (315) 548-6631, BOCES at Midlakes Middle School.
 - Newark Education Center at (315) 332-3328 BOCES at Newark CSD.
 - Wayne Education Center at (315) 589-2400, BOCES at Wayne Education Center.
 - And other out of district placements

3. Frank Bai-Rossi will call BOCES, Flint (585)526-6471 to have CTE students released to meet our buses.
4. Transportation Dept. will get BOCES drivers underway and alert other drivers.
5. Transportation Dept. will call Parochial schools.
6. PLEASE DO NOT CALL THE BUS GARAGE
One half the buses will go to the Midlakes High School and Middle School.
The other half of the buses will go to the Midlakes Primary and Intermediate School. Students will be kept on buses away from site or taken home.

Sheltering Sites:

<u>Building Name</u>	<u>Sheltering Site</u>
Midlakes Elementary School	Students will be held on buses, taken to another district building, or to an alternate safe location.
Midlakes Middle School	Students will be held on buses, taken to another district building, or to an alternate safe location.
Midlakes High School	Students will be held on buses, taken to another district building, or to an alternate safe location.

Procedures for Contacting Parents, Guardians or Persons in Parental Relation

Blackboard Messenger automated/mass phone calls, emails, and/or text messages will be used to notify parents, guardians, or persons in parental relation in the event of a violent incident or an early dismissal. Messages will also be posted on the school website and pushed out through District social media accounts. Individual phone calls will be made as needed.

Procedures for Contacting Emergency Contacts of School Staff

Blackboard Messenger automated/mass phone calls, emails, and/or text messages will be used to notify identified emergency contacts of school personnel in the event of a violent incident or an early dismissal. Messages will also be posted on the school website and pushed out through District social media accounts. Individual phone calls will be made as needed.

6. Procedures for Responding to Specific Emergencies

Please note that detailed procedures in response to specific emergencies are contained in the confidential Building-Level Emergency Response Plans for each school building in the District, and should be referred to in the event of an emergency.

A) Civil Disturbances/Criminal Actions

Abduction/Kidnapping

Definition / background

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

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess: **Abduction (kidnapping / custodial interference)**

Initial Notifications: **9-1-1**

Building Emergency Response Team

Building Occupants (Lockdown directive)

Superintendent

Protective Actions: **General Lockdown or Lockout**

Take direction from responding Police

Standard Response Steps:

- Call **9-1-1** and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last known direction of travel.
- Implement a **General Lockdown or Lockout**. While an abduction may imply that the suspect has taken the victim away from our building or

campus it is still prudent to direct that a General Lockdown or a Lockout be implemented for the following reasons:

- to be certain that the situation is contained, and the scene protected
- to ensure that all other students and staff are accounted for
- and to not cause any delay or distraction to responding Police
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign Response Team members determined by building principal to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrator.
- Secure and protect any area that may be a crime scene or contain evidence
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who were with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.
- Assist Police with investigation

Acts of Violence

- When an act of violence has occurred, regardless of whom it involves, the building administrator or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk.
- **THIS IS PRIMARILY A SCHOOL SECURITY AND/OR LAW ENFORCEMENT ACTION MATTER**
- Any reference to an act of violence occurring on district property requires Law Enforcement involvement immediately.

- **Quick Reference Box**
- **Assess: Act of Violence**
- **Initial Notifications: 9-1-1**
- **Building Emergency Response Team**
- **Building Occupants**
- **Superintendent**
- **Protective Actions: Act of Violence inside building – Lockdown, Hold in Place, or evacuation to an alternate site.**
- **Act of Violence outside building - Lockout**
- **Take direction from responding Police**

Standard Response Steps:

- Call **9-1-1** and provide as much detail as possible as to location and extent of activities.
- **Notify the Superintendent and SRO.**
- Depending on location and overall circumstances, initiate the appropriate **protective actions** as referenced above to safeguard the school population.
- If safe to do so, assign Response Team members (as determined by administrator in charge) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Do not dismiss students unless it can be achieved without risk to students and staff.
- Take direction from responding Police.

Bomb Threat

Definition / background

A bomb threat is defined as any correspondence – verbal, written, electronic, which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment:

No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans. The decision whether or not to **evacuate or hold in place and lockout** is dependent upon information received in the threat, and how detailed and credible that information is perceived to be. **Law Enforcement should be consulted to assist with this decision.**

Hold in Place relies on students remaining in their present locations while school administration and authorities assess and investigate the threat – this would most likely involve a **Lock Out**.

Quick Reference Box

Assess:	Bomb Threat
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Hold in Place, then... Pre-evacuation “sweep” of egress route and destination Building Evacuation – min. 500’ from buildings/vehicles, or Building Evacuation – Alternate Site, or Compartmentalize (maintain General Lockout)

Note: **Two-way radios and cellular phones** and are **not** to be used during a bomb threat. Cell phones to remain as is (do not power down or up). Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, e-mail, bullhorns and person-to-person conversation to communicate.

Do not activate the fire alarm to facilitate an evacuation

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the **New York State Police Bomb Threat Instruction Card**. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
- Record the call if the phone set allows for that feature
- **Do not call 911 from that phone**
- Do not use that phone again until Police tell you it is okay to do so
- Provide information to responding Police Officers.

Bomb Threat received in written form:

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

Bomb Threat received electronically (e-mail, text, etc.):

Do not respond to the sender and cease use of that computer, cell phone or other electronic device until Police arrive and then take direction from them regarding the device in question.

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

Standard Response Steps:

- Call **9-1-1** and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans if applicable, i.e.: traffic control.
- **Notify the Superintendent.**
- Notify the Transportation Department to prepare for the possibility that buses may be needed for shelter or transport.
- The building Principal or designee will immediately use the Public Address System to direct that a **Hold in Place** be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all potential routes of egress from the building and the location where the school population may be moved should a full building evacuation ultimately be directed.
- Building principal determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators, etc...
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by landline telephone or runner.

No one should touch, handle or attempt to move any suspicious object.

- If no suspicious items are found in your classroom or office, tape the:

NO SUSPICIOUS ITEMS poster to the inside of the window in or next to your classroom door so as to be visible from the hallway

- If no suspicious items, packages or persons are initially observed a decision has to be made regarding how to best protect the building occupants while the investigation continues

Evacuation of building option:

- The Principal and assigned staff members will advise the staff of an evacuation through door to door notification to the determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alternate site).
- If any suspicious items, packages or persons had been observed, this information must be relayed to the principal then the areas and routes will be avoided (staff assigned to block access to these areas).
- Students should not be allowed to have access to their lockers to retrieve coats
- Close but do not lock classroom doors.
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff

Hold in Place option:

- Students and Staff remain in their present locations as directed.

Compartmentalization option:

- Students and Staff move to a determined location within the building that has been “cleared and sanitized” (thoroughly searched by school staff for any suspicious packages, objects or individuals).

Once the appropriate option has been taken to safeguard students and staff:

- With Police on scene, coordinate a search of the building with determined teams of volunteers.

- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building and / or normal operations.
- Assist Police with investigation.

Explosive Device – Suspected

Definition / background

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

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

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

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box

Assess:	Explosive Device – Suspected
Initial Notifications:	9-1-1
	Building Emergency Response Team
	Building Occupants
	Superintendent
Protective Actions:	Building Evacuation – min. 1000’ from buildings/vehicles, or
	Building Evacuation – Alternate Site, or
	Staging Area to await bus transportation

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

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

Standard Response Steps:

- **Do not touch or disturb the possible explosive device**
- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

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

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.
- **Notify the Superintendent.**
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff

- Walking the school population to a determined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.
- Assign determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators.
- Assist Police with investigation.

Hostage Situation

Definition / background

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

A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), students, staff, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants. The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess:	Hostage situation
Initial	
Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Lockdown and/or evacuation Take direction from responding Police

Standard Response Steps:

- Call **9-1-1** and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- **Notify the Superintendent and SRO**
- If safe to do so, assign Response Team members (to be determined by the administrator in charge) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Implement the appropriate **protective action** to minimize the risk to the unaffected portion of the school population and to contain the situation.

If taken hostage:

- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
- Obey the hostage taker's orders and do not become antagonistic

- Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
- Avoid abrupt movements.
- Stay calm
-

Intruder

Definition / background

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

Comment:

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

Quick Reference Box

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

Standard Response Steps:

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person’s intentions is to approach and inquire as to their business.
- All staff members are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
 - May I help you with anything?
 - Who are you here to see?
 - What is the purpose of your visit?
- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

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

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.
- Call **9-1-1 and the SRO**, note the individual's description, and last known location and direction of travel.
- Call the main office to initiate a **Lockdown**.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- **Notify the Superintendent** and the appropriate Response Team Members (as determined by the administrator in charge)
- Assist the Police upon their arrival

Suicide Threat

Definition:

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

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

<u>Quick Reference Box</u>	
Assess:	Suicide Threat
Initial	
Notifications:	9-1-1 for Police and/or EMS Building Emergency Response Team – counselors Superintendent
Protective Actions:	If a weapon is involved – Lockdown If no weapon or threat to others – possible Hold in Place Take direction from responding Police

Standard Response Steps:

- **Do not leave suicidal student alone.**
- **Do not jeopardize your personal safety.**
- **If a firearm or other weapon is involved – follow that protocol which may include a Lockdown or other protective action to safeguard the school population.**
- Call SRO or 911.
- Notify School Nurse
- Notify Counselor to respond if scene is safe.
- **Notify the Superintendent**

- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify student's parents, guardians or persons in parental relation.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation

Threats of Violence – Direct or Implied Threat Assessment protocol

Definition

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

Comment:

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

It has been found that most school attackers did not threaten their targets directly.

Therefore, while it is important to respond to all students who actually *make* threats it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate intent, planning, or preparation for an attack.

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

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

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building’s Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.
- Each building’s Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District’s Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence

7. RECOVERY

A. Review and Debriefing

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

Depending on the nature and scope of the incident, this review may include input from members of the EOT as well as local emergency responders.

B. After Action Reporting

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

C. District Support for Buildings

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

D. Disaster Mental Health Services

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

E. Post-Incident Response Guide

Introduction

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

Superintendent of Schools

- I. The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.
- II. The Superintendent of Schools or designee (Principals) will be the individual who will represent the Phelps-Clifton Springs Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:
 - a. A statement of personal sorrow and sense of loss

- b. Statement of basic facts
 - c. In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
 - d. The way in which the administrators, faculty, staff and students have responded to the tragedy
 - e. The types of interventions that have occurred and those planned for the foreseeable future
- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

Building-level Post-incident Response Team - generally

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

- Convene at the earliest possible time following the crisis for a meeting in MMS/MHS PSO office or MPS/MIS office conference room to help the Principal prepare a written statement for the staff to be presented at the (*insert time*) Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident. MMS/MHS PSO office or MPS/MIS Main office conference rooms, when needed, will serve as the coordination site for student and staff support.
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.

- Meet with Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family, and community.
- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Administrative Team

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

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies his designee (Dean of Students, etc.), secretary, and the Superintendent of Schools, SRO when a critical incident occurs.
- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred, and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the

Counseling Office.)

- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team in the Auditorium.
 - The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
 - A statement will be prepared by the Principal to be shared with the public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- Principal informs staff of the locations of the Crisis Counseling Rooms. Either the main office or pupil support office will serve as the Coordination Site for student and staff support when needed.
- Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.
- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.
- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.
- Post-incident Response Team members with a homeroom will request that that their rooms be covered while members provide support to the most involved.
- Along with psychologist and/or counselors and/or the SRO will offer to

meet with the family of the injured/deceased and provide assistance as needed.

- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.
- Principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.
- Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.
- Make arrangements to have the personal belongings of the deceased returned to the family.
- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.
- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.
- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.
- Responsible for expressing thanks to all who helped.

Psychologists / Counselors

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

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

the (*insert time*) Emergency Staff Meeting.

- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.
- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.
- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.
- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.
- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.
- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.
- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.
- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and, in the weeks, following.
- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.

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

Nurse

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

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Prepares to receive an influx of students who may appear with a wide range of symptoms.
- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.
- Receives support as needed from a member of the Post-incident Response Team.

School Secretary

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

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.
- Staffs the "Information Center", providing information regarding:
 - Where Post-incident Response Team can be contacted

- Location of counseling rooms
- Whereabouts of the Principal
- Funeral arrangements and wishes of the family, when available
- Any other information deemed necessary by the Principal
- Fields and documents any calls from the media and directs them to the Superintendent of Schools, Principal, Public Information Specialist or other designated media response person, as directed by the Superintendent.
- Along with office personnel, will be provided a written statement in order to provide consistent information to the community
- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.
- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

Teachers and Staff (members of the Post-incident Response Team):

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

All other teachers and staff:

- Will be invited to attend a *(insert time)* Emergency Staff Meeting in the event of a critical incident.
- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.

- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.
- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed, and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.
- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.
- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.
- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.
- Will gather the personal belongings of the deceased and give to the Principal for return to the family and will delete the name of the deceased from all listings.
- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age appropriate books and materials for children, which deal with the subjects of death, loss,

and bereavement, to be housed in a special section of the library.

Safety and Security

- Upon request the SRO, any available safety personnel, or those staff members willing and able to supervise will be deployed for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.
- Provide assistance for families and friends as needed.

Custodian

- Upon an assessment of the situation, the Director of Facilities and Operations will provide additional custodial resources for the purpose of restoring the building to a condition deemed to be safe for occupancy by staff and students.
1. The emergency coordinator will evaluate the impact of the emergency on other educational agencies in the district.
 2. If the impact is evident, the emergency coordinator will telephone the contact person at each affected educational agency and inform them of the status of the emergency. If telephone lines are busy or out a cell phone emergency response system will be utilized.
 3. Transportation, sheltering and other types of assistance will be provided to other educational agencies according to already established agreements, or following the directives of the appropriate municipal and county authorities that may become involved in the emergency.
 4. Incident command protocols will be utilized by district emergency response coordinator depending on the type of emergency and outside agencies that respond to the emergency.

8. Staff willing to assist in an emergency.

TITLE	NAME	DAY PHONE #	EVENING PHONE#
Emergency	Mike Reifsteck	315-548-6465	315-719-4685

TITLE	NAME	DAY PHONE #	EVENING PHONE#
Coordinator			
Superintendent	Matt Sickles	315-548-6420	315-759-9128
Business Administrator	Tracy Marshall	315-548-6434	585-737-3360
Transportation Supervisor	Kitty Rhow	315-548-6400	585-750-4678
Director of Facilities	Mike Reifsteck	315-548-6465	315-719-4685
School Physician	Finger Lakes Health Dr. Freier	315-539-9229	315-956-4432
Board of Education President	Amber Wilkes	315-945-4770	585-474-4142
Faculty Association President	Michelle Shenton	315-548-6600	585-217-2361
BOCES Representative	Cindy Parker	315-548-6631	585-233-9392
MES Principal	Chris Moyer	315-548-6900	315-483-2331
MMS/MHS Principal	Frank Bai-Rossi	315-548-6300	585-402-5020

KEY STAFF TRAINED IN FIRST AID

School Nurses: Gail Cayer Midlakes Middle/High School
Peg Carlson Midlakes Intermediate School
Michele Tyman Midlakes Primary School

Jeff Maher	Liz Grillo
John Lombardi	Katie Lupo
Carolyn Wescott	A.J. Raulli
Steve Howcroft	Julie Backus
Chris VanGorden	Ethan Sleeman
Kyle Salisbury	Steve Shymkiw
Lisa Pietrocarlo	Doug Allard
Ben Clement	Erin Everson
John Hauber	Pete Czerkas
Richard Jones	Sue Pieters
Brittany Sullivan	Scott Monagle
Trent Jones	Rob Sarneckis
Kyle Sanders	Rich Doan
Mary Deporter	Brandy Hungerford

9. Heavy Equipment Inventory

<u>TYPE OF VEHICLE</u>	<u>USE</u>
2002 New Holland 70 Hp tractor	Midlakes Maintenance
2004 New Holland 70 Hp tractor	Midlakes Maintenance
2017 John Deere 80 Hp Tractor	Midlakes Maintenance
Cushman Gulf Cart	Midlakes Maintenance
2014 Bobcat ATV	Midlakes Maintenance
Bobcat Toolcat	Midlakes Maintenance

10. Bus and Vehicle Inventory

BUS #	MAKE	TYPE	PLATE #	VIN #	YEAR
39	CHEVROLET	VAN	AC5485	1GNFG15X631210562	2003
40	CHEVROLET	VAN	AC5486	1GNFG15X031208967	2003
45	BLUEBIRD	CONV.	AC5487	1BAKFCKA96F233289	2006
46	BLUEBIRD	CONV.	AC5488	1BAKFCKA56F233290	2006
50	BLUEBIRD	CONV.	AC5491	1BAKFCKA38F245098	2008
55	BLUEBIRD	CONV.	AN6761	1BAKFCPA4AF273801	2010
56	CHEVROLET	VAN	AC5507	1GBJG31KX91171724	2010
57	BLUEBIRD	CONV.	AC5508	1BAKFCPA3BF275363	2011
58	BLUEBIRD	CONV.	AC5509	1BAKFCPA5BF275364	2011
59	BLUEBIRD	CONV.	AC5510	1BAKFCPA1CF287299	2012
60	BLUEBIRD	CONV.	AC5511	1BAKFCPA8CF288790	2012
61	BLUEBIRD	CONV.	AC5512	1BAKFCPA5DF294189	2013
62	BLUEBIRD	CONV.	AC5513	1BAKFCPA1DF294190	2013
63	BLUEBIRD	TC-Rear Engine	AC5503	1BABNBPA5FF304879	2015
64	CHEVROLET	VAN	AC5502	1GB3G2BGXE1105746	2014
65	BLUEBIRD	TC-Rear Engine	AT5301	1BABNBPA9GF312162	2016
66	CHEVROLET	VAN	AT2560	1GB3G2BA5E1194721	2014
67	CHEVROLET	VAN	AV6823	1GNWGPFF3F1184046	2015
68	BLUEBIRD	CONV.	AC5478	1BAKFCPA1GF319867	2016
69	BLUEBIRD	CONV.	AC5480	1BAKFCPA3GF319868	2016
70	CHEVROLET	VAN	AY9350	1GB6GUBG4G1309552	2016
71	BLUEBIRD	CONV.	AY7603	1BAKFCPA6HF332177	2017
72	BLUEBIRD	CONV.	AY7428	1BAKFCPA8HF332178	2017
73	CHEVROLET	VAN	AY2574	1GNWGEFG5G1323771	2016
74	CHEVROLET	VAN	AY2577	1GNWGEFG7G1323819	2016
75	BLUEBIRD	CONV.	AC5504	1BAKFCSA0JF341583	2018
76	BLUEBIRD	CONV.	AC5493	1BAKFCSA2JF341584	2018
77	CHEVROLET	VAN	AC5484	1GB6GUBG4H1101852	2017
78	BLUEBIRD	CONV.	BB5348	1BAKFCSA2LF357903	2020
79	BLUEBIRD	CONV.	BB5349	1BAKFCSA4LF357904	2020

BUS #	MAKE	TYPE	PLATE #	VIN #	YEAR
80	CHEVROLET	VAN	BB4714	1GB3GRBP4J1329842	2018
81	CHEVROLET	VAN	BB8151	1GNSCKEC7KR271299	2019
82	CHEVROLET	VAN	BC5797	1GB3GRBP2K1249585	2019
83	BLUEBIRD	CONV.	BC5798	1BAKFCSA4LF363704	2020
84	BLUEBIRD	CONV.	BC5799	1BAKFCSA6LF363705	2020

11. Fuel Inventory

No fuel stored on district property.

12. Cafeteria Capacities

District would be able to feed school population for one week.

13. Identification of District officials/Contact Numbers

TITLE	NAME	DAY PHONE #	EVENING PHONE#
Emergency Coordinator	Mike Reifsteck	315-548-6465	315-719-4685
Superintendent	Matt Sickles	315-548-6420	518-265-8247
Business Administrator	Tracy Marshall	315-548-6434	585-737-3360
Transportation Supervisor	Kitty Rhow	315-548-6400	585-750-4678
Director of Facilities	Mike Reifsteck	315-548-6465	315-719-4685
School Physician	Finger Lakes Health Dr. Freier	315-539-9229	315-956-4432
Board of Education President	Ryan Davis	315-945-4770	315-945-4770
Faculty Association President	Michelle Shenton	315-548-6600	585-217-2361
BOCES Representative	Cindy Parker	315-548-6631	585-233-9392
MES Principal	Chris Moyer	315-548-6900	315-521-5996
MMS/MHS Principal	Frank Bai-Rossi	315-548-6300	585-402-5020

The district emergency response coordinator or the highest-ranking official on the district chain of command list will coordinate the use of district resources and manpower during an emergency.

14. Procedures for Annual Staff Training

The district will annually review and update the District-Wide Safety Plan. Copies of the DWSP will be distributed by email at the beginning of the school year to all staff, as well as one hard copy for each main office. Right To Know, Blood Borne Pathogens and School Violence Prevention Training are components of the agenda for conference day. School staff teams meet to work thru table top

exercises on responding to multihazard situations at the building level while district wide SAVE committee members define the chain of command and incident command procedures for implementing the Emergency Response Plan. Students receive training thru reviewing their yearly student handbooks at the start of the school year and by participating in the annual emergency management drill.

15. Procedures for Annual Drills

Each year, the Superintendent will conduct at least one test of the emergency response procedures for each student occupied facility. The emergency management drill is tested annually each fall. Students from each facility evacuate to a designated loading area, where the District buses pick them up and either take the students to a secure area or home. Details for this drill and evacuation are found on page 6.

16. Communication Systems and Equipment

- Phone systems: Land lines and cell phones
- Hand held Radios
- E-mail through network
- P.A. Systems in each building
- Dispatched messengers
- Megaphones

17. Outside Agency Contact Numbers

EMERGENCY CONTACTS & PHONE NUMBERS FOR OUTSIDE AGENCIES

AGENCY NAME	NAME OF CONTACT PERSON	DAYTIME PHONE#	EVENING PHONE#
Fire Department	Phelps Clifton Springs	911 or 315-548-3862 911 or 315-462-7501	911 or 315-548-3862 911 or 315-462-7501
Ambulance	Phelps Clifton Springs - (Finger Lakes)	911 or 315-548-3862 315-462-6642	911 or 315-548-3862 315-462-6642
Local Police	Phelps Clifton Springs	315-548-8237 315-462-2422	315-548-8237 315-462-2422
County Sheriff	Ontario	585-394-4560	585-394-4560
SRO	Deputy Robert Holland	585-748-4645 (911)	Same
State Police		315-462-5678	315-462-5678
County Disaster Coordinator	Jeff Harloff	585-396-4310	
County Red Cross	Geneva Chapter	315-789-1522	315-789-1522
Water Authority	Clifton Village Phelps Village	315-462-3542 315-548-8003	315-462-3542 315-548-8003
Gas Company	NYSEG Gas Emergency	800-572-1121	800-572-1121

EMERGENCY CONTACTS & PHONE NUMBERS FOR OUTSIDE AGENCIES

Electric Company	NYSEG Elec. Emergency	800-572-1131	800-572-1131
Hospitals	Clifton Springs Hospital & Clinic	315-462-9561	315-462-9561
	Geneva General	315-787-4000	315-787-4000
School Physician	Finger Lakes Health	Dr. Freier	315-539-9229 315-956-4432
Poison Control Center		585-275-5151	585-275-5151
Animal Control	Ontario County Humane Society	585-396-4590	585-396-4590

18. Procedures for Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated. 911 protocols determine the level of assistance needed from county and local agencies per the reported emergency. The building principal or superintendent determine the need for outside assistance. If the building principal or superintendent are not available the highest-ranking administrator on the chain of command list will respond.

By maintaining an open dialogue with local government officials the superintendent will provide the district the necessary outside assistance and advice that is available in our community in responding to a specific emergency and any post-incident assistance.

19. Communication System for Informing Other Educational Agencies of a Disaster

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

20. Transportation needs of Education Agencies

KEY CONTACTS AND PHONE NUMBERS FOR BUILDINGS IN OUR DISTRICT

SCHOOL NAME	STUDENT POPULATION	# OF STAFF	KEY OFFICIALS	BUSINESS & HOME PHONE NUMBERS
District Office	N/A	13	Matt Sickles Tracy Marshall	315-548-6420 / 315-759-9128 315-548-6434 / 585-737-3360
Midlakes Middle/High School	740	108	Frank Bai-Rossi Jim Giancursio	315-548-6301 / 585-402-5020 315-548-6302 / 585-727-8181
Midlakes Elementary	861	108	Chris Moyer Alaina Benzer	315-548-6900 / 315-521-5996 315-548-6900 / 585-704-3614
Bus Garage	N/A	32	Kitty Rhow	315-548-6400 / 585-750-4678

TRANSPORTATIONS NEEDS:

SCHOOL	# BUSES	BUS CAPACITY	W/C BUS	W/C CAPACITY
Midlakes HS/MS	16	65	1	3
	1	77		
Midlakes Elementary	16	65	1	3
	1	77		

21. School Security Measures

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

1. Limiting access for all persons to one main entrance.
2. Wearing staff identification badges at all times.
3. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
4. Providing adequate lighting in all areas.
5. Reducing and controlling traffic flow on campus.
6. Training all staff on crisis intervention and ensuring that all teaching staff have received SAVE training and are yearly updated with the school violence prevention training.
7. Security cameras are positioned at entrances and hallways to monitor security issues.
8. Ontario County Sheriff’s Office Deputy (SRO) on campus and available.

Hall Monitors and Other School Safety Personnel

1. Duties:
Hall monitors shall supervise hallways, cafeterias, and other common areas as assigned by the building principal. Hall monitors shall observe and direct students with regard to appropriate behavior and shall immediately notify building administration of any suspicious behavior or behavior that threatens the health, safety, and welfare of students and staff.
2. Required Training:
Hall monitors shall participate in all trainings mandated for employees of the school district. Hall monitors shall also participate in trainings specific to the identification and reporting of threatening or unsafe behavior, as provided by building administration and/or the School Resource Officer.
3. Hiring and Screening Process:
Prior to being offered a position and appointed by the Board of Education, hall monitors shall be fingerprinted, as required by NYSED, and cleared for public school employment. References will also be checked by building and/or district administration to ensure that hall monitors are well-suited to work in a public school environment, supervise students, and identify, report, and respond to threatening or unsafe behavior.

School Resource Officer

The responsibilities and duties of the School Resource Officer shall be defined by the “Agreement between County of Ontario and Phelps-Clifton Springs Central School District for School District Resource Officer Program,” which is attached herein as Appendix 4 and incorporated by reference. With regards to student misconduct that violates the Code of Conduct, the SRO shall not act as a school disciplinarian. The role of school discipline is delegated to the School administration.

22. Procedures for Disseminating Information Regarding Early Detection of Potentially Violent Behaviors

The identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.

1. Administrators and counselors share pertinent intake information regarding specific students with staff.
2. Alternative Education Staff meets daily to discuss students and their IEP’s.
3. Administrators and/or counselors meet with probation officers, juvenile officers and social service staff, when appropriate.
4. Administrators meet with staff after an incident for debriefing, when appropriate.

23. Prevention and Intervention Strategies

1. Staff training programs:
 - A. Life Space Crisis Intervention training
 - B. New staff training
 - C. Collaborative programs with local law enforcement agencies
 - D. TCIS
2. Student Programs:
 - A. Life Skills Training curriculum (Middle School)
 - B. Youth to Youth (Middle and High School)
 - C. Review of student handbook and code of conduct with both students and parents sign off
 - D. S.O.A.R. program (Elementary School)
 - E. Peer Mediation (Middle School)
 - F. SRO (District-wide)
3. Full time counselors and/or social worker at each location to develop rapport with students.

24. Strategies for Improving Communication of Students/Staff

1. Access to school counselors, social worker and school psychologists in each building
2. Youth run groups-Youth to Youth

3. Peer Mediation
4. Conflict resolution
5. Creating a forum for students concerned with bullying or violence
6. Anonymous reporting mechanisms for school violence
7. Support provided for students educated off site in vocational and alternative education sites.

26. Chain of Command

Matt Sickles, Superintendent	315-548-6420
Tracy Marshall, Business Administrator	315-548-6434
Michelle Robinette, Director of Curriculum	315-548-6475
Frank Bai-Rossi MMS/MHS Principal	315-548-6300
Chris Moyer, MES Principal	315-548-6900
John Lombardi, Athletic Director	315-548-6450
Mike Reifsteck, Director of Facilities	315-548-6465
Tammy Wood, CSE Director	315-548-6441

REQUIRED APPENDICES

Appendix 1: District Street Map

Appendix 2: Agreement between County of Ontario and Phelps-Clifton Springs Central School District for School District Resource Officer Program