**[CATHOLIC SCHOOL]**

# SCHOOL SAFETY PLAN

# REGARDING CRISIS INTERVENTION,

# EMERGENCY RESPONSE & MANAGEMENT

**[DATE]**

## Authority

The Administration of our School recognizes that natural disasters such as earthquakes, floods, tornadoes and winter storms, man-made disasters such as fires, chemical accidents and toxic spills, and civil disorders such as bomb threats and hostage situations are potential threats to the safety of the school community.

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff should a threat to safety arise from fire or other causes; it also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained to carry them out.

The Principal has developed a school safety plan that provides for sheltering, evacuation, early dismissal, written notification to parents, students, and staff, drills, and coordination with local and county emergency preparedness administrators.

The School Safety Plan is the official guide for the school in case of fire, civil emergencies and natural disasters. All personnel and students will follow policies and procedures set forth in the guide.

## Statement of Purpose

This school safety plan is intended to set forth the information required by the staff involved in a school or regional emergency due to the occurrence of a natural or man-made disaster or civil emergency.

This information includes the use of warning and communications systems, operating procedures, individual responsibilities, authority structure, resources available, and specific guidelines for the various actions open to the staff to protect life and property during and after an emergency.

## Assumptions

While it is likely that outside assistance would be available in most serious emergency situations affecting our school, it is necessary for the school to plan for and be able to carry out immediate responses during the first stage of an emergency and to be prepared to effectively coordinate resources with the larger community in the event of a more widespread emergency.

This plan is concerned with all types of emergency situations that may develop. It also accounts for activities before, during, and after emergency operations.

2026-2027

BUILDING-LEVEL SCHOOL SAFETY PLAN**,**
INCLUDING REQUIRED "DISTRICT-WIDE" COMPONENTS
[CATHOLIC] SCHOOL
(DATE), 2026

**Table of Contents**


| | | |
|---|---|---|
| **PART ONE – District Level and Building Level (summary)** | | **Page** |
| Introduction …… | | 2 |
| I. | General Considerations and Planning Guidelines…… | 3 |
| II. | Risk Reduction/ Prevention and Intervention……. | 4 |
| III. | Response…….. | 6 |
| IV. | Recovery…….. | 7 |
| **PART TWO – Building Level Plan Detail (Confidential)** | | |
| I. | Building and Local Area Maps/ Schematics ……... | 13 |
| II. | Safety Related Persons' Contact Information …… | # |
| III. | Situational Response Detail ……..... | # |


## INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters.

Because Catholic schools are considered to be both a school district and an individual school for the purpose of safety planning, this document is our Catholic school's combined District-wide School Safety Plan and Building-Level Emergency Response Plan with the confidential details of the Building Level-Plan included as a separate Appendix.

We engaged in a robust planning process which included meetings with parents, local police, security, school faculty and staff to request participation in creating the plan and feedback in reviewing the final plan.

Our School Safety Plan was developed by our School Safety Team ('Safety Team') which includes school staff, local police, and school safety personnel.

Our goals in creating and implementing our School Safety Plan are:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.

Plans have been produced for the a number of (multi-hazard) situations, including Fire, Intruder Alert, Medical Emergency, Gas Leak, Threat of Violence, Suicide, Explosive/Bomb Threat, Hostage/Kidnapping, Civil Disturbance, School Bus Accident, Gas Leak, Hazardous Material, Biological Threat, Radiological Threat, Epidemic, Motor Vehicle Crash into Building, Earthquake/Tornado/Winter Storm, Electric Power Failure, Flood/Flash Flood/Water Line Break.

## SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### A. Purpose

1. At the direction of the School Board, a School Safety Team was created and charged with the development and maintenance of the School Safety Plan ('Plan'). This Plan includes input from parents, students, school staff, administration, first responders, the Department of Catholic Schools, and other personnel.
2. The Plan was developed by the School Safety Team through a series of meetings attended by constituencies outlined above. The Safety Team will review emergency response plans with security professionals and consult with other schools with high quality Safety Plans to ensure feasibility and thoroughness.
3. Our goal in creating this plan is to ensure the maximum safety of all students and staff at our school through careful planning. We will conduct table-top and actual drills of included plans to facilitate organized and effective use of these plans for actual emergencies.

**B. School Safety Team**

The School Safety Team is comprised of, but not limited to, representatives from the School Board, Administration, Parents, Faculty, School safety personnel, and other school personnel as follows:

**School Safety Team (2026)**

| Title | Name | Role |
|---|---|---|
| Principal | | School Safety Team Head |
| Assistant Principal | | School Safety Team Member |
| Director of Operations/ Finance | | School Safety Team Member |
| Faculty Member | | School Safety Team Member |
| Office Staff | | School Safety Team Member |
| School Safety Personnel | | School Safety Team Member |
| School Safety Personnel | | Team Safety Expert |
| Parent Representative | | School Safety Team Member |
| School Board Representative | | School Safety Team Member |
| School Nurse from Public School | | Advisor |
| Local Law Enforcement Official | | Advisor |
| Local Ambulance/ Emergency Response Agency Representative | | Advisor |
| Public School District Safety Team Member | | Advisor |
| Other | | TBA |

**C. Concept of Operations**

- The initial response to all emergencies at our school will be by the Emergency Response Team. Upon activation of the Emergency Response Team, local emergency officials, Diocesan staff, and the School Board will be notified as appropriate. Efforts may be supplemented by county and state resources through existing protocols as required.
- The Emergency Response Team will also serve as the Post Incident Response Team.

**D. Access to Floor Plans**

A set of floor plans and a diagram indicating School Evacuation sites and the routes students/staff will take to these sites will be provided to local emergency response agencies as part of the School Safety Planning process. Every member of the Emergency Response Team will have a copy of floor plans and evacuation route maps, and a copy of each will be included in the official School Safety Plan Binder (maintained by the Office Manager, and kept in the Main Office in a locked cabinet).

**E. Plan Review**

1. A summary of the School Safety Plan will be made available to the school community. We will review the plan summary at our first Home School Association and School Board meetings of the school year.
2. Any updates to the plan will be formally adopted by the Board. To ensure student safety, the updated plan will be considered 'in effect' until the Plan is formally approved.
3. Certain sections of our Safety Plan with response action detail and private contact information will remain confidential. Full copies of the updated Building-Level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.
4. This Plan may be reviewed periodically during the year by the School Safety Team.
5. The School Safety Team will review and update the entire Plan annually.

## SECTION II: RISK REDUCTION/ INTERVENTION STRATEGIES

**A. Prevention/Intervention Strategies**

Our school believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student/school safety. These protocols take the form of Prevention Programs, Building Personnel Training, Drills/Exercises/ Student Training, School Security Policies and Protocols, Coordination with Local Emergency Officials, and Maintenance of Educational Agency contact information as per the below:

*Prevention Programs*

- [Program 1 - X] *(Name and describe a prevention program in place, e.g. anti bullying programs, violence prevention meetings, conflict resolution sessions, peer mediation, mentoring programs, extended day programs/clubs, other school safety programs, youth run programs, forums for students concerned about bullying/violence, establishing anonymous reporting mechanisms for school violence/ bullying ,etc.)*
- [Program 2 - X]

- Our school has created a positive, safe learning environment for students through the implementation of a community service program and by creating a school schedule that minimizes the potential for conflicts or altercations.

*Building Personnel Training*

- In preparation for planning and executing drills, the School Safety Team will review information/guidance available on the NYSED and New York State Center for School Safety websites as well as information found in Safety Plans from other schools.
- When hiring school safety/security personnel, the School will ensure all personnel have the appropriate background (experience and training) to fulfill their role, including training in how to de-escalate potentially violent situations.
- Our School will review the detail of its Safety Plan with all faculty and staff prior to school opening (including all plan logistics, roles and responsibilities, and back up plans), ensuring all are clear on all roles and responsibilities as well as logistics. By October 1 of each school year, the principal will provide written information to all staff about emergency procedures. Staff will sign off on having reviewed and understood our School Safety Plan.
- At least one School Safety Team member will attend school safety training offered by the public school district (if available) or NYSED and share what they have learned with the entire School Safety Team.
- Each year, two members of the Emergency Response Team will take CPR and AED training.
- School staff members will take Violence Intervention training annually..

*Drills / Exercises/ Student Training*

- The Safety Team will conduct 'table top' exercises – playing through the execution of each of our multi-hazard plans using an actual school and neighborhood layout diagram.
- The School Staff will review all emergency response plans with students within the first 2 weeks of school, to ensure all students understand expectations for their action/behavior and that of the entire school community.
  - By October 1 of each school year, the principal will provide written information to all students about emergency procedures.
- The School will conduct the mandated safety drills that test components of the School Safety Plan. These drills will be conducted in coordination with local emergency response and preparedness officials as follows:
  1. The School will schedule the dates and times of drills with local officials
  2. The School will notify parents one week before the drill
  3. Just before a drill, the School will contact local officials to announce the drill is about to start

*Implementation of School Security Policies and Protocols*

School Safety/Security roles at our school are expected to be as follows:

- School Security: X# of dedicated staff, located as follows:
  - At start and end of the school day there will be X# security guards at the front door
  - During the school day, X# located at XYX locations (hallways, stairwells, doors, etc)
- Teachers and Administration:
  - At the start and end of the school day there will be 2 teachers at the front door and 2 teachers at the side door and 1 teacher in the cafeteria.
  - At dismissal there will be 4 staff members outside, 1 teacher at the front door/elementary wing, 1 at after school staff in the cafeteria.
- Hall monitors: Faculty and Administration will monitor hallways before and after school, and during class change times.

Other School safety protocols include:

- Only the front door of the school will be open at the start of day. *(etc. re: door locking protocols)*
- All school visitors will be required to show identification upon entering the school building, and to wear a school name tag while in the school. As appropriate, visitors will be escorted to classrooms.
- The School will have security cameras located…..
- The School will have Student ID cards….
- The School will have metal detectors…
- There will be a security audit conducted within the first 2 months of the school year.
- The Principal and Director of Operations will be provided with walkie-talkies to use in the event of an emergency drill or actual occurrence to ensure a means of communication.

- All staff will undergo annual training on the emergency response plan in conjunction with existing professional development and training; new employees hired after the start of the school year shall receive training within thirty days of the date hired. The school safety training includes components on violence prevention and mental health.

*Coordination with Emergency Officials*

- The School Safety Team Head will contact local emergency officials annually to review Emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills.

*Maintenance of Vital Education Agency Information*

An updated School Staff contact list (with cell phone numbers) will be maintained by the Office Manager and placed within the School "Emergency/Safety' Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, School Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

**B. Early Detection of Potentially Violent Behaviors**

Expert guidelines for the early detection of potentially violent behaviors will be disseminated to all school staff in August as part of the School Safety Plan review. These Guidelines will be given to the parents in September at the start of parent/teacher conferences. An age appropriate version of the guidelines will be discussed with students within the first month of school.

(*Add notes regarding any other training planned*…)

**C. Hazard Identification**

The School Safety Team will perform a walk-through and consult with local police and school staff as part of an annual review of the School Safety Plan as a way to identify potential emergency sites and situations. Our "School Safety Audit Checklist" will be used annually by the School Safety Team and Emergency Responders (police, fire, etc.) to assess the strengths and weaknesses of our school's safety and security procedures.

## SECTION III: RESPONSE

School emergency response plans were developed by the school safety team and include the following elements: policies and procedures for the safe evacuation of students, teachers, other school personnel, and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during or after school hours, which includes evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student. Included in the confidential Building Level Plan Detail is a list of the members of the emergency response team, other appropriate incident response teams, and a post-incident response team.

**A. Assignment of Responsibilities**

The chain of command at our school has been determined.

**B. Continuation of Operations**

- The school will follow a Chain of Command to ensure continuity of operations.

**C. Notification and Activation (Internal and External Communications)**

In the event of an emergency, internal and external communications systems will be utilized and standard notification protocol will be followed.

In some situations, the school will contact appropriate local law enforcement officials and the Superintendent of Catholic Schools.

Note – Families will be instructed in the Family/Student Handbook as to where to find updated information and contact numbers for the school in the event of any emergency situation.

**D. Situational responses**

Plans are in place and detailed in the appended, separate Building Level Response Plan document, for:

- Multi-Hazard Response
- Fire
- Intruder in the Building
- Medical Emergency

- Threat of Violence, including Suicide (by student, staff, visitor, other)
- Explosive/ Bomb Threat
- Hostage/ Kidnapping
- Civil Disturbance
- School Bus Accident
- Gas Leak
- Hazardous Material
- Biological Threat
- Radiological Threat
- Epidemic (Declared State Disaster Emergency involving a Communicable Disease)
- Motor Vehicle (Airplane, Car, Bus) Crash into Building
- Earthquake/Tornado/Winter Storm
- Electric Power Failure (including Brownouts)
- Flood/Flash Flood/Water Line Break

The school will also provide violence de-escalation and early warning sign identification training to all staff within the first month of school. Our safety team considered, as part of our review of the safety plan, the installation of a panic alarm system.

**Protective Action Options**
Situation Plans are in place and training will occur on the following protective actions:

1. Shelter-In-Place/Shelter
2. Hold-In Place/Hold
3. Evacuate (before, during and after school hours)
4. Secure Lockout
5. Lockdown
6. School Cancellation/School Closing
7. Early Dismissal
8. Relocation/Move to Sheltering Sites (outside of the building)

All of the above will be done in cooperation with local emergency responders.

**SECTION IV: RECOVERY**
School Recovery (Post Incident Responses) will include, but not be limited to:

**Short term:**

- Mental health counseling for staff and students
- Building security
- Facility Restoration
- Post Incident Critique
  - After the recovery stage of any incident, the School Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.
- Other….

**Long Term:**

- Mental health counseling for staff and students
- Building security
- Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.

Note that the School Safety Team has coordinated with statewide plans for disaster mental health services to ensure that the School has access to federal, state and local mental health resources in the event of a violent incident.

After the recovery stage of any incident, the School Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

**Appendix to Part One – The Early Detection of Potentially Violent Behaviors**
**A Guide for Teachers, Families and Communities**

**Early Warning Signs**

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students, as well as parents, are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The information that follows and such other information as may be appropriate concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the Ramapo that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and is presented with the following qualifications: They are not equally significant, and they are not presented in order of seriousness. They include:

- Social Withdrawal – In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- Excessive Feelings of Isolation and Being Alone – Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- Excessive Feelings of Rejection – In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Being a Victim of Violence – Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

- Feelings of Being Picked On and Persecuted – The youth who feels constantly picked on, teased, bullied, singled out for ridicule and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.

- Low School Interest and Poor Academic Performance – Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations such as when the low achiever feels frustrated, unworthy, chastised, and denigrated acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- Expression of Violence in Writings and Drawings – Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an

overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional such as a school psychologist, counselor, or other mental health specialist to determine its meaning.

- Uncontrolled Anger – Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

- Patterns of Impulsive and Chronic Hitting, Intimidating and Bullying Behaviors – Children often engage in acts of shoving and mild aggression; however, some mildly aggressive behaviors such as constant hitting and bullying of others which occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- History of Discipline Problems – Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- Past History of Violent and Aggressive Behavior – Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals or include fire setting. Youths who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- Intolerance for Differences and Prejudicial Attitudes – All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance when coupled with other factors may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- Drug Use and Alcohol Use – Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- Affiliation with Gangs – Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students cause fear and stress among other students. Youth who are influenced by these groups those who emulate and copy their behavior, as well as those who become affiliated with them may adopt these values and act in violent or aggressive ways in certain situations. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- Inappropriate Access, Possession and Use of Firearms – Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- Serious Threats of Violence – Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

**Identifying and Responding to Imminent Warning Signs**

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.
Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

**Threat Assessment**

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

**Personality Traits**

Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- A student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- Low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- Poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- Lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationships, cannot accept or comes to term with humiliation or rejection;
- Injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- Depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- Narcissism, self-centered, lacking insight to the needs/feelings of others, blames others for failure and disappointment, may embrace the role of victim, displays signs of paranoia, self-importance or grandiosity, masking feelings of unworthiness, notably thick or thin skinned;

- Alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- Dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- Lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- Exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- Attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- Exaggerated/pathological need for attention, positive or negative, regardless of the circumstances;
- Externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- Masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a "non-entity" by peers:
- Anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- Intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- Inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgmental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, classwork, time with friends.

**Family Dynamics**

Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Turbulent parent/child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of step-parent, dismisses parents' role in his/her life, evidence of violence in the home;
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing' parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

**School Dynamics**
School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making, etc.

**Social Dynamics**
Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy, unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Drugs and alcohol, knowledge of students' use of drugs or alcohol or changes in such use is important;
- Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

# PART TWO – BUILDING LEVEL PLAN DETAIL (*CONFIDENTIAL*)

*(To be appended to Building Level Safety Plan, but NOT distributed to the public)*

I. BUILDING AND LOCAL AREA INFORMATION/MAPS/SCHEMATICS
II. SAFETY RELATED PERSONS' CONTACT INFORMATION
III. SITUATIONAL RESPONSE DETAIL
IV. RECOVERY

---

## I. BUILDING AND LOCAL AREA INFORMATION/MAPS/SCHEMATICS

**School Information**

| Critical Locations | Building/Room# | Room Number/Phone Extension |
|---|---|---|
| Main Office | | |
| Guidance Counselor | | |
| Nurse's Office | | |
| Auditorium | | |
| Cafeteria/Lunchroom | | |
| Gymnasium | | |
| Computer Lab | | |
| Library | | |
| Special Ed. Resource Room | | |
| Office of Director of Religious Ed. | | |
| Title I Teacher's Room | | |

**Hours of Operation of the School:** _____ a.m. to _____ p.m.
**Dates of School Session:** September ____, 2026 to June ___, 2027
**School Building Used for Faith Formation?** September ____, 2026 to _____, 2027
**Days: M Tu W Th F Sa Su** **Hours: _____ to _____**

**School Personnel Statistics:**
Number of Administrators: _____
Number of Teachers: _____
Number of Support Staff: _____
Approx. # of Volunteers per Day: _____

**Total Adults in School:** _____

**Student Statistics (enrollment) as of _____ :**
PreK: _____
Kindergarten: _____
Grades 1-5: _____
Grades 6-8: _____
Grades 9-12: _____
**Total Students:** _____

**Lunch Schedule**

Does the school have a varied lunch schedule? Yes / No
If not, what time do all students eat lunch? _____ a.m./p.m. to _____ a.m./p.m.
If yes, complete the information below:

| Lunch Period | Times | Classes Having Lunch | Estimated # of Students |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| | | | |

**Recess Location(s)**: _____
_____

**Dismissal Schedule:**

| Grade Level | Regular Dismissal Time | Half-Day Dismissal Time | Other Schedule Dismissal |
|---|---|---|---|
| PreK-3 | | | |
| PreK-4 | | | |
| Kindergarten | | | |
| Grades 1 - 5 | | | |
| Grades 6 - 8 | | | |
| Grades 9 -12 | | | |

**After School Programs (include Community/Parish Organizations that use the building)**
**Please attach a facility use master calendar, if available.**

| Activity | M | Tu | W | Th | F | Sa | Su | Start Time | End Time | Supervised By (& phone): |
|---|---|---|---|---|---|---|---|---|---|---|
| After School Care | | | | | | | | | | |
| Instrumental Lessons | | | | | | | | | | |
| CYO Sports | | | | | | | | | | |
| Senior Citizens Grps | | | | | | | | | | |
| Religious Ed. | | | | | | | | | | |
| Scouts | | | | | | | | | | |
| STREAM Academy | | | | | | | | | | |

(Floor Plan/Schematic, including evacuation routes, primary and secondary shelter locations, out-of-area evacuation site, utility shut offs, and emergency response area layouts.)
(attached docs)

**II. SAFETY RELATED PERSONS' CONTACT INFORMATION**

| Role | Name | Email | Work Phone | Cell Phone | Home Phone |
|---|---|---|---|---|---|
| School Safety Team Head | | | | | |
| School Safety Team Member | | | | | |
| Advisor | | | | | |
| Emergency Response Team | | | | | |
| Emergency Response Team | | | | | |
| Incident (Ex. Fire) Response Team | | | | | |
| Incident (Ex. Hostage) Response Team | | | | | |
| Post-Incident response Team | | | | | |

**III. SITUATIONAL RESPONSE DETAIL**

School emergency response plan, located in the Main Office, includes the following elements: policies and procedures for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during, or after school hours. The plans include evacuation routes and shelter sites and procedures for addressing medical needs, transportation, and emergency notification to persons in parental relation to a student. *Ensure Multi-Hazard Response include: identification of decision maker, plans to safeguard students and staff, procedures to provide transportation as necessary*

**Direction and Control**

Upon receiving notice of an emergency in which the health and safety of students or staff is at risk, the School Safety Team Head, the Principal, or designated member of the School Safety Team as indicated by the Chain of Command shall implement the School Safety Plan.

The School Safety Team Head shall be responsible for contacting appropriate community emergency service agencies if they have not already been contacted by the person first aware of the emergency.

The School Safety Team Head and other staff shall follow the procedures described for the specific emergency.

In the case of an emergency which involves the use of fire or police resources, the Principal and School Safety Team Head shall yield command to the appropriate Emergency Authority and shall work cooperatively with the on-site emergency services commander to ensure the optimal response.

**Evening and Weekend Emergencies**

In the case of an emergency when an event is being held at our school, the responsible person shall immediately take appropriate action. As soon as feasible, the Principal must be notified. All persons supervising events shall have access to a copy of the School Safety Plan, which is in the Main Office. All responsible persons will have access to the Main Office.

**WARNING SYSTEM**

The public address system located in the Main Office shall be used to alert all building occupants to a pending emergency. The announcement will begin with the words "School Safety Plan". All teachers and staff will cease normal operations and follow instructions given.

In the event of the need to immediately "duck and cover" in case of a tornado or earthquake, the "School Safety Plan" warning will be given followed by the order "duck and cover."

In the event of a need to evacuate the building for any reason other than fire, the emergency alert will be broadcast, followed by specific instructions. The "all clear" signal will be announced verbally on the public address system if possible.

If the PA is not operational and immediate evacuation is the desired action, two short blasts on the foghorn (describe location) will be used. Response to this will be practiced just as a fire drill.

In the event that a staff person other than the Principal or the School Safety Team Head gives the initial warning or emergency signal, that person shall contact the School Safety Team Head or Principal immediately.

Should there be a power failure, all teachers shall be alert for announcements by bullhorn, messenger, or text message.

**COMMUNICATION SYSTEM**

***For all Situations:***

- **Notify the Superintendent of Catholic Schools at (716) 847-5513 as soon as possible.**
- **Contact the School Communications Director, Kevin Keenan, <u>before</u> informing any parents or the media.**
  - Cell Phone: **716-481-6806**
  - Email: comms@wnycatholicshools.org
  - Kevin Keenan can be contacted at any time on any day of the week.
- Parents - The Principal will determine if and when parents need to be informed, and will do the informing. This will be done in consultation with the senior Administrative Team and School Communications Director.
- Media –The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director.
- The School Safety Team will convene within 48 hours of an event to conduct a Situation Debrief/Post Mortem. The Debrief process will include soliciting input from other school constituencies as follows: Principal asks for feedback from faculty and students (as appropriate), Principal asks for feedback from other school constituencies (staff, security staff, etc.). The results of this debrief will inform future plan updates.

Messages regarding school early dismissal, shelter-in-place, or evacuation will be relayed to the media by the School Communications Director. 911 and the Public School District Superintendent will also be notified regarding any of these actions.

**Other Communications Equipment**

1. NWB (National Weather Bureau) radio with tone activated receiver will be monitored for alert tones during working hours in the main office.
2. Manually tuned, battery powered AM-FM commercial radio receiver, found in the main office, will be used to monitor emergency broadcast system announcements.

**External Communications**

The Principal, in conjunction with the School Safety Team Head and School Communications Director, shall issue all public communications, prepare news releases, and brief media as appropriate. When appropriate, the Principal or designee will coordinate activities with the County Emergency Public Information Officer. No school employee will provide information to the media during or after an emergency, unless specifically authorized by the Principal to do so.

**Family Notification**

In the event of injury or death of a student or staff member, next of kin shall be notified as soon as possible. Responsibility for notification:

| | |
|---|---|
| Staff: | Principal or designee |
| Student: | Principal or designee |

Assistance in notifying next of kin will be sought from the police department. The family's pastor will be notified by a member of the School Safety Team. Media will not be given information regarding injuries or deaths until families have been notified and the Principal has authorized release of information.

## Multi-Hazard Response

**Emergency Situation Response – General Information**

School emergency response plans were developed by the building-level school safety team and include the following elements: policies and procedures for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during or after school hours, which includes evacuation routes and shelter sites and procedures for addressing medical needs, transportation, and emergency notification to persons in parental relation to a student. Included in the Building Level Plan Detail is a list of the members of the emergency response team, other appropriate incident response teams, and a post-incident response team.

**A. Assignment of Responsibilities**

The chain of command at our school in the case of emergencies is as follows:

1. Principal
2. Assistant Principal (or Senior Teacher)
3. Director of Operations
4. (Others, if applicable) – This list should have at least five people in the chain.
5. (Other Person)

**B. Continuation of Operations**

- In the event of an emergency, the Principal or designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of the local emergency response team
- Upon relinquishing command, the Principal or designee may be asked to serve a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- The school will follow the Chain of Command outlined above (in Section A) to ensure continuity of operations.

**C. Notification and Activation (Internal and External Communications)**

In the event of an emergency, the following internal and external communications systems will be utilized as makes most sense at the time:

- School Intercom
- School Phone system
- Cell Phones of School Safety Team and staff
- Walkie-Talkies (supplied to School Safety Team members)
- Bull Horns
- Whistles
- Email
- School Messenger
- Text messaging
- Local media

Standard notification protocol will be for:

- Notification of an incident or hazard development to the Principal as soon as possible following its detection
- In the event of an emergency, the Principal (Head of School Safety Team) will notify all building occupants to take appropriate protective action.

Also - upon the occurrence of a violent incident, the Principal will contact the appropriate local law enforcement officials and the Superintendent of Catholic Schools. A list of local law enforcement officials and Diocesan personnel along with contact information will be maintained in the School "Emergency/Safety" Binder in the Main Office. The Principal will also have a digital copy of this document on file and a hard copy in their office.

In the event of disaster or violent act, as necessary, the Principal will also notify the School Communications Director and the Board of Directors via phone, and all staff via walking to classrooms if immediate communication is required, or via an emergency staff meeting if the situation does not require immediate communication.

As necessary, the School will notify parents of a violent incident or early dismissal through use of the School Messenger System and/or email and/or a phone chain (each faculty member calls all parents within their homeroom). Parent contact information will be maintained on Student Emergency Contact forms, and with a school-wide email group. The School Messenger System will also be maintained with current family/parent/guardian contact information.

Note – Families must be instructed in the Family/Student Handbook as to where to find updated information and contact numbers for the school in the event of any emergency situation.

Note that an updated School Staff contact list (with cell phone numbers) must be maintained by the Office Manager and placed within the School "Emergency/Safety" Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

**D. Situational responses**

***Response to Acts of Violence***

The below plan is in keeping with the School's Policy for School Violence. In the event of actual violence by any member of the school community or person on school grounds the School will follow the procedure below:

1. Injured parties will be taken care of
2. Offending individual will be contained
3. Principal will determine the level of threat
4. As required:
    a. The immediate area of the act will be isolated and/or evacuated
    b. Lockdown procedures will be activated
    c. Local law enforcement agencies will be notified
5. Situation will be monitored and response adjusted as necessary
6. As necessary
    a. Initiate early dismissal
    b. Initiate shelter or evacuation procedures
    c. Consider whether "Red Flag" options would be applicable

***For all Situations:***

- **Notify the Chaplain, School Board Chair, and the Superintendent of Catholic Schools (716-847-5513) as soon as possible.**
- **Contact the School Communications Director (716-481-6806) before informing any parents or the media.**
- **Parents** - The Principal will determine if and when parents need to be informed, and will do the informing. This will be done in consultation with the senior Administrative Team and School Communications Director.
- **Media** –The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director.
- **The School Safety Team** will convene within 48 hours of an event to conduct a Situation Debrief/Post Mortem. The Debrief process will include soliciting input from other school constituencies as follows: Principal asks for feedback from faculty and students (as appropriate), Principal asks for feedback from other school constituencies (staff, security staff, etc.). The results of this Debrief will inform future plan updates.

***Procedures for Obtaining Advice and Assistance from Emergency Services or Local Government Officials and Agencies***

- As necessary, the Principal will request advice and assistance from emergency services organizations or local government officials (county and city) and agencies such as Catholic Charities and the Red Cross. Contact names and numbers for all relevant local government officials and agencies, Catholic Charities, and the Red Cross will be maintained in the School Emergency/Safety Plan Binder. Digital and hard copies of this contact information will be maintained by the Principal and Director of Operations in their offices.
- A record will be maintained of all emergency assistance requests made to Local Government Officials or Agencies and their responses.

***School Resources Available for Use in an Emergency***

The following school resources are available in case of an emergency, with location:

- Cell Phone, main office
- Tool Box, custodian's office
- First Aid Kit, large kit is in the Main Office; smaller kits are in each classroom
- Flashlight - main office, classrooms, and maintenance office
- Moving Carts, custodian's office
- Other (Walkie-Talkies, Foghorns, etc.)

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

*(see Multi-Hazard Plans below)*

**E. Security of Crime Scene**

1. The Principal/Head of School (Head of School Safety Team) or designee is responsible for crime scene security and crime related evidence until relieved by law enforcement officials.
2. No item shall be removed, cleaned or altered without prior approval from the appropriate law enforcement agency.
3. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

***Multi-Hazard Response***

**Emergency Situation Response**

**1. Fire**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Principal determines level of threat
- Sound fire alarm if not already sounding
- Follow "Evacuate" procedure under **NY State Emergency Response Terms** for next steps (see page 23)
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)

**2. Intruder in Building**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Principal determines level of threat
- If intruder is outside of the office, office staff will close and lock the office door
  - Using the P.A. System, Principal announces 'Lockdown, Lockdown, Lockdown – No Student Cell Phone Use Allowed'
- If an intruder is inside the office, if it is safe to do so all staff in the office will retreat to another room off the office that has a door and can be locked and will then close the door and lock it.
  - Using the School Messenger system, Principal sends a call and text message to all school staff that says 'Lockdown, Lockdown, Lockdown – No Student Cell Phone Use Allowed'
- Principal will call 911 once the Lock-Down announcement has been made
- Follow "Lock-Down" procedure under **Protective Action Options** for next steps (see page 22)
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)

**3. Medical Emergency**

- Once a Medical Emergency is discovered, the Main Office should be notified via either phone call or the in-room call button
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Determine location and severity of the medical emergency
  - Principal or designee will call 911 if the situation requires medical intervention beyond what the school staff can provide

- Principal uses the P. A. System to announce 'Shelter-In-Place, Shelter-In-Place, Shelter-In-Place – No Student Cell Phone Use Allowed'"
- Follow "**Shelter-In-Place**" procedure (see page 22)
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)

**4. Threat of Violence (see 4a. for Threat of Suicide and 4b. Suicide Attempts)**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Person receiving written, verbal, or other threat of violence will evaluate the situation to find out if there is any danger of imminent violence.
  - If imminent danger exists:
    - Call Law Enforcement by dialing 911
    - Notify the Principal immediately
    - Follow "**Intruder in Building**" procedures found on page 18 and initiate a Lock-Down
    - Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
    - Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence where outcome could be severe or lethal injury
- When a person makes a written, verbal, or other threat where there is no imminent danger, the threat assessment process must be initiated as soon as an adult is made aware of the threat
- Principal will immediately gather as much information as possible on the threat by gathering written documents and interviewing anyone who has witnessed/reported the threat
- Notify and assemble the School Safety/Emergency Response Team
- Principal makes an administrative decision regarding immediate response: In some very serious and rare cases, the principal may need to make an immediate decision to call police or other authorities (e.g., a threat with time, place, etc.), or may need to take immediate steps to ensure safety of students or staff. In most cases, the immediate administrative decision is to conduct the threat assessment.
- Assess the incident using a **Threat Assessment Worksheet (**Consider using forms or protocols described at https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/980/Immediate%20Response/Threat%20Assessment.pdf)
  - Describe current threatening behavior: Communication, detail in threat, likely outcomes if carried out, attack related behavior, student response to detection, motivation for threat
  - List past threatening behavior
  - Identify associated concerns: Interest in violence, prior history of aggression, community concerns, organizational skills to carry out threats
  - Describe current functioning in school and community
  - Find out if the person who made the threat has access to weapons
- Principal determines the course of action and documents intervention
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).
- If the person making the threat of violence is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

4a. Threats of Suicide (**See 4b. for Suicide Attempts**)

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Person receiving written, verbal, or other threat of suicide will evaluate the situation to find out if there is any danger of imminent violence.
  - If imminent danger of suicide exists:
    - Move the suicidal person into a private room where they are monitored continuously
      - If the suicidal person cannot be moved to a private area, follow "**Medical Emergency**" procedures found on page 18 and initiate a Shelter-In-Place
    - Notify the Principal immediately via text or phone call
    - Arrange for a call to 911 for Police and/or Medical Support

- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence where outcome could be severe or lethal injury

- When a person makes a written, verbal, or other suicide threat where there is no imminent danger of suicide, the threat assessment process must be initiated as soon as an adult is made aware of the threat
- Principal will immediately gather as much information as possible on the threat of suicide by gathering written documents and interviewing anyone who has witnessed/reported the threat of suicide
- Principal determines the course of action and documents intervention
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, Principal will decide if Parent/Guardian notification about the threat of suicide is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).
- If the person threatening suicide is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

***4b. Suicide Attempts (see https://www.preventsuicideny.org/wp-content/uploads/2022/07/school-readiness-workbook.pdf)***

- In-School Suicide Attempts: In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:
  - First aid will be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures
  - School staff will supervise the person to ensure their safety.
  - Staff will immediately notify the Principal regarding the incident of in-school suicide attempt
  - Staff will move all other students out of the immediate area as soon as possible. Follow "**Medical Emergency**" procedures found on page 18 and initiate a Shelter-In-Place.
  - Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
  - Staff will request a mental health assessment for the youth or adult as soon as feasibly possible. Since self-harm behaviors are on a continuum of level and urgency, and not all instances of suicidal ideation or behavior warrant hospitalization, a mental health assessment including suicide risk assessment can help determine the best treatment plan and disposition.
  - The school employed mental health professional or Principal will contact the student's parent or guardian
  - The school will engage their Crisis team, as necessary, to assess whether additional steps should be taken to ensure the safety and well-being of the student and those who may have had emotional or physical proximity to the victim
  - In conjunction with School Communications Director, Principal will decide if Parent/Guardian notification about the suicide attempt is called for.
    - If notification is called for, this should happen as soon as possible after the situation has been resolved
    - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
  - The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).
  - If the person attempting suicide is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

- ***Out-of-School Suicide Attempts: If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:***
  - Call 911 (police and/or emergency medical services)
  - Inform the student's parent or guardian
  - Inform the Principal
  - Maintain contact with student if possible until help arrives
  - Principal will contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
  - In conjunction with School Communications Director, Principal will decide if Parent/Guardian notification about the suicide attempt is called for.

- If notification is called for, this should happen as soon as possible after the situation has been resolved
- See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures

- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).
- If the person attempting suicide is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

**5. Explosive/Bomb Threat**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Use the "Bomb Threat Instruction Card" on Page 28 while speaking to a person making a threat or immediately after receiving the threat
- The Principal will determine the level of threat and whether to call for a Lock-Down or Evacuation
- Prior to Lock-Down or Evacuation, the immediate area indicated by the threat will be isolated and/or evacuated
- Principal will call 911 once the Lock-Down or Evacuation announcement has been made
- Follow "Lock-Down" or "Evacuation" procedure under **Protective Action Options** for next steps (see page 25 or 26)
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- If the person making the bomb threat is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

***6.*** **Hostage/Kidnapping**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Person receiving written, verbal, or other notice of the taking of a hostage will evaluate the situation and find out if the situation is still taking place on school grounds.
- Notify the Principal immediately
- Call Law Enforcement by dialing 911
- For a situation still taking place on school grounds, follow "**Intruder in Building**" procedures found on page 18 and initiate a Lock-Down
- For a situation where the hostage has already been removed from school grounds, the Principal will work with local Law Enforcement to determine next steps.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- Provide immediate phone notification to the parent/guardian of any student(s) taken hostage or kidnapped.
- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).
- If the person holding a student hostage is a student and may have access to firearms, the Principal may wish to consider filing a "Red Flag Law" petition to get an "extreme risk protection order" for the student.

**7. Civil Disturbance**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- The Principal will determine the level of threat and whether to call for a Shelter-In-Place, Lock-Out, or Lock-Down
- Follow 'Shelter-In-Place", "Lock-Out", or "Lock-Down" procedure under **Protective Action Options** for next steps (see page 23, 24, or 25)
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)

***8.*** **School Bus Accident** ***(fill in details for both on site and off site scenarios)***

- Decision Makers: District Transportation Representative (or [School] Bus Driver) and Principal (refer to Chain of Command on p. 16 for Backups)
- Bus driver will notify the Public School District transportation office of the accident
  - If the bus is owned and operated by school personnel, bus driver will notify the main office of the accident or Principal if before or after regular school hours

- After the school office has been made aware of the bus accident, the Principal will travel to the accident site and evaluate the situation.
- The bus driver will evaluate the situation while awaiting support from the school principal.
- All passengers should remain in the vehicle unless fire or other hazardous conditions exist that warrant evacuation. In any event, it is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
  - If any students are injured, first aid will be administered using the kit on the bus or using a kit from the school building.
  - Depending on the severity of the injuries, the bus driver or Principal may determine that 911 should be called.
- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. Otherwise, the Public School District representative (the superintendent, or person designated by the superintendent to have decision-making authority) and Principal will participate in unified command.
  - The unified command will determine if it is safe to evacuate uninjured students from the bus and, if so, will arrange for evacuation.
    - If appropriate and the accident occurred on school property, evacuated students will be relocated to the school building.
- For accidents on school property, the Principal will determine if driving lanes around the school need to be adjusted for student arrival or dismissal from school, depending on the time of day of the accident.
  - The School Building Manager will arrange for the placement of cones and then will contact the police for assistance with traffic control.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**9. Gas Leak**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- All school personnel, including cafeteria managers and custodians, shall immediately report any suspected gas leak to the principal
- Move students from immediate vicinity of danger
- If the gas leak is internal, implement evacuation procedure
- Sound fire alarm if not already sounding
- Follow "Evacuation" procedure under **Protective Action Options** for next steps (see page 27)
- If safe to do so, have the Head of Maintenance shut off the gas supply.
- Call 911 to report the gas leak
- Call Gas Company to report the gas leak - for National Fuel, call 1-800-444-3130
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- Principal evaluates the situation and considers the following options:
  a. Movement to Sheltering Site
  b. Early Dismissal
  c. Return to school and resume normal activity

c. Continue No

- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**10. Hazardous Material**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Listen to local radio or television stations for detailed information and instructions.

- Follow any broadcast instructions carefully.
- Staff and students should stay away from the area to minimize the risk of contamination.
- Remember that some toxic chemicals are odorless.

- If requested to stay indoors:
  - Close and lock all exterior doors and windows.
  - Close vents, fireplace dampers, and as many interior doors as possible.
  - Turn off air conditioners and ventilation systems. In large buildings, set ventilation systems to 100 percent recirculation so that no outside air is drawn into the building. If this is not possible, ventilation systems should be turned off.
  - Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape.
  - Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.
  - Use material to fill cracks and holes in the room, such as those around pipes.
  - If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.
  - Local officials are unlikely to recommend the public shelter in a sealed room for more than 2-3 hours because the effectiveness of such sheltering diminishes with time as the contaminated outside air gradually seeps into the shelter. At this point, evacuation from the area is the better protective action to take.
- If asked to evacuate, school will do so immediately by following the "Evacuation" procedure under **Protective Action Options** for next steps (see page 27)
  - Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
  - Follow the routes recommended by the authorities - shortcuts may not be safe.
  - If you have time, minimize contamination of the school by closing all windows, shutting all vents, and turning off all fans and HVAC systems.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**11. Biological Threat/Food Poisoning *(fill in details)***

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action
- Action

***12.*** **Radiological Threat (Same as Biological Threat) *(fill in details)***

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action
- Action

***13.*** **Epidemic (Declared State Disaster Emergency involving a Communicable Disease) *(fill in details)***

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action

- Action

**14. Motor Vehicle (Airplane, Car, Bus) Crash into Building *(fill in details)***
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action
- Action

**15. Earthquake/Tornado/Winter Storm *(fill in details)***
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action
- Action

**16. Electric Power Failure (including Brownouts)**
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Upon discovery or detection of an electrical system failure, determine if the safety of the building occupants in your area has been compromised.
- Once the immediate safety of the building occupants near you has been ensured, or if it is not possible given the situation, report the electric power failure to the Principal and Head of Maintenance.
- Principal will determine if it is safe to remain in the building.
  - If so, continue with regular instruction, if possible, while arrangements are made for power to be restored.
  - If not, follow "Evacuation" procedure under Protective Action Options for next steps (see page 27)
- If safe to do so, have the Head of Maintenance investigate for a possible internal source for loss of electricity.
- If no internal source is discovered or could not be researched due to safety concerns, call the Electric Company to report the power failure - for National Grid, call 800-867-5222; for NYSEG call 800-572-1131.
- While Head of Maintenance attempts to restore power, Principal evaluates the situation and considers the following options:
  a. Shelter in Place
  b. Early Dismissal
  c. Continue Normal Activity, possibly with minor modifications
     - Special Consideration should be made if the power outage occurs during or before a scheduled lunch period. Determine if lunch may be served safely without power or if other arrangements must be made.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**17. Flood/Flash Flood/Water Line Break *(fill in details)***
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)
- Action
- Action

**18. Heating System Failure**
- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Upon discovery or detection of a heating system failure, notify the school principal and Head of Maintenance.

- While Head of Maintenance attempts to restore heat, Principal evaluates the situation and considers the following options:
  a. Shelter in Place
  b. Early Dismissal
  c. Continue Normal Activity, possibly with minor modifications
     - Special Consideration should be made if the heating system failure occurs during or before a scheduled lunch period. Determine if lunch may be served safely without heat or if other arrangements must be made.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**19. Sewage System Failure**

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Upon discovery or detection of a sewage system failure, notify the school principal and Head of Maintenance.
- While Head of Maintenance attempts to minimize building contamination, Principal evaluates the situation and considers the following options:
  a. Shelter in Place
  b. Evacuation and/or Movement to Sheltering Site
  b. Early Dismissal
  c. Continue Normal Activity, possibly with minor modifications
     - Special Consideration should be made if the sewage system failure occurs during or before a scheduled lunch period. Determine if lunch may be served safely given the current conditions or if other arrangements must be made.
- If toilets/bathrooms should not be used, lock all bathroom doors and announce this restriction to building occupants using the P.A. system.
- If the failure occurred outside the building, restrict all outdoor activities.
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
- In conjunction with the School Communications Director, the Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**20. (Other Situations)** ***(fill in details)***

- Decision Maker: Principal (refer to Chain of Command on p. 16 for Backups)
- Action 1
- Action 2
- Action (Continue to list all actions)

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

All of the below plans are in keeping with the School's Zero Tolerance Policy for School Violence

**Source of Threat Plan**

1. Student
   - Implement de-escalation procedures (remove student from situation, have Dean of Students discuss incident and causes for incident with student)
   - Determine level of threat (Critical, High, Medium, Low)
   - Inform Principal/Head of School
   - As necessary, contact parent/guardian, police and/or hospital
   - As necessary, inform staff

- Monitor situation to ensure resolved
- If necessary, implement Emergency Response Plan

2. Staff
3. Visitor
4. Other school personnel

The school will also provide violence de-escalation and early warning sign identification training to all staff within the first month of school.

**Response to Acts of Violence, Including Suicide**
The below plan is in keeping with the School's Policy for School Violence. In the event of actual violence by any member of the school community or person on school grounds the School will follow the procedure below:

- Injured parties will be taken care of
- Offending individual will be contained
- Head of School/Principal will determine the level of threat
- As required:
  - The immediate area of the act will be isolated and/or evacuated
  - Lockdown procedures will be activated
  - Local law enforcement agencies will be notified
- Situation will be monitored and response adjusted as necessary
- As necessary
  - Initiate early dismissal
  - Initiate shelter or evacuation procedures

## Protective Action Options

All staff and substitute teachers have access to this section of the plan and know how to access it during an emergency.

**Shelter-In-Place/SHELTER – Shelter students and staff inside the building because it is safer inside the building than outside.**

- Using the P.A. System, Principal makes announcement: "Shelter-In-Place, Shelter-In-Place, Shelter-In-Place"
- Students in hallways should return to their assigned classroom, if possible. If not possible, unsupervised students should move to the nearest supervised classroom.
- Teachers quickly retrieve any students in nearby hallways and bathrooms
- Students are to remain in the classrooms until the SHELTER is lifted.
- Teachers take attendance and then make note of both missing students and those with them that are not normally in their class
- Teachers outside of the building can hear the P.A. System and should report to Door #3 to reenter the building.
  - As a backup, teachers will be notified by the main office staff of the Shelter-In-Place via walkie-talkie or cell phone.
- Teachers out of the building with for field trips or any other reason will be notified about the Shelter-In-Place and given instructions to either remain where they are, report to the Sheltering Site, or to return to the building
  - Upon their return to the building, the teachers will be told by the main office staff to report to a designated sheltering location until the Shelter-In-Place has ended
- Staff assist students as needed.
- Move away from windows if the situation warrants.
- Teachers conduct business as usual although classes will not change – hallways are to remain clear
- If instructed, move out of classrooms to designated safe areas; take attendance upon arrival at the new location using paper attendance sheets.
- Stay together at all times.
- Listen for updates.
- No students will be permitted to use the hallways during a Shelter-In-Place
- Cell phone use is not permitted during a Shelter-In-Place except when used by teachers as described in this plan. Cell phone use by students and teachers can cause emergency situations to get worse by giving unofficial notification to parents or others outside of the building while the situation is still occurring.
- Decision Maker for the Emergency determines when to lift the Shelter-In-Place
- When the Shelter-In-Place has ended, the Principal will use the P.A. System to announce "All Clear – Resume Normal Activities"
- Contact Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)

- In conjunction with the School Communications Director, Principal will decide if Parent/Guardian notification about the situation is called for.
  - If notification is called for, this should happen as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**Hold-In Place/HOLD – Restrict movement of students and staff within the building while dealing with short-term emergencies.**

- Using the P.A. System, Principal makes announcement: "Hold-In-Place, Hold-In-Place, Hold-In-Place – Students must report to the nearest classroom with a teacher present"
- Students in hallways should return to their assigned classroom, if possible. If not possible, unsupervised students should move to the nearest supervised classroom.
- Teachers quickly retrieve any students in nearby hallways and bathrooms
- Students are to remain in the classrooms until the HOLD is lifted.
- Teachers outside of the building can hear the P.A. System and may remain outside. If the HOLD is still in place when they need to return to the building, they should enter through the main entrance and the main office staff will direct them to a specific location
  - If necessary, teachers outside will be notified by the main office staff of the Hold-In-Place via walkie-talkie or cell phone.
- Teachers out of the building for field trips or any other reason will be notified by the main office staff via cell phone that the building has activated a Hold-In-Place
  - They will be told by the main office staff to report to a designated location within the building upon their return
- Teachers take attendance and then make note of both missing students and those with them that are not normally in their class
- Cell phone use is not permitted during a Hold-In-Place except when used by teachers as described in this plan. Cell phone use by students and teachers can cause emergency situations to get worse by giving unofficial notification to parents or others outside of the building while the situation is still occurring.
- Staff assist any student or teacher that requires medical attention while in Hold-In-Place using the room's First Aid kit
- Decision Maker for the Emergency determines when to lift the Hold-In-Place
- When the Hold-In-Place has ended, the Principal will use the P.A. System or a bullhorn to announce "All Clear – Please resume normal activities; it is currently Period [X]"

**Evacuate (before, during and after school hours) - Evacuate students and staff from the building.**

- Pull Fire Alarm, if not already sounding
- Principal and Director of Operations take walkie-talkies
- Principal – Pick up Emergency Bag (with Student Emergency Contact Binder, School Safety Plan binder, Staff sign sheet, Signs to hold up to indicate their location)
- Listen for instructions
- Lead students to designated assembly areas. Use a secondary route, if necessary
- Close classroom door after exiting
- Students in hallways should evacuate through the nearest exit
- Designated Staff should take attendance list, class roster, parent contact information, transportation contact information, emergency sign-out forms, special needs information, first aid kits, and student medications with them
- Evacuate staff and students using normal fire evacuation routes and assembly sites unless otherwise notified
  - Teachers escort current class to agreed meeting location (see diagram below). Students stay with teachers.
- Designated staff should check for any students in hallways, empty classrooms, and bathrooms before evacuating (see Appendix 3a on p. 27)
- Teachers outside of the building can hear the fire alarm sounding and must also evacuate to the designated meeting points.
  - As a backup, teachers will be contacted via walkie-talkie or cell phone by the main office staff.
- Teachers out of the building for field trips or any other reason will be notified via cell phone by the main office staff that the building has been evacuated
  - They will be told to report to either the evacuation meeting points or a sheltering site upon their return

- Remind students and staff that the use of electronic devices is prohibited
  - Staff may only use their cell phones for purposes described in the safety plan
- After evacuating, teachers take attendance when safe to do so using pre-printed paper class rosters in the emergency folder and then note both missing students and those with them that are not normally in their class
  - Immediately notify the main office staff by text of any students missing from your class
  - Also notify the office by email of any students not normally in your class that you have with you
- If any students or staff are injured, notify the main office staff via text or by walking over to them
  - Main Office Staff has access to First Aid Supplies and student medications

  - In conjunction with School Communications Director, Principal will evaluate need to notify parents and/or media regarding the situation prior to resolution
  - See "C. Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- No one is to re-enter the school building until an appropriate authority gives an "All Clear"
- Retain appropriate school personnel on site to ensure continued adult supervision/security until all students have been returned to school, bused home, or picked up by an approved parent/guardian
- The Principal, after consulting with local emergency responders, will determine if it is safe to return to school.
  - If it is safe to return to school, Principal will use a bullhorn to announce "All Clear – Return to School"
    - Principal or designated staff member will also notify teachers via text that they may return to school
  - If it is not safe to return to school, Principal will move staff and students to a Sheltering Site
    - See "Movement to Sheltering Site" in the next section below
- If evacuating off site, take attendance before moving from and upon arrival at off-site location
- All of the above will be done in cooperation with local emergency responders.
- Principal contacts Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
  - In conjunction with School Communications Director, Principal will arrange for Parent/Guardian notification about the situation as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**Secure Lockout – Students and staff remain inside locked school buildings during incidents that pose an imminent concern outside of the school.**

- Using the P.A. System, Principal makes announcement: "Secure Lockout, Secure Lockout, Secure Lockout"
  - Because our school does not have outside loudspeakers, teachers and staff outside of the building will receive a cell phone call or text to notify them of the Lockout and receive further instructions. Permanent teacher and staff cell phone numbers are on file in the office along with all substitute teachers' cell phone numbers – teachers without cell phones are given a school cell phone to use whenever leaving the building with students. (Alternate option – give out walkie-talkies to teachers; worst option would be for a staff member to run outside to tell teachers about the Lockout)
    - If the Principal determines that the threat outside will allow for the safe return to the building, classes outside the building will report to Door #3 to reenter the building.
      - We will ensure that teachers returning to the building from outside are not also allowing the external threat to enter with them by requiring a code word/phrase be used before the door is unlocked. The code phrase is: "Saint Michael".
    - If the Principal determines that the threat will not allow a safe return to the building, classes outside of the building will be instructed to report to the Sheltering Site
- All exterior doors and windows must be closed and locked.
  - Teachers on the ground floor or basement will lock the windows in any unoccupied rooms on their floor
- Follow school procedure for closing window blinds and turning off lights
- Excess staff will monitor all building entrances/exits, especially during class change
  - The list of excess staff by time of day is in Appendix 3a on Page 31. Substitutes should refer to this list.
- Cell phone use is not permitted during a Secure Lockout except when used by teachers as described in this plan. Cell phone use by students and teachers can cause emergency situations to get worse by giving unofficial notification to parents or others outside of the building while the situation is still occurring.
- Principal contacts police by dialing 911 if the situation requires police intervention.

- Principal communicates with parents via School Messenger, as needed – see communication plan on p. 17
- Students remain inside of the school building and follow directions of staff
- Teachers increases situational awareness
- Teachers continue regularly scheduled classroom instruction, with the exception of outdoor activities
- Teachers follow all announced directions
- No one will be permitted to enter or leave the building during a Secure Lockout
- Decision Maker for the Emergency determines when to lift the Secure Lockout
- When Secure Lockout has ended, the Principal will use the P.A. System to announce "All Clear – Resume Normal Activities"

**Lockdown – Secure students and staff inside locked classrooms during incidents that pose an immediate threat of violence in or around the school.**

- Using the P.A. System, Principal announces: **"Lockdown, Lockdown, Lockdown – No Student Cell Phone Use Allowed"**
  - School Messenger will be used to contact all school staff if the P.A. system is not accessible
- Principal will call 911 once the Lock-Down announcement has been made
- Principal contacts Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
  - In conjunction with School Communications Director, the Principal will evaluate need to notify parents and/or media regarding the situation prior to resolution
  - See "C. Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- Students remain silent and quickly move out of sight and away from the classroom door; students in the hallways or bathrooms should enter the nearest classroom.
- If safe, Teachers quickly retrieve any students in nearby hallways and bathrooms and then lock the classroom doors. Barricade the door, if necessary.
  - [Evaluate your school and determine if the cafeteria and/or Gym must also be evacuated if a Lockdown occurs while it is occupied or if these two rooms can be secured
    - If they must leave those rooms, where do these people go?]
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible, using pre-printed paper class rosters in the emergency folder and then make note of both missing students and those there that are not normally in this class
  - After the lockdown ends, notify the main office by email of any students missing from your class
  - Also notify the office by email of any students not normally in your class that you have with you
- Do not communicate through the door or answer the phone.
- Do not open the door or respond to anyone who comes to the door while it remains locked, even if it is someone you work with
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden and silent until physically released by law enforcement personnel – this signifies the end of the Lockdown and normal activities may resume unless told otherwise
- Assist any student or teacher that requires medical attention while in Lockdown using the First Aid kit found in the teacher's desk
- Teachers outside of the building can hear the P.A. System and should evacuate to a Sheltering Site (see p. 28 for this procedure)
  - As a backup, teachers will be notified by the main office staff of the Lockdown via walkie-talkie or cell phone.
- Teachers out of the building for field trips or any other reason will be notified by the main office staff via cell phone that the building has been evacuated
  - They will be told to report to either the evacuation meeting points or a sheltering site upon their return
- Principal will continue to evaluate the situation and take further action as needed until emergency responders arrive to the scene
  - Principal will relinquish control of the situation to the emergency responders once they arrive
- In conjunction with School Communications Director (**716-481-6806**), Principal will arrange for Parent/Guardian notification about the situation as soon as possible after the situation has been resolved

- See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

**School Cancellation - Closing school building due to inclement weather or other reasons (Water main break, etc.)**

- Principal will monitor the situation that may warrant school cancellation
- Principal makes the cancellation determination
- Principal informs the School Chaplain and Pastor
- Inform Superintendent (716-847-5513) and the Board Chair via phone, text, and/or email
- Inform Staff using school messenger and email
- Inform Families/Students using School Messenger and local news media (WIVB, WBEN, WGRZ, WKBW)
- As necessary, inform other parties (e.g. parish; shared school; before and after school program administrators and staff). When school is closed, all related activities, including athletic events and student activities, will be canceled for that date

**Emergency Early Dismissal - Due to an unanticipated emergency condition or building issue after school arrival**

Early Dismissal should only be used if it is likely that all students will reach their homes safely and be reunited with a family member or other responsible person. If a community-wide disaster is impending it may be preferable to evacuate the students to a safe Sheltering Site where parents can pick them up (See "Evacuation" and "Movement to Sheltering Site"). Early dismissal can be accomplished only with the cooperation of all school districts whose buses transport our students.

| Public School District | Transportation Contact | Phone Number | Mobile Phone Number |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

- Principal monitors the situation that may warrant early dismissal
- Principal contacts Superintendent of Catholic Schools via phone (716-847-5513) and School Communications Director (**716-481-6806**)
- Contact Transportation providers to find out if all Districts can arrange an emergency "Early Dismissal"
- Principal makes the early dismissal determination
- Contact Transportation providers and make required arrangements
- Agree on the time to send out early dismissal notifications and then announce to the students over the P.A.
- Inform Parents/Guardians via School Messenger
- Inform Staff and Students via the P.A. System
- Notify local media outlets and post on social media
- Retain appropriate school personnel on site until all students have been put on buses or picked up

**Movement to Sheltering Sites - When something in or around the building poses a threat to the staff and students**

- Principal or Emergency Responders have evaluated the situation and determined the need to move all staff and students to a Sheltering Site
- Principal will confirm available access to a pre-arranged sheltering location, depending on nature of incident
  - See "Appendix 7" on page 28 for approved Sheltering Sites and contact information
- When evacuating to a Sheltering Site, take attendance before moving from current location
- Evacuate staff and students to a pre-arranged Sheltering Site chosen from the Evacuation assembly sites
  - Refer to "Evacuation" procedures above if still in the school building – use the P.A. system prior to evacuation to notify all occupants that they are to evacuate directly to a designated Sheltering Site
- Once at the Sheltering Site, teachers must again take attendance using pre-printed paper class rosters in the emergency folders and then note both missing students and those with them that are not normally in their class
  - Immediately notify the main office staff by text of any students missing from your class
  - Also notify the office by text of any students not normally in your class that you have with you
- Once at the Sheltering Site, Principal makes a makes a determination regarding Early Dismissal
  - If dismissing early, see **Early Dismissal** Section on p. 23
- Ensure continued adult supervision/security for all students while at Sheltering Site

- Retain appropriate school personnel on site until all students have been returned to school, returned home, or are picked up by an approved parent/guardian
- All of the above will be done in cooperation with local emergency responders.
- The Principal, after consulting with local emergency responders, will determine if it is safe to return to school.
  - If it is safe to return to school, Principal will use a bullhorn to announce "All Clear – Return to School"
    - Principal or a designated staff member will also notify teachers via text that they may return to school
  - If it is not safe to return to school, notify all public school districts and Parents/Guardians that students are to be picked up at the Sheltering Site
    - See the Early Dismissal section on page 23 or Appendix 4 on page 28 for Public School Transportation contact information
    - When dismissing students from a Sheltering Site, utilize the "FEMA Parent-Student Reunification Procedures" found in **Appendix 8**.
    - Use School Messenger to communicate with Parents/Guardians
- Principal contacts Superintendent (716-847-5513) and School Communications Director (**716-481-6806**)
  - In conjunction with School Communications Director, Principal will arrange for Parent/Guardian notification about the situation as soon as possible after the situation has been resolved
  - See "Notification and Activation (Internal and External Communications)" on page 16 for communications procedures
- The Principal will determine if and when the media needs to be informed, and will do the informing. This will be done in consultation with the School Communications Director (**716-481-6806**).

## Summary of Situations and Associated Communication Phrases

**Emergency Situation Communication Code Phrases**

| | |
|---|---|
| Intruder – Is In the Building: | (clarify your chosen phrasing) |
| Intruder – Alert Is Over: | (clarify your chosen phrasing) |
| Bomb Threat: | (clarify your chosen phrasing) |
| Civil Unrest: | (clarify your chosen phrasing) |
| Other Situations: | (clarify your chosen phrasing) |

***Medical Considerations***

The following staff members are trained in CPR: _____

_____

The following staff members are trained in First Aid: _____

_____

Is there an AED (Automated External Defibrillator) on site? Yes / No

If yes, where is it located? _____

If yes, who is trained to use it? _____

_____

Are there EpiPens available on site? Yes / No

If yes, where are the EpiPens stored? _____

If yes, who is trained to use them? _____

_____

Are there inhalers available on site? Yes / No

If yes, where are the inhalers stored? _____

If yes, who is trained to use them? _____

_____

Where are the emergency medical supplies stored? _____

_____

**NYS POLICE BOMB THREAT INSTRUCTION CARD**

**QUESTIONS TO ASK**

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. Whal kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

**EXACT WORDING OF THE THREAT**

**Sex of Caller:** **Race:**

**Age:** **Length of Call:**

**Date:**
**Name:**
**Position:**
**Phone Number:**

**Number at which call is received**
**Time:** **Date:**
**Caller's Voice**

| | |
|---|---|
| Loud | Soft |
| High | Deep |
| Intoxicated | Disguised |
| Calm | Angry |
| Fast | Slow |
| Stutter | Nasal |
| Distinct | Slurred |

Accent (type) _____
Other (characteristics)

**If voice is familiar, who did it sound like?**
**Background Sounds**

| | |
|---|---|
| Voices | Airplanes |
| Quiet | Trains |
| Animals | Music |
| Street Traffic | Factory Machine |

Other _____

**Threat Language**

| | |
|---|---|
| Well-spoken | Incoherent |
| Foul | Taped |
| Irrational | Message read by threat maker |

**REMARKS:**

**Report call immediately to POLICE Phone Number: 911**

## SECTION IV: RECOVERY

Post-Incident Response Team:

| Role | Name | Email | Work Phone | Cell Phone | Home Phone |
|---|---|---|---|---|---|
| School Safety Team Head | | | | | |
| School Safety Team Member | | | | | |
| Advisor (Public School District?) | | | | | |
| Post-Incident Response Team Member | | | | | |
| Post-Incident Response Team Member | | | | | |
| Catholic Charities Contact | | | | | |
| County Support Services | | | | | |
| Department of Catholic Schools | | | | | |
| Diocesan Staff | | | | | |

School Recovery (Post Incident Responses) will include, but not be limited to:

Short term:

- Mental health counseling for staff and students
- Building security
- Facility Restoration
- Post Incident Critique
  - After the recovery stage of any incident, the School Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.
- Other….

Long Term:

- Mental health counseling for staff and students
- Building security
- Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.

Note that the School Safety Team has coordinated with statewide plans for disaster mental health services to ensure that the School has access to federal, state, and local mental health resources in the event of a violent incident.

After the recovery stage of any incident, the School Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

**Professional Development Needs:**

1. The school will provide violence de-escalation and early warning sign identification training to all staff within the first month of school.
2. At least one Safety Team member will attend school safety training offered by the public school district (if available) and share learning with the entire School Safety Team.
3. Two members of the School Safety Team will take CPR and AED training.
4. Staff members will take Violence Intervention training
5. Policies and procedures for annual multi-hazard training for staff and students
6. (Indicate any other PD Needed)

## APPENDICES TO PART TWO (Confidential)

**Appendix 1:** School Buildings covered by this School Safety Plan
**Appendix 2:** School Area Map(s)
**Appendix 3:** School organization chart, including indication of School Safety Team members, the School Safety Team Chain of Command, and list of "Excess staff" by time of day
**Appendix 4:** Local emergency resources contact list
**Appendix 5:** Emergency Supplies Inventory
**Appendix 6:** School Vehicle Inventory
**Appendix 7:** Emergency Utility Shut-Offs
**Appendix 8:** School Evacuation Shelter Sites and Walking Maps to Each Location
**Appendix 9:** Parent-Student Reunification Procedures
**Appendix 10:** School Safety Audit Checklist
**Appendix 11:** Important Dates with signatures

**Appendix 1: School Buildings covered by this School Safety Plan**

**School #1 Name and Address**
**Contact Name**
**Contact Title**
**Contact Mobile Phone #**
**Contact Office Phone #**
**Contact Fax #**
**Contact Email 1**
**Contact Email 2**
**Contact Home #**
**Authorized SchoolReach User? Yes/No**

**School #2 Name and Address**
**Contact Name**
**Contact Title**
**Contact Mobile Phone #**
**Contact Office Phone #**

**Contact Fax #**
**Contact Email 1**
**Contact Email 2**
**Contact Home #**
**Authorized SchoolReach User? Yes/No**

**Appendix 2: School Map – Please make as detailed as possible**

**CR 155.17(c)(2) Building-Level Emergency Response Plan** shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements: (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

| | | |
|---|---|---|
| ❑ | **Campus Profile** | |
| | *Number of buildings on campus:* | |
| | *Non-school buildings (descriptions and purpose):* | |
| | *Other campus characteristics (physical characteristics such as playgrounds, athletic fields, fencing, etc.):* | |
| | *Surrounding area:* | |
| | *Access routes:* | |
| ❑ | **Building-Level Floor Plans:** Floor plans, blueprints, schematics, or other maps of the school interior, school grounds, and road maps of the immediate surrounding area that are clearly labeled and readily understandable to first responders navigating the building and grounds. At a minimum, floor plans shall include the school name and address; a key to define any symbols used; a compass indicating North as well as labels indicating building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); windows, interior doors, room numbers, common areas and administrative offices labeled by use; location of water, gas and electrical shutoffs; location of fire alarm panels, fire sprinkler control valves, and if applicable fire department key boxes; and location of emergency and security equipment. Floor Plan & Area Map Tip Sheet | |
| | ❑ | All labels are typed |
| | ❑ | School name and address are included |
| | ❑ | Key to define any symbols is included |
| | ❑ | A compass indicating North is included |
| | ❑ | Each floor plan is on a separate page |
| | ❑ | Building entrances are labeled, including service entrances |
| | ❑ | Windows and interior doors are graphically shown |
| | ❑ | Rooms are labeled with room number (interior rooms) |
| | ❑ | Common areas and administrative offices are labeled by use |
| | ❑ | Location of water, gas and electrical shutoffs are clearly noted |
| | ❑ | Location of fire alarm panels, fire sprinkler control valves, and (if applicable) fire department key boxes; and location of emergency and security equipment are noted |
| | ❑ | |

**Appendix 3: School organization chart, including indication of School Safety Team members and the School Safety Team Chain of Command.**

List a minimum of two people and a maximum of four. The chain of Command is a listing of school personnel who, in sequence, are in charge of the school **in the absence of the Pastor and Principal**. Each of the designated staff members should be knowledgeable about the protocols in the event of an emergency and are able to assume a leadership role when called upon.

| Sequence # | Name | Title | Is this person directly responsible for a class of students? | If so, who will monitor those students? |
|---|---|---|---|---|

**Appendix 3a: List of "Excess Staff" by Time of Day. This list will show who is not with any students throughout the school day so they can assist with emergency tasks, as needed.**

| Time of Day | Teachers Not with Students | Room Number | Room Phone; Cell Phone Numbers |
|---|---|---|---|
| Before School | Teacher A | 104 | x222; 716-555-1234 |
| Before School | Teacher B | 201 | x271; 716-555-5678 |
| HR | | | |
| Period 1 | | | |
| Period 2 | | | |
| Period 3 | | | |
| Period 4 | | | |
| Period 5 | | | |
| Period 6 | | | |
| Period 7 | | | |
| After School | | | |

**Appendix 4: Local emergency resources contact list.**

| Emergency Resource | Contact Person | Phone # | Other # |
|---|---|---|---|
| Police Department | | | |
| Fire Department | | | |
| County Hazardous Materials Response Team | | | |
| Social Services | | | |
| Catholic School Communications Director | | | |
| Superintendent of Schools | | | |
| Public School Superintendent | | | |
| Public School Bus Garage(s) | | | |
| BOCES Superintendent | | | |
| Media Outlets | | | |
| Etc. | | | |

**Appendix 5: Emergency Supplies Inventory - List anything that could be of use during an emergency situation**

| Emergency Supply Item | Location | Person(s) with access |
|---|---|---|

**Appendix 6: School Vehicle Inventory**

| School Vehicle | Office Staff w/Status (In/Out) | Person(s) with access/keys | Location |
|---|---|---|---|
| **Ex.** 20-seat bus #24132 | Main Office Secretary | Custodian, Principal | Rear lot by Chapel |

**Appendix 7: Emergency Utility Shut Offs**

In the event of certain emergencies, there may be a reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with the locations and the manner of how to shut each utility off.

| BUILDING NAME | |
|---|---|
| **UTILITY** | **LOCATION OF SHUT OFF** |
| **NATURAL GAS:** | |
| **ELECTRIC:** | |
| **WATER:** | |
| **AIR HANDLING UNIT:** | |
| **NOTE:** | |

**Appendix 8: School Evacuation Shelter Sites and Walking Maps to Each Location**

**In the event that sheltering off-site is necessary, the following sites will be used:**

| SHELTERING SITE | SITE ADDRESS (Maps to Sites below) | # THAT CAN BE SHELTERED |
|---|---|---|
| **Neighboring School** | | |

| | | |
|---|---|---|
| **Nearby Church** | | |
| **Community Center** | | |
| **Other Location** | | |

**Maps to Sheltering Sites:**

## Appendix 8: Parent-Student Reunification Procedures

**FEMA Parent/Guardian-Student Reunification Procedures (Edited)**
**(from Washington Military Department's Emergency Management Division)**
**https://training.fema.gov/programs/emischool/el361toolkit/assets/parent-studentreunificationprocedures.pdf**

Student release is a crucial part of emergency planning. During an emergency or disaster the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student-Parent/Guardian reunification. Student-Parent/Guardian reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, school violence, bomb threat, terrorist attack, or other local hazard.

### Reunification Procedures

In an emergency, schools must establish a safe area for parents/guardians to go to pick up their children. This area must be away from the both the damage and the student assembly area. In a typical release the following steps will be followed:

- Parents/Guardians will report to the assigned area and give the name of their child/children.
- Picture I.D. will normally be required by the person in charge to ensure the person requesting the child/children is a match to the name on the emergency release card.
- A runner will go to the student assembly area and get the child/children requested by the parent or adult. The runner will escort the student back to the pick-up area.
- Parents/Guardians will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
- If the child is in the First Aid area, the Parent/Guardian will be escorted to that area for reunification with their child/children.
- Counselors, when available, will be located close to the First Aid area in the event they are needed.

### Traffic Control

- Traffic will be controlled by school personnel until local law enforcement is available and on scene at the school or Sheltering Site.
- To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles.
- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up. It should be understood that this will not occur at the beginning of the incident.

- When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles, to manage the emergency or disaster.

**Maintaining the Procedures**

- Student emergency folder rosters will be updated at least twice a year. If school enrollment changes often, we will update emergency folder rosters more often.
- Updated rosters will be stored in every classroom in an area easily identified by the both teachers and substitutes. Additional copies of the rosters will be distributed to the principal, and placed in the back of the emergency plan binder.
- Emergency cards will be filled out by parents/guardians at the beginning of the school year. This card will include contact information on parents/guardians, as well as other adults who can be contacted if the parent/guardian is not available. The card should also indicate who the child is permitted to leave campus with, if necessary.

DO NOT release students to people not listed on the student emergency card. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students' families will know where they are. The card should also include all pertinent medical information such as allergies, medications, and doctor contact information. These cards should be stored in the front office in both hard copy and electronically, if possible.

**Things to Remember**

- Some parents will refuse to cooperate with the student-Parent/Guardian reunification process. This situation can be diminished, to some degree, if parents/guardians are informed about the school release procedures before a disaster or emergency occurs. Parents/Guardians should be reminded that the safety of their child is your utmost priority. It is a good idea to include this material included in your student handbook distributed at the beginning of the school year.
- Parents/Guardians may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise.
- Shortly after the incident, the media will likely have a presence on your campus. The Principal or School Communications Director will deal with the media. However, it is important that parents be sheltered from media representatives.

**Appendix 9: School Safety Audit Checklist**

## SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Implement | Safety and Security of Buildings and Grounds |
|---|---|---|---|---|
| | | | | ***School Exterior and Play Areas*** <br> ***Windows and Doors*** <br> Entrances to school property can be observed from the school and are adequately secured after hours |
| | | | | If campus style, doors are locked when classrooms are vacant |
| | | | | Ground floor windows: no broken panes and locking hardware in working order |
| | | | | Basement windows are protected with grill or well cover. |
| | | | | Outside hardware has been removed from all doors except at point of entry. |
| | | | | ***Play Areas*** <br> Play areas are fenced |
| | | | | Good visual surveillance of play equipment is possible |
| | | | | Vehicular access to play areas is restricted |
| | | | | ***Vehicular and bicycle parking*** <br> Visual surveillance of bicycle racks is possible |
| | | | | Visual surveillance of parking lots from main office is possible |
| | | | | Driver education vehicles are secure |
| | | | | Students are issued parking stickers for assigned parking areas |
| | | | | Student access to parking area is restricted to arrival and dismissal times |
| | | | | Parking area has been designated for students who must leave school during regular hours to begin work |
| | | | | ***Security*** <br> All areas of school buildings & grounds are accessible to patrolling security vehicles |
| | | | | There is a central alarm system in the school. If yes, describe: |
| | | | | High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system |
| | | | | Unused areas of the school can be closed off during after school activities |

## SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Implement | Safety and Security of Buildings and Grounds |
|---|---|---|---|---|
| | | | | ***School Exterior and Play Areas***<br><br>***Security***<br><br>All areas of school buildings & grounds are accessible to patrolling security vehicles |
| | | | | There is a central alarm system in the school. If yes, describe: |
| | | | | High-risk areas (office, cafeteria, computer room, music room, shops, labs are protected by high security locks and an alarm system |
| | | | | Unused areas of the school can be closed off during after school activities |
| | | | | There is two-way communication between:<br>_____ Classroom and main office<br>_____ Duty stations and main office<br>_____ Re-locatable classrooms and main office |
| | | | | Students are restricted from loitering in corridors, hallways, stairwells & restrooms |
| | | | | Students are issued identification badges |
| | | | | There are written regulations restricting student access to school grounds & buildings |
| | | | | There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms |
| | | | | The school ground is free from graffiti, trash and/or debris |

## SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Implement | Safety and Security of Buildings and Grounds |
|---|---|---|---|---|
| | | | | ***School Interior*** |
| | | | | The entrance lobby is visible from the main office |
| | | | | Visitors are required to sign in |
| | | | | Proper identification is required of vendors, repairmen, etc. |
| | | | | Visitors are issued ID cards or badges |
| | | | | Full and part-time staff, including bus drivers, are issued ID cards or other identification |
| | | | | Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school |
| | | | | Students are required to have written permission to leave school during school hours |
| | | | | ***Lighting*** |
| | | | | The hallways are properly lighted |
| | | | | Bathrooms are properly lighted |
| | | | | Bathrooms are supervised by staff |
| | | | | Stairwells are properly lighted |
| | | | | Switches and controls are properly located and protected |
| | | | | Access to electrical panels is restricted |
| | | | | The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored |
| | | | | ***Doors*** |
| | | | | Faculty members are required to lock classrooms upon leaving |
| | | | | Multiple entries to the building are controlled and supervised |
| | | | | Doors accessing internal courtyards are securely locked |
| | | | | Mechanical rooms and other hazardous storage areas are kept locked |
| | | | | The school maintains a record of all maintenance on doors, windows, lockers or other areas of the school |
| | | | | ***Signage*** |
| | | | | Exit signs are clearly visible and pointing in the correct direction |

## SCHOOL SAFETY AUDIT CHECK LIST Date: _____

Directions: Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of buildings and Grounds. An element may be in place (check Yes) but at a minimal level (check improve). If the element is missing, check No if the school plans to implement this missing criteria or function, check implement.

| Yes | Improve | No | Imple-ment | Safety and Security of Buildings and Grounds |
|---|---|---|---|---|
| | | | | ***Miscellaneous***<br>Does vandalism take place? If yes, check all areas that apply:<br>Γ Classrooms Γ Locker rooms<br>Γ Hallways Γ Play areas<br>Γ Bathrooms Γ Other _____ |
| | | | | Vandalism takes place during: (check all that apply):<br>Γ Before School Γ During School hours<br>Γ After School Γ Weekends<br>Γ Other _____ |
| | | | | Do assault and battery incidents take place? If yes, check all areas that apply:<br>Γ Classrooms Γ Locker rooms<br>Γ Hallways Γ Play areas<br>Γ Bathrooms Γ Other _____ |
| | | | | During what periods of the day do assault and batter incidents happen?<br>Γ Before School Γ Change of class<br>Γ After School Γ Lunch period<br>Γ Other _____ |

**Appendix 10: Important Dates with signatures**

The School Safety Team discussed (will discuss) the School Safety Plan with the faculty and staff on the following three dates: _____, _____, and _____.

The School Safety Plan Evacuation Sites were communicated to the parents and guardians of students on _____ in the form of a _____.

The _____ (local police and fire department) received a copy of the Building Level School Safety Plan Detail on _____.

| | | |
|---|---|---|
| Pastor/Chaplain<br>(or High School Board Chair)<br>Signature | Principal's Signature | School Safety Team<br>Chairperson's Signature |