

District-Wide School Safety Plan

Avoca Central School
17 Oliver St. #29
PO Box G
Avoca, NY 14809

In Compliance with the
Commissioner of Education Regulation 155.17

2020-2021
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TABLE OF CONTENTS

Project SAVE -----	3
SECTION I - GENERAL CONSIDERATIONS AND PLANNING GUIDELINES -----	4
A. Purpose -----	5
B. Concept of Operations -----	5
C. Plan and Adoption -----	5
SECTION II – RESPONSE TO EMERGENCY SITUATION/ACTS OF VIOLENCE	6
A. Organization and Assignment of Responsibilities -----	6
B. Notification and Activation -----	6
C. Situational Responses -----	7
1. Severe Weather -----	7
2. Hazardous Material Release -----	8
3. Medical Emergency -----	8
4. Infection Exposure Control -----	9
5. Evaluation and Management of Employee Exposures -----	9
6. Fire/Explosion -----	10
7. Power Failure -----	10
8. Violent Behavior – Prevention and Intervention -----	11
9. Violent Behavior – Increased Awareness by Staff/Family -----	11
10. Implied or Direct Threats of Violence -----	11
11. Violent Behavior -----	12
12. Intruder -----	13
13. Hostage -----	13
14. Unauthorized Removal/Adduction -----	13
15. Bomb Threat -----	14
SECTION III – COMMUNICATION WITH OTHERS	16
A. Severe Weather/Emergency Situations -----	16
B. Violent Incident -----	16
C. School Crisis Management – Media Response -----	16
SECTION IV – RECOVERY	18
A. District Support for Buildings -----	18
B. Disaster Mental Health Services -----	18
C. Prevention/Intervention Strategies -----	18
1. Program Initiatives -----	18
2. Training, Drills and Exercises -----	19
3. Implementation of School Security -----	21
D. Early Detection of Potentially Violent Behaviors -----	21
E. Hazard Identification -----	22
SECTION V – AWARENESS/PREVENTATIVE MEASURES	23
BOMB THREATS - Preventative Measures Checklist -----	23
BUILDING COLLAPSE – Awareness Information -----	23
EARTHQUAKE – Awareness Information -----	23
ENVIRONMENTAL HEALTH/AIR QUALITY – Awareness information -----	24
EXPLOSION – Awareness Information -----	25
FLOODING – Awareness Information -----	25
KIDNAPPING -----	26
MAIL HANDLING PROTOCOL -----	26
VISITORS/INTRUDERS – Authorized/Unauthorized -----	27
SECTION VI – APPENDIX	28
SCHOOL RESOURCE OFFICER – Scope of Work -----	28

Project SAVE

Creating and maintaining a safe learning environment is everybody's business. While schools remain among the safest places for students, one incident of violence or disruption of learning is one too many. While media attention has focused on the most traumatic incidents of school violence, the impact of other violent acts that impair education also need to be given attention. These acts include bullying, threats or intimidation, disruptive behavior in class, carrying weapons, fighting, physical assaults and other behaviors that impede learning. Schools can play a vital role in the prevention of violence through preparedness, education and training; however, they need help from the entire community in this effort.

To address issues of school safety and violence prevention, the Safe Schools against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on school Violence chaired by Lieutenant Governor Mary O. Donohue. The Task Force consisted of a broad range of qualified people from all parts of the State including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. The Task Force sought information concerning the best school violence prevention and intervention practice in the State and the nation. Ten public hearings were held throughout the State, providing an array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, Safer Schools for the 21st Century (October 1999), contained a series of recommendations intended to reduce incidents of violence in schools and strengthen school capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the building levels. The new District-Wide School Safety Plan replaced the current school Emergency Management Plan that was required by all districts. At the Building-Level, a newly required Building-Level Emergency Response Plan has been prepared for each school building in the State. Together, these plans are intended to define how each school district and all the buildings in the district will respond to acts of violence and other disasters through prevention, intervention, emergency response and management. Both the District-Wide School Safety Plan and the Building-Level Emergency Response Plan are viewed as part of a comprehensive, collaborative approach required by Project SAVE. While schools are diligently working to increase efforts to prevent school violence and promote school safety, schools cannot do it alone. The New York State Education Department strongly endorses and encourages broad community participation beyond the requirements in law and regulations, to improve safety of the school environment. The Task Force states in its report that "The best solutions to improving school safety will be found at the local level. When efforts are made to include a broad representation of the community, the possibilities for success are enhanced exponentially." (1999)

The Avoca Central School District is in compliance with the SAVE law and implementing regulations that require the development of a school safety plan at the district level, and individual emergency response plans for each building in the district. The development of the school safety plan is the framework for the district in managing its initiatives in creating a safe and orderly school environment in which learning can take place. Planning teams worked with a thorough review of the law and regulations. To assist our district and school buildings with the process for safety planning and formation of school safety teams, information was provided with important guidelines concerning the SAVE planning requirements.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Concepts of Operations

1. The Avoca Central School District's District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plan for each school building in the following ways:
 - a. Each building is required to submit a Building-Level Emergency Response Plan annually to the Superintendent or designee.
 - b. The development of each Building-Level Emergency Response Plan shall utilize the District-Wide Safety Plan as a guide.
 - c. The implementation of each individual Building-Level Emergency Response Plan shall be aligned with the policies and procedures outlined in the District-Wide School Safety Plan, approved by the Avoca Central School District Board of Education.
2. The methodology utilized to develop the District-Wide School Safety Plan included the involvement of members of each constituency group as listed in Part B-Identification of School Teams. This committee included members from the district staff. Each member was responsible for communicating with their constituency group on a regular basis to gather data on the District-Wide School Safety Plan.
3. In the event of an emergency or violent incident, the initial response to all emergencies at each individual school building will be guided by the individual Building-Level Emergency Response Plans. At that time, the building administrator or designee will contact the Superintendent or his designee of the incident.

Steuben County and New York State resources will supplement the districts' efforts in such emergency or violent incidents through a coordinated effort as outlined in each Building-Level Emergency Response Plans. Such planning shall occur during the building-level safety planning meetings throughout each school year and will be included in their written plan.

Levels of Extent

Each emergency event has a specific range of extent. Local events pertain to a school or a portion of a school. School-wide events involve the entire school, area-wide events involve the immediate community, countywide events involve the entire county, state and national events follow in order. The National Incident Management System (NIMS) Incident Command System (ICS) shall be used to manage all emergency incidents.

Each different level of event has consequences for the building administrator. For local events, the resources of the county may be called upon, but as the event becomes more widespread, the resources available for assistance become spread out over the needs of the county. Two considerations are in order here: (1) the administrator must determine the nature and extent of the

needs for emergency assistance with great accuracy, (2) local (in-house) assistance may be the only help available in a county or state-wide emergency.

Pre-planning the resources of the school is the first order of business. Levels of Intensity

Events may be described as: minor, intermediate, serious, and gravely serious. These descriptions will help the emergency personnel ascertain the needs of the individual school. The measures used to determine level of intensity include the number of people involved in the event (bus crash vs. broken ankle on the football field) and the nature of the event (gas explosion vs. wastebasket fire). Report of the event to the Emergency Management Coordinators must be as accurate as possible in order to permit efficient deployment of resources.

Levels of Administrative Action

Some events need IMMEDIATE action on the part of the administrator. These actions include evacuation, taking shelter, and notification of emergency personnel and the Superintendent or designee. CONTINGENCY actions may be necessary for short-term planning such as in the event of predicted snowstorms. CONSULTATION ACTION will be appropriate for a Go-Home decision. LONG-TERM PLANNING should be included in all administrative action concerning possible emergency events.

C. Plan and Adoption

Pursuant to Commissioner’s Regulation, this plan or Section 155.17 (e)(3), initially this plan will be made available for public comment at least 30 days prior to its adoption. Formal adoption of this plan by the School Board will occur only after at least one public hearing that provides for the participation of school personnel, parents, students and any interested parties.

The plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team. The annual review of the plan will be completed on or before July 1st.

While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. A copy of the plan will be available at the following locations:

Avoca Central School District Elementary School Office 17 Oliver St. Avoca, NY 14809	Avoca Central School District Middle High School Office 17 Oliver St. Avoca, NY 14809	Avoca Central School District District Office 17 Oliver St. Avoca, NY 14809
Avoca Central School District Transportation Office 17 Oliver St. Avoca, NY 14809	Avoca Central School District Director of Facilities Office 17 Oliver St. Avoca, NY 14809	

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption and not later than October 15th of each year.

SECTION II – RESPONSE TO EMERGENCY SITUATIONS/ACTS OF VIOLENCE

Risk Reduction and Intervention Components – Prevention/Intervention Strategies

A. Organization and Assignment of Responsibilities

1. In the event of an emergency or a violent incident, the initial response at the individual school will be by the Building-Level Emergency Response Team.
2. In the event of an emergency, the Superintendent or his/her designee will serve as the Building Incident Commander. As additional responders arrive, command will transfer on the basis of who has primary authority for overall control of the incident. The Superintendent, District Emergency Coordinator or Designee and/or a member of the local emergency response agency may replace the Building Incident Commander. As incidents grow in size or become more complex, the responsible jurisdiction or agency may assign a more highly qualified Incident Commander. At transfer of command, the outgoing Incident Commander must give the incoming Incident Commander a full briefing and notify all staff of the change of command.
3. After relinquishing command, the Superintendent or his/her designee may be asked to serve in a support role as part of the Unified Incident Command, if established, by the local Emergency Response Agency.
4. The District level chain of command has been developed, clearly defined, and lies with the District Superintendent and his/her designee chain of command to ensure continuity of operation is:
 - a. Superintendent/District Emergency Coordinator.
 - b. Assistant District Emergency Coordinator. (Building Principals)
 - c. School Resource Officer.

The Director of Facilities shall be responsible for the coordination of the District’s use of resources.

B. Notification and Activation

In the event of a violent incident, the building principal will activate the Building-Level Emergency Response Team and notify the Superintendent and/or the District Emergency Coordinator. If warranted, the building principal will immediately call 911 and request for the appropriate agency (Police or Fire Department). The secretary may be directed to make this call.

1. All educational agencies within the district are notified of a disaster or act of violence. The following identify the forms of communication used:
 - a. Telephone.
 - b. Local Media.
 - c. Fax/E-Mail.
 - d. Emergency Alert System (Blackboard Connect).
 - e. Cell Phones.

In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take appropriate actions.

Procedures are in place for releasing students to parent/guardians following an event.

In the event that a child's parent/guardian is not available to receive their child, a district administrator or designee will remain with the student(s). School building emergency forms that will be taken to the shelter with students are used to identify emergency names and phone numbers if a parent/guardian cannot be reached. Student(s) will only be allowed to leave with the named emergency contact person.

If the situation is such that an individual staff member cannot or will not stay at their assignment, it should be noted and told to the District Emergency Coordinator. Additional support staff will be brought to the site for supervision. District administrators will remain at the site until released by the District Emergency Coordinator.

Information on emergencies will be provided to the community as honestly and quickly as possible. It is important to note that during emergency situations, the appropriate authorities (New York State Police, Steuben County Sheriff's Office, Avoca Fire Department) are involved. We may only release information to the public after given approval by the agency in charge.

C. Situational Responses

1. Severe Weather

- a. If the inclement weather or heavy snow indicates the appropriate action is remaining in school past normal hours, public notification will be provided via radio and television as directed by the Superintendent or designee.
- b. Parents will be advised of preferred action, but may come to the school's Main Office and request their child. A staff member will be directed to get the student from his/her classroom. The parent will sign out the student so as to maintain a building attendance list.
- c. The Emergency Response Team shall report to the designated area and establish a Command Post.
- d. Faculty will maintain an attendance list.
- e. Students and staff will remain in the building until the Superintendent or designee releases them.
- f. The Command Post will decide appropriate steps of action, which may include the following:
 - The movement of furniture to provide emergency quarters
 - Preparation of food.
 - Establishing and staffing of phone lines and first aid treatment facilities.
 - Notification of the County Emergency Services of in-house emergency action.
 - Providing a program of calm entertainment to allay the fears of students.
 - Counsel faculty and staff concerning their duties and stations during the emergency.
 - Counsel and calm parent concern in regard to the welfare of their children in case of phone call or on-scene arrival.
 - Maintain a business-like demeanor to control situation and avoidance of panic.
 - Take whatever measures are necessary to secure building from the weather.
 - Provide additional help for the elementary school.
 - Cooperate with all public officials until the emergency in-house situation has safely concluded.

2. Hazardous Materials Release

a. On Site

In the event of a release of hazardous materials within a building or on school grounds, the following action should be undertaken.

- Evacuate the area.
- Notify the fire department.
- If the product is known (i.e., natural gas, gasoline, fuel oil, etc.), this information should be relayed to the fire department. Attempt to keep materials from entering sewers and storm drains.
- If the material is not known, stay upwind and secure the area.

Note Well:

Where a gas leak is discovered the fire alarm system should not be used, as possible sparking or mechanical components of the bell system could cause the gas to explode. In such cases the school operator should be notified by voice immediately and direction to evacuate should be given over the P.A. System.

b. Off Site

In the event the school is notified of a release of hazardous materials off school grounds and instructed to stay inside, the following action should be undertaken:

- Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels or thick tape.
- Turn the ventilation system off.
- Seal any gaps around window air conditioners, bathroom exhaust fans, range vents, dryer vents.
- Close as many internal doors as possible.
- Close drapes, curtains and shades over windows. Stay away from windows.
- If you suspect that gas or vapor has entered the building, hold a wet cloth over your nose and mouth.

In the event the school is instructed to evacuate by the Fire Department or another agency, the following action should be undertaken:

- Evacuate the building.
- Use evacuation routes as instructed by the fire department--upwind of the incident.

The Department of Environmental Conservation is to be notified when petroleum or chemical release occurs.

3. Medical Emergency

Medical Response kits and personal protective equipment are available in all buildings. Standing orders for first aid procedures have been placed in each kit and are posted in the health office.

- a. If an acute emergency exists or the student/staff member is unable to proceed to the nurse's office, summon the nurse.

- b. If the nurse is not available and an obvious medical emergency exists; (i.e., severe bleeding, burn, or the patient has trouble breathing), call for an ambulance as soon as possible.
- c. If the person cannot be moved, keep him/her quiet, warm and comfortable. Do not under any circumstances give a person anything to eat or drink.
- d. Keep unauthorized people away from the person in question.
- e. Attempt to contact the parent or guardian of a student as soon as possible so that permission may be obtained by a medical facility to begin treatment as quickly as possible.
- f. All buildings will be equipped with an automated external defibrillator and will have trained personnel in place.

4. Infection Exposure Control - Universal Precautions/ Standard Operating Procedure

Adherence to infection control procedures including universal precautions must be strictly practiced at all times.

School personnel must use protective barrier equipment and measures to prevent skin and mucous membrane exposure to any blood/body fluids during routine care, emergencies and/or accidents.

- a. Wash hands before and after all contact with an individual and associated materials using proper hand washing procedures.
- b. Use gloves for any procedure with potential for exposure to blood/body fluids.
- c. Use goggles, mask and apron when splash/splattering may be anticipated.
- d. Use mouthpiece for resuscitation to eliminate mouth-to-mouth contact in CPR situation.
- e. Place used syringes, needles, lancets (all sharp instruments) immediately in nearby puncture proof impermeable container labeled medical or infectious waste. Never re-cap a syringe.
- f. Dispose of all contaminated materials in a covered waste receptacle lined with a disposable plastic bag.
- g. Call a cleaner/custodian for clean-up of large blood/body fluid spill.

5. Evaluation and Management of Employees Exposed to Blood or Potentially Infectious Body Fluid

Procedures for medical management of exposed employees have been developed as follows:

- a. Ascertain that an exposure has (may have) occurred. Criteria include (a) a parental exposure (needle stick or cut) or blood or other body fluids or (b) a cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis. An Incident Form should be filled out by the employee.
- b. Have the source person evaluated for potential HIV and HBV infection. If the source person is known, he/she should be informed of the incident and made aware that such exposure raises a concern about the presence (potential) of blood borne infection. A medical practitioner (either the source person's personal or Avoca Central School District attending physician) should categorize the source person to ascertain risk potential.

- c. Any employee of Avoca Central School District may receive a post exposure follow-up if the criteria listed in (1) above are met. An incident form must be filled out and submitted to the School Health Office. The employee will in turn be referred to a specific medical authority for the follow-up procedures and necessary paperwork.

6. Fire/Explosion

- a. Pull a fire alarm box immediately.
- b. Immediately evacuate all staff and students from the area using exit instructions posted by the main door in the classroom, and assemble in the designated assembly area.
- c. Staff will take attendance of all the students to verify evacuation.
- d. Wait for further instructions as to further action.

Fire/Explosion Spill Emergency Plan

Note Well:

Any person discovering a fire or smoke condition must immediately sound the fire alarm. There can be no hesitation about making such a decision. There must be no time lost while reporting to, or seeking further direction from any authority before sounding the alarm.

The alarm must also start the evacuation procedure automatically without the need for official confirmation or direction. All students, faculty, staff, and visitors must immediately evacuate the buildings.

- a. Any person discovering a fire or smoke, immediately pull the nearest fire alarm box.
- b. All persons, faculty, students, staff and visitors will exit the building (close all doors) using exit instructions posted by the main door of each room. They will assemble outside the building in the designated assembly areas. Staff and Command Post will take role to verify evacuation.
- c. All bus drivers will be notified, proceed to their bus and prepare to transport students.
- d. Staff will accompany their students on the bus.
- e. If the fire appears small and controllable, staff will promptly direct the charge of a fire extinguisher toward the base of the flame.
- f. Smoke is a great danger in a fire, so stay near the floor where the air will be less toxic.
- g. The Emergency Response Team shall report to the Command Post.
- h. Do not return into an evacuated building.

Note Well:

If you become trapped in a building during a fire and a window is available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location. (Do not panic!) Use phone if available.

After an evacuation, report to your designated campus area assembly point. Stay there until an accurate head count and attendance roll is taken. The District Emergency Coordinator will assist in accounting for all building occupants.

7. Power Failure

- a. In the event of a power failure, all students and staff should stay in their respective classrooms. If the class is outdoors and a power failure occurs, the class should proceed back to their room and await further instructions. In addition:

- b. Do not, under any circumstances touch or attempt to move any wires.
- c. If a person is in contact with wires, do not touch or attempt to move them.
- d. For your own safety, stay in the building. The wires outside the buildings may be over 45,000 volts. The ground and many items far from a down wire may be energized.

8. Violent Behavior – Prevention and Intervention

- a. All new employees are trained in non-violent crisis intervention to identify potentially violent behavior and ways to de-escalate irate adults/students.
- b. The district has a Response to Intervention (RTI) team that meets regularly to identify, prevent and intervene with students who present with potentially dangerous behavior. Plans to replace these behaviors with socially acceptable behaviors are developed and monitored. Each school also has a social worker/guidance counselor and/or school psychologist that act as the liaison to community agencies that work with at risk youth. Their purpose is to link support to potentially violent students to prevent dangerous behavior. Parents are involved in this process and when appropriate, the student.

9. Violent Behavior – Increased Awareness by Staff/Family

- a. Refer students who you suspect have the potential for violence to the appropriate school official or crisis center. Be pro-active and attempt to open lines of communication with others; including the student's family.
- b. Monitor students, look for peculiarity. Recognize increased tardiness or absenteeism. Be alert to mood swings or verbal and physical communication that sends a negative message or action. Be alert to weapons being stashed on their personal being. Report concerns to appropriate school official.
- c. Report suspicious persons or suspicious and threatening phone calls to school administration. Report parents or family members that respond irrationally to your communication concerning their child.
- d. When faced with difficult students or an emergency---remain calm, do not antagonize and keep a safe, non-confronting distance. Do not speak to them head on. Keep slightly to their side, so they feel that they can move away from you. Observe as much as you can about any suspicious person (i.e., height, weight, eye color, scars, etc.) and report to school administration as soon as possible.
- e. Keep your school environment as safe as possible. Remove window coverings that could prevent someone on the outside recognizing that you are in danger. Develop a buddy system or check on the teacher next to you or between periods, when you are monitoring hall movement. Remove items such as glass bottles or any other potential material objects that could be used as weapons.
- f. Do not attempt to handle any suspicious packages or materials that are unknown to you. Follow directions to the letter in an emergency. (Ex. if you are in an **emergency situation lockdown**) stay in your room---do not go out in the hall to see what's going on---you could be confronted by a violent person or interfere with law enforcement.

10. Implied or Direct Threats of Violence

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. **The threatened act of violence may be** on another individual, individuals, or themselves.

- a. Any student, upon receiving information that a person is threatening to commit an act of violence shall:
 - Assume the threat is serious.
 - Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
- b. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence shall:
 - Assume threat is serious.
 - Immediately report the threat to school staff, administrator or law enforcement officer.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.
- c. Any school staff member upon receiving information that a person is threatening to commit an act of violence shall:
 - Assume threat is serious.
 - Immediately report the threat to the Building Principal or Designee.
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (staff member) will remain anonymous to the greatest extent possible.
- d. Any school administrator upon receiving information that a person is threatening to commit an act of violence shall:
 - Assume threat is serious.
 - Cause the student making the threat, if said student is in building or on school grounds, to be immediately removed from location and segregated into a secured area pending further investigation.
 - Notify law enforcement officer if, upon further investigation, it is warranted.
 - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

11. Violent Behavior

- a. The Public Address (PA) System is to be used by the Principal or appointed representative to inform staff of an emergency. (Example: “Emergency procedures are in effect for a Hold in Place.”)
- b. Staff will confine all students to classrooms with doors closed.
- c. Administration will isolate the area and allow no admission.
- d. If the situation cannot be quickly ended, police will be called. Do not attempt to disarm any person. Remember, once law enforcement arrives, they are in control and will give appropriate direction and information.

12. Intruder

If an intruder enters a school, if possible, the PA system will be used to declare a “lockdown”. Any staff member shall be allowed to call a “lockdown” if they determine it is necessary. Adults should yell this in halls as this means moving within the school is dangerous and teachers need to close and lock classroom doors. Students should be moved out of view of the classroom doors and windows.

13. Hostage

- a. Be patient and remain calm. Time is on your side. Avoid drastic action.
- b. The initial 45 minutes are the most dangerous. Follow instructions, be alert and stay alive. The captor is emotionally unbalanced. Don't make mistakes which could hazard your well-being.
- c. Don't speak unless spoken to and then only when necessary. Don't talk down to the captor who may be in an agitated state. Avoid appearing hostile. Maintain eye contact with the captor at all times, if possible, but do not stare. Physically, stay to the side of a hostile person, allow them an opportunity to move by you---do not corner or press them. Treat the captor like royalty. Try to get the person to see you as a human being.
- d. Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected.
- e. Be observant. You may be released or escape. The personal safety of others may depend on your memory.
- f. Be prepared to answer the police on the phone. Be patient, wait. Attempt to establish rapport with the captor. If medications, first aid, or rest room privileges are needed by anyone, say so. The captors in all probability do not want to harm persons held by them. Failure to comply with your request further implicates the captor in additional offenses.
- g. Do not negotiate other people (ex. priest, parent, friend, etc.). This should be handled by the police.

Note Well:

The first action would be to do whatever you can to escape the area. These steps are in the event you are taken hostage. If the captor has a weapon, and becomes violent, the individual(s) may need to fight to help minimize casualties.

14. Unauthorized Removal/Abduction

- a. The safety of the victim is paramount; nothing should be done to increase danger.
- b. If abduction is observed or suspected, call 911.
- c. Obtain a detailed description of the abductor (physical appearance, type of clothing, make/model/color/license plate of vehicle, direction of travel etc...).
- d. If possible, obtain a detailed description of clothing/time/location when student/staff was last seen and a photograph.
- e. Attempt to clarify type of abduction – custodial or other.

Note Well:

Try to determine if there is a custody battle or other pending legal issues involving the student or staff.

Are there any orders of protection or history of being missing or domestic violence? These should be communicated with authorities immediately.

15. Bomb Threat

DO NOT ACCESS OR USE WALKIE TALKIES!

- a. Announce “**Shelter in Place.**” Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
- b. Call 911.
- c. Activate the Emergency Response Team. Instruct them to scan common areas for anything unusual.
 - **Effective bomb threat relies on the notion that information contained in a threat cannot be considered definitive; but rather, as clues which place the validity of the threat on a gradient scale between hoax (generic) and credible (specific, i.e. – date, time, location, method).*
- d. If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision.
- e. If a device is found, follow for “A Specific Bomb Threat.”

Specific Bomb Threat:

- a. Announce “**Shelter in Place.**”
- b. Call 911.
- c. Activate the Emergency Response Team. Instruct them to find an internal location to move the school population to, scan and clear the location and a route to it. Move those in the affected area to the established and cleared location.
- d. Assist first responders as necessary.

Shelter in Place Objectives:

- a. To minimize injury or death.
- b. To locate and contain any device or weather damage.
- c. To facilitate emergency responses.
- d. To establish safe routes and designated areas.

IF YOU OBSERVE A SUSPICIOUS OBJECT OR POTENTIAL BOMB ON CAMPUS, DO NOT HANDLE THE OBJECT!

- a. Notify the Principal’s office. Principals should contact the Superintendent’s office or Emergency Response Coordinator.
- b. A follow-up call will be made to the Police Agency.

DO NOT ALLOW STUDENTS TO GO TO THEIR LOCKERS.

- a. Faculty should bring their class records/attendance with them during all fire drills or evacuation of building. Encourage your students to remain with you during all drills.
- b. Wait for further instructions as to further action.

Any person receiving a **phone call bomb threat** should ask the caller:

- a. When is the bomb going to explode?
- b. Where is the bomb located?
- c. What kind of bomb is it?
- d. What does it look like?
- e. Why did you place the bomb?
- f. What is your name? (Sometimes the caller may be caught off guard and may give you their name.)

Keep talking to the caller as long as possible and record the following:

- a. Time of call.
- b. Age and sex of caller.
- c. Speech pattern, accent, possible nationality, etc.
- d. Emotional state of the caller.
- e. Background noise.

Please print this message and keep it near the phone along with **BOMB THREAT REPORT** forms.

If you receive a bomb threat, it is **CRITICAL** that you:

- a. Record the date and exact time of the call.

Immediately notify the Principal, who will notify the Superintendent or his designee.
Report the incident.

- b. Law Enforcement will conduct a detailed bomb search. Employees are requested to make a cursory inspection of their area for suspicious objects and to report the location to the responding Law Enforcement Agency. **DO NOT TOUCH THE OBJECT!** Do not open drawers, cabinets, or turn lights on or off.
- c. When the building evacuation is announced, or an emergency exists, walk quickly to the nearest marked exit and alert others to do the same.
- d. **Assist the handicapped in exiting the building! Do not panic.**
- e. Once outside, move to a clear area at least 300 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- f. If requested, assist Emergency crews as necessary.
- g. **Do not return to an evacuated building** unless told to do so by an official.

Important:

After any evacuation, be ready to report to your designated off-campus assembly area. Stay there until an accurate **headcount** is taken. The Emergency Coordinator will assist the principal or designee in accounting for all building occupants.

Note:

- Keep all cabinets, files, drawers, etc. that can be locked, locked when not in use to reduce potential bomb placements. Keep your rooms organized and neat so that you might be alert to strange packages or objects.
- Do not handle any potential evidence.

Remember: No one is obligated to assist in a bomb search. Your participation is voluntary.

SECTION III: COMMUNICATION WITH OTHERS

A. Severe Weather/Emergency Situations

Warnings of severe weather conditions are generally issued by the National Weather Service. The district transmits closings/early closings/delays through automated calls to parents/staff, the district website, TV station announcements and radio. The District also maintains vigilance in monitoring weather situations to promptly identify potential issues.

The Police and Fire Department will notify the Superintendent if an external emergency exists. When an emergency exists outside of the normal school hours, the Superintendent is called, and he/she will institute the district response.

B. Violent Incident

When a student is involved in any violent situation, a parent/guardian shall be contacted immediately by the building principal. All disciplinary actions shall be in accordance with the school district's Code of Conduct and New York State Law.

Emergency Response Teams shall develop procedures for contacting parents/guardians in the event of violent incidents and emergency situations. The communications may include phone calls, letters, email or an automated call and should be implemented only after consultation with the Superintendent or his/her designee.

The district's Code of Conduct will be communicated on a yearly basis to all staff, students and parents.

The district will utilize the district's website and local media at the discretion of the Superintendent.

C. School Crisis Management – Media Response

In the event that your Building-Level Emergency Response Plan is put into action, you should be ready to deal with the media. The following information should serve as a guideline for your use.

1. Determine the situation:
 - a. Range of response.
 - b. Size of the event.
 - c. Who will it affect?
 - d. How long will it last?
2. Contact district-level administration.
3. Inform your staff. They need to know what is going on. They will be asked and it is critical that information is concise and accurate.
 - a. Inform students at the appropriate time.
 - b. Inform parents at the appropriate time.
 - c. Inform the media at the appropriate time.

4. Depending on the range of the response be ready to deal with incoming parents and the media.
 - a. Work quickly to script a brief response, (involve when appropriate, the Superintendent, or his designee, principal, local authorities, police, fire, etc.) so the message is the same for all. Give an honest statement no matter how hard it is. Ask all staff to give only the scripted response. (The script should give enough information for phone callers or those coming on-site to be informed and dismissed quickly).
 - b. **Be certain that you have the approval of Law Enforcement or Fire Department before releasing any information when they are involved in a formal investigation.**
 - c. Assign or designate an area for the media and parents to be informed by appropriately assigned school personnel.
 - d. District-Level administration will access appropriate media (radio, television, etc.) contacts if necessary.
 - e. The building principals, and when appropriate in conjunction with District-Level administrators, will determine who will be the spokesperson for the school district. (This is critical as the community and those you serve clearly want to identify with someone in charge).

SECTION VI: RECOVERY

A. District Support for Buildings

The Avoca Central School District is committed to the welfare of its students and staff. Following the occurrence of an emergency or violent incident, the District-Wide School Safety Committee will convene with the Emergency Response Team and Post-Incident Response Team to help with recovery. Together, they will review the emergency crisis, the interventions and the outcomes of those actions. In this recovery phase, the current Building-Level Emergency Response Plan will be re-evaluated and new strategies that may include additional security needs, crisis management training and/or development of new post-crisis procedures to restore safety as quickly as possible will be implemented. These plans will be taken to the Emergency Response Team in the other school buildings for perusal and possible implementation into their plans.

If the building is rendered as unsafe for occupancy, students will be relocated and continue their education at an alternate site.

B. Disaster Mental Health Services

The first program instituted immediately in response to the crisis is the school-based mental health program with its access to the district’s mental health professionals: school psychologist, school social workers and the school guidance counselors. They understand the reactions of the individuals involved in this crisis and are familiar with individual’s reactions to stress, the response to loss as well as the developmental considerations, religious beliefs and cultural norms. This staff will provide support and intervention services that will coordinate with resources of the school district. Additional Mental Health Services are readily attainable from local, county, state and federal agencies all willing to assist the district to assist individuals who are at-risk for severe stress response.

Emergency and Counseling Resources:

Nicholas Noyes Memorial Hospital – Emergency	(585) 335-6001
Noyes Mental Health Services	(585) 335-4316
Steuben County Mental Health	(607) 664-2255/2487
Hornell Clinic	(607) 324-2483

C. Prevention/Intervention Strategies

Project SAVE (Safe Schools against Violence in Education) District/School Safety Plan

1. Program Initiatives

The Project SAVE Legislation emphasizes the importance of "appropriate prevention strategies such as non-violent conflict resolution training programs, peer mediation programs, and extended day and other school safety programs." Effective pro-active prevention means providing the school as a “community of caring;” offering every opportunity for all students to be actively and

successfully engaged in academics and extra-curricular activities, and to be connected to the school community through significant, healthy relationships with caring adults. This includes clear behavior expectations and consistently enforced consequences, constant recognition and celebration of "catching students doing it right," establishing a school climate that insists upon treating everyone with dignity and respect, implementing programs that empower our students to be active in programs such as peer leadership and peer mediation. Students are in fact, our greatest resource! Students may also be active participants on the school and district SAFE Schools committees, and in establishing violence prevention curriculum that addresses the components of empathy, impulse control, and anger management skills, and offering corrective supportive intervention strategies for achieving academic success. Every school is expected to incorporate these elements into our daily practice.

Strategies for improving communication among and between students and staff consist of the establishment of youth-run programs. Other approaches are peer mediation, conflict resolution, and creating a forum or designating a mentor for students concerned with bullying or violence. The following is a list of some of the many Avoca Central School District prevention strategies:

- a. Life skills training groups.
- b. Buddy programs between grade levels.
- c. Mentoring (pairing of differently-aged students).
- d. Athletic programs.
- e. Various clubs.
- f. Partnership with higher education.
- g. Forum with parents.
- h. Parent/child/staff surveys.
- i. Drama programs.
- j. Student Councils and Student Ambassador.

2. Training, Drills and Exercises

Multi-hazard Training, Drills and Exercises

- a. Administrator – training in ICS 100 (Incident Command System), to include tabletop drill, the components of an effective emergency response plan and the role of local law and emergency representative.
- b. School-Based Staff and Students – engaged in practicing live drills.
- c. School Staff – engaged in tabletop exercises, live drills, and review of district-wide and building- level safety plans during staff meetings.

Each of the Building Principals will collaborate to perform the following activities:

- a. Appoint a Building-Level Emergency Response Team that may include: the principal, school social worker/psychologist, school nurse, teacher(s), students, counselors, cleaner, law enforcement officials, parents, community members, a representative from the local ambulance or other emergency response agency, and other school personnel.
- b. Establish a chain of command in case principal is absent.
- c. Oversee the safety training of all building personnel.
- d. Provide prevention and intervention strategies for students.

- e. Set up lines of communication (electronic), to alert personnel to situation when school is recessed.
- f. Keep a daily list of all student/staff absentees in the main office.
- g. Assign potential locations for counseling rooms, triage, and medical stations and support sites in hallways, near bathrooms, faculty rooms, locker rooms, and the cafeteria.
- h. Have teachers assigned to create a list of alternative activities in lieu of normally scheduled classwork.
- i. Establish an anonymous reporting for potential acts of violence of which students may have knowledge; teach importance of “no secrets about this.”
- j. Oversee or provide opportunities for faculty and staff members to receive annual multi-hazard training (e.g., tabletop, go-home, and secure building drills).
- k. Provide opportunities for training for school staff as offered through the New York State Police programs for schools and communities.

Each member of the Leadership Team must receive training in the following:

- a. Understanding basic emergency procedures - review the Staff Quick Reference Guide to Emergency Response.
- b. Functions of the Command Post.
- c. Bomb Threats.
- d. The Alternative Shelter Plan.
- e. The School Go-Home Plan.
- f. Roster of Emergency Personnel.
- g. Use of Building Incident Report Form.
- h. Preliminary Planning for Emergency/Crisis Management.

Each Crisis Team must receive post incident training in the following:

- a. Education on the range of emotions that will be displayed following a tragedy.
- b. How to interact with grieving individuals.
- c. How to support family and community members.
- d. How to support teachers and fellow team members.
- e. How to interact with community helping groups.

In-service training must be provided to appropriate staff members, as identified by leadership team or crisis team in the following areas:

- a. How staff will be informed of tragedy
- b. How students will be informed of tragedy.
- c. How to maintain order immediately after news of the tragedy and as time passes.
- d. Who to contact for professional support.
- e. Classroom activities that will provide support for students.
- f. How parents/caregivers will receive communication.

District Crisis Management Team will be developed to do the following:

- a. Provide support for building teams.
- b. Provide continued development of both emergency and crisis management plans.
- c. Make recommendations for training and equipment.
- d. Provide mental health specialists to sites on as-needed basis within limits of available support.

The District Emergency Coordinator in consultation with the District Crisis Management Team will prepare support services in the following manner:

- a. Establish a telephone tree for district mental health and health workers.
- b. Meet with district faculty to plan anticipatory strategies.

3. Implementation of School Security

The following building procedures relating to school building security have been implemented in the AVOCA CSD:

- a. Signs are posted indicating that parents and visitors must report to the main office to sign in and out.
- b. All visitors and volunteers are furnished with name badges.
- c. Building entrance security is maintained throughout the day.
- d. Canine units randomly search for drugs.
- e. Currently there are internal and external cameras at the Elementary School and Middle-High School at a variety of locations.
- f. At the elementary and Middle-High School level, teacher aides, teaching assistants and teachers supervise students during the lunch hour and throughout the remainder of the day in classrooms, hallway and common areas.
- g. School Resource Officer – The District has a School Resource Officer (SRO). The SRO assists the school administration in maintaining a safe and secure environment. The SRO provides a highly visible presence to deter or identify trespassers on campus.

D. Early Detection of Potentially Violent Behaviors

GENERAL GUIDELINES FOR RESPONSE TO VIOLENT ACTS

Each school has a building team that addresses the academic, social, safety, and emotional needs of their students. This forum provides an opportunity for discussions among family, teachers, counselors, social workers, and school administration in regard to potentially violent students in their building and the manner in which intervention may be provided.

The **AVOCA CSD** has cooperation from state and local law enforcement agencies in assisting with these matters.

1. Response to Violent Actions

Please keep the following guidelines in operation while implementing the process of responding to a violent act:

- a. Inform staff members of their responsibilities. Inform the Superintendent.
- b. Inform parents, caregivers, and persons in parental role. Send notification home for any

incident that potentially impacts a significant number of students (including general information about the incident).

- c. In violent incidents necessitating building evacuation with go-home plan, notify parents via mass media and, through district student information system.
- d. In general, in the event of a violent incident involving the entire building, students should not be allowed to use phones until a building-wide plan is in place and a decision regarding student phone calls are made by the building administrator.
- e. If only a small number of certain students are involved and/or impacted by a violent act, contact each of these students' parents and invite them to meet with you. Be sensitive to confidential issues regarding student records and families.

Note: If Student Discipline is needed, refer to the **AVOCA CSD** Code of Conduct.

E. Hazard Identification

The potential emergency incidents for the **AVOCA CSD** include:

1. Infectious diseases.
2. Bomb threats/suspicious objects.
3. Building collapse.
4. Vehicular accidents.
5. Earthquake.
6. Storms, including tornadoes.
7. Explosion.
8. Falling objects.
9. Flooding.
10. Kidnapping.
11. Weapons on campus.
12. Unauthorized visitors on campus.
13. Fire.
14. Chemical hazards.

Sites where potential emergency incidents may occur within the **AVOCA CSD** include:

1. Highways and roads adjacent to the school buildings.
2. On the premises – classrooms, hallways, gymnasium, playground, athletic fields, boiler room.
3. Bus garage.
4. Off-site field trips.
5. Science laboratories.
6. Other educational facilities.
7. Pipelines.
8. Commercial Businesses.

SECTION V – AWARENESS/PREVENTATIVE MEASURES

BOMB THREATS - Preventive Measures Checklist

Depending upon the needs of a school district, policies, procedures, and informational materials should be developed to encourage the reporting of any incident designed to threaten life and property, such as a bomb threat. Preventive measures may include the following:

1. Make all employees responsible for scanning their areas of work for suspicious objects.
2. Establish an immediate reporting system for students and staff to report the presence of “strangers” in the building and/or unusual or suspicious objects.
3. To insure testing integrity, develop contingency plans for bomb scares during times of academic examinations.
4. Train personnel in a school who would generally be the first recipients of a telephone bomb threat; law enforcement agencies are a good training source.
5. Conduct drills to assure students/staff are aware of school emergency plan procedures.
6. Invite law enforcement personnel to discuss the legal implications of calling in false alarms and bomb threats with students and staff.
7. Lock custodial closets and rooms that are not occupied in order to limit access.
8. Keep lobby areas free of trash receptacles (other than wire mesh) and furniture that would allow for placing objects out of view.
9. Place fire extinguishers in each building every 75 feet, in accordance with NFPA Publication #10 as provided by the NYSED.
10. Have school health and safety committees discuss with the State Police or the local law enforcement agency other measures to ensure the building security.

BUILDING COLLAPSE – Awareness Information

Should staff note any of the following warning signs, the prudent action is to evacuate and then notify the appropriate personnel immediately.

1. Portions of buildings as well as entire buildings have been known to collapse without warning.
New and old, under repair or under new construction, steel, masonry or wooden, there is no pattern to building collapse.
2. Often a building will give some pre-collapse warnings such as plaster falling from the ceiling or dust dropping or sounds of strain.

EARTHQUAKE – Awareness Information

1. Earthquakes often occur as a series of quakes. When the initial earth tremor subsides, it may be followed by a second and third.
2. The onset of major earthquakes is indicated by deep rumbling sounds or a rushing sound of disturbed air. The sounds of creaking, groaning, and building strains are perceptible just before a quake.
3. Due to the disruptive forces of an earthquake, utilities such as gas lines, electrical services, and stored fuels become hazards that evolve into fires and explosions.

ENVIRONMENTAL HEALTH/AIR QUALITY – Awareness Information

The following conditions may add to indoor air quality (IAQ) problems and therefore **should be avoided in AVOCA CSD classrooms**. (See RESOURCES SECTION)

1. **Animals in classrooms**, especially animals that are allowed to run freely in the classroom on the carpet, as opposed to always being confined to cages. The following is excerpted (and slightly modified) from EPA’s IAQ Tools for Schools Action Kit.

Certain individuals, in particular those with asthma, are sensitive to animal fur, dander, body fluids, and feces and may experience reactions to these allergens. Furthermore, individuals can become sensitized (made allergic) by repeated exposure to animal allergens.

Minimize exposure to animal allergens

- a. Keep animals in cages as much as possible; do not let them roam.
- b. Clean cages regularly.
- c. Locate animals away from ventilation systems to avoid circulating allergens throughout the room or building.
- d. Avoid bringing animals into classrooms if possible.

Take special care with asthmatic or other sensitive students

Before bringing an animal into the classroom:

- a. Consult Principal for permission.
- b. Consult the school nurse about student allergies or sensitivities.
- c. Ask parents about potential allergies in a note that students take home or during parent teacher conferences.
- d. Recommendation of advanced notification to parents and guardians of all students in a classroom before bringing any animal into a classroom.

And then:

- e. Remember to check for allergies when new students enter the class.
- f. Locate sensitive students away from animals and habitats, or better yet, do not bring an animal into the classroom if there are asthmatic students or students who are sensitive to animals in the classroom.

Also, some animals can harbor human pathogens, which can infect occupants of the classroom where an infected animal is being kept. The human pathogen does not necessarily affect the animal, so the animal may not show any signs or symptoms of infection even if they are infected with a human pathogen.

2. **Plants or terrariums in the classroom** should not be kept on or near the unit ventilators. Mold spores which may be in the soil or water will be spread more easily throughout the room or buildings if plants or terrariums are located near the ventilation systems.

3. **Water damaged materials in classroom** can be an indication of mold growth. Therefore, any staff member should immediately report any signs of water infiltration into a classroom or office to the building custodian. Signs that may be obvious are water damaged ceiling tiles or a wet ceiling, floor, or carpet (due to a pipe or roof leak).

4. **Plants or other organic matter near outside fresh air intakes of unit ventilators** can cause microorganisms growing in the soil and decaying plant material to be brought inside the classroom. The area immediately adjacent to the outside fresh air intakes of unit ventilators should be kept free of all plant and organic matter (except grass) for a distance of at least three feet in front of the intake and for a distance of at least one foot on each side of the intake. Ideally, this area should be paved or have concrete installed so that it is sloped in such a way that it allows water to drain away from the building.
5. **Blocking air supply grates of unit ventilators or turning unit ventilators off** will decrease the amount of fresh air that is supplied to a classroom, therefore causing pollutant levels in a classroom to rise to levels that may cause problems for occupants.
6. **Classrooms with direct access to the outdoors** should not allow people to enter directly into the classroom. All visitors are to enter through the main entrances for security. There should be a mat in front of the classroom door for people to wipe their feet on in the event that they do enter by that door. With carpets generally being shampooed only once a year, this practice will prolong the cleanliness of a classroom carpet.
7. **Avoid eating over carpeted areas of rooms.** Dropped food crumbs or spilled drinks are much easier to remove from tile. These items cannot be as easily or thoroughly removed from carpet. These food particles can later serve as a food source for mold and bacteria growth if there is sufficient moisture present. If the relative humidity in a room reaches 55 or 60 percent or greater, then some fungi can begin growing if they also have a food source present. So we want to try to not provide a ready food source when the relative humidity reaches these higher levels during the late spring, summer, and early fall.
8. **Observe general housekeeping in room.** For example, if flour has been used in making papier-mâché masks, then it is important to thoroughly clean up the flour when the class project is completed. Otherwise, the flour can serve as a nutrient source for microbial growth if sufficient moisture is present. Likewise, if rice or peas or grains used to replace sand in sand boxes becomes moist, then microbial growth can occur in those locations as well.
9. **In case of temperature extremes,** contact the building custodian immediately. Do not attempt to adjust the thermostat or turn off the air-handling unit. The building custodian will determine the appropriate course of action to correct the problem.

EXPLOSION –Awareness Information

Explosions are often followed by secondary explosions and/or fire. Students should be removed from exposure to possible flying glass (at least 300 feet from building or further as directed by emergency personnel on the scene).

FLOODING – Awareness Information

Flood Watch: Conditions are favorable for flooding. Make staff aware, but take no action.
Flood Warning: Rising water threatens to close roads, wash out bridges and inundate property.
Move to shelter on higher ground.

Determine what the average flood depths are in the community.

If you are in a flood-prone area, store materials like sandbags, plywood, plastic sheeting, and lumber to protect windows and make quick repairs (to those schools that are applicable). Identify dams in your area. Be aware of what could happen if they fail. Learn the community's flood evacuation route and the location of high ground.

KIDNAPPING

1. Pre-Planning Procedures

- a. Building security procedures will be instituted that will make illegal access to the building unlikely.
- b. All visitors will enter through the front door and sign in at the main office. Schools will provide a visitor tag for all visitors. Tag is returned to the office when the visitor leaves.
- c. The parent handbook should have visitor procedures listed.
- d. Teachers should be instructed not to release children to any individual they do not know without first checking with the office.
- e. Divorced parents should provide the school administrator with custodial information, i.e., to whom is the child released, and the names of those people to whom the child should not be released, if any.
- f. Principals will go over this information with teachers before the opening of school every fall.

2. Prevention Notes

- a. Schools need accurate and updated emergency contacts for all students. Make sure school office personnel have a list of students who are not to be released to anyone except a particular parent or guardian.
- b. If school staff do not know the emergency contact picking up a student the emergency contact must show a picture ID.

MAIL HANDLING PROTOCOL

NYS Health Department/New York State Police
Bio-Terror Prevention Protocols
Protocols for Mail Handling

General

1. All businesses and organizations should assess and review their protocols for handling mail. Common sense and care should be used in inspecting and opening mail or packages.
2. Examine unopened envelopes for foreign bodies or powder.
3. Do not open letters with your hands; use a letter opener.
4. Open letters and packages with a minimum of movement to avoid spilling any contents.
5. Each organization should assess whether it is a possible target for criminal acts. Based on this assessment, you may wish to take additional precautions such as wearing gloves and restricting the opening of mail to a limited number of trained individuals.

What Types of Letters and Packages May Be Suspect

1. Any letter or package that has suspicious or threatening messages written on it.
2. Letters with oily stains.
3. Envelopes that are lopsided, rigid, bulky, discolored, or have a strange odor.
4. Envelopes with no return address.
5. Unexpected envelopes from foreign countries.
6. No postage or non-cancelled postage.
7. Improper spelling of common names, places, or titles.

For Suspect Envelopes

Train staff responsible for mail handling to:

1. DO NOT OPEN ENVELOPE OR PACKAGE.
2. LEAVE it and EVACUATE the room.
3. KEEP others from entering the room.
4. NOTIFY your supervisor, who should call 911 or the local law enforcement authorities.

VISITORS/INTRUDER – Authorized/Unauthorized

Every staff member is responsible for the safety of students and the school. Therefore, it is essential that every adult in our schools follow procedures that will ensure the safety of everyone. This includes clear identification of our **AVOCA CSD** employees (by means of a photo identification tag) and visitors (visitor badges) to our building on a daily basis.

Visitors, while welcome in school for their contributions to the education of children, are only to remain in school for purposes directly related to their authorized visit. All visitors must follow the procedures established by the building. This includes signing in and noting time when entering the building, wearing an identification tag/badge during their visit, and signing out and noting time when leaving. This includes the following: substitute teachers, family members, students not enrolled in our district, volunteers, contractors, and vendors. A visitor who enters or remains in a school without authorization may be considered an intruder. If such determination is made, all necessary precautions and actions should be taken. The visitor registry shall be supervised by office staff members. Each leadership team shall be responsible for establishing this procedure and determining the person(s) responsible for this task. Any group using a district facility will submit a building use form to the facility use coordinator. The facility use coordinator will be responsible for reviewing the visitor procedure with that group/individual.

A threat assessment of all authorized or unauthorized visitors may be made immediately by any school staff member. If determined that a visitor is placing people and/or property of the school ***in imminent danger***, or is a disruption to the learning process, these emergency actions should be taken:

1. Alert main office or designee by any means available.
2. Await further instructions from the person in charge of the building or the designee.
3. The person in charge of the building will determine additional actions, which may include “Lockdown Procedures” designed by each school.

Scope of Work

School Resource Officer for Avoca Central School

Role of the County and SRO.

- a. SRO will report directly to the County Sheriff or his/her designee;
- b. Provide for the security and safety of students, staff and visitors;
- c. Protect school property and maintain order in and around the school site;
- d. Attend Superintendent's hearings with students as requested by the District with the understanding the District has the sole role of disciplining students;
- e. Provide intervention between students and/or staff using appropriate techniques to calm and control situations;
- f. Under the supervision of the County Sheriff or his/her designee, and in coordination with the District's administration, investigate crimes and incidents occurring on and in the vicinity of school ground;
- g. To the degree permitted by New York State law, report violations of law, school rules, regulations or policies to the District's administration;
- h. Enforce governing New York State and Federal laws, rules and regulations and assist the District in meeting requirements mandated by New York State law;
- i. Act as liaison with police and other emergency personnel;
- j. Build relationships by being a liaison between the County Sheriff's Office and the District;
- k. To the extent permitted by New York State law, advise the District administration of any circumstance or situation that may create any potential harm to persons, or damage to, or loss of property;
- l. When appropriate and legally permissible, screen persons entering the building or school grounds. The level of invasiveness with respect to the screen shall be in the SRO's trained discretion and warranted under New York State Law;
- m. Become familiar with hidden recesses in the District's buildings and check them periodically;
- n. Be highly visible and maintain post integrity. The SRO may respond off post for school related incidents and/or will respond to priority calls when the SRO is the closest available unit;
- o. Question any individual not having appropriate identification to ascertain his/her status;
- p. Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents;
- q. When requested, participate in meetings with school officials, parents or the School Board to assist in dispute resolution and/or in developing policy and procedures concerning school safety. Additionally, provide information to students and staff in regards to DWI's, weapons, sale of illegal drugs, etc.;
- r. Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence prosecution;
- s. Educate potential school-age victims in crime prevention and safety;
- t. Develop or expand crime prevention efforts for students and
- u. The SRO will properly secure and maintain all County issued equipment.