

**YORKSHIRE-PIONEER  
CENTRAL SCHOOL DISTRICT  
DISTRICT-WIDE SCHOOL SAFETY PLAN**



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**INTRODUCTION**

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level, and has the contents prescribed in Education Law and Commissioner's regulations.

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk for acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The **Yorkshire-Pioneer Central School District** supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

In addition, emergency/crisis management is a continuous process in which all phases of this plan are being reviewed and revised. Good plans are never finished. They can always be updated based on experience, research, and changing vulnerabilities. With that in mind, the **Yorkshire-Pioneer Central School District** also utilizes the methodology set forth by the United States Department of Education crisis planning model. This model consists of four steps that form a perpetual cycle. These steps are as follows:

**Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.

**Preparedness** focuses on the process of planning for the worst-case scenario.

**Response** is devoted to the steps to take during a crisis.

**Recovery** deals with how to restore the learning and teaching environment after a crisis.

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**GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

**PURPOSE**

The Yorkshire-Pioneer Central School's District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Yorkshire-Pioneer Central School District Board of Education, the Principals of the Yorkshire-Pioneer Central School District appointed a Building-Level School Safety Team and charged it with the development and maintenance of the Building-Level School Emergency Response Plan. The Yorkshire-Pioneer Central School District-Wide School Safety Plan incorporates all occupants (staff / students) of the Yorkshire-Pioneer Central School District Buildings.

**IDENTIFICATION OF SCHOOL TEAMS**

The Yorkshire-Pioneer Central School District has developed a Building-Level School Safety Team consisting of:

- Representatives of teacher, administrator, and parent organizations
- Medical personnel
- Information Services Personnel
- Mental health counselors
- School Safety personnel
- Local law enforcement officials
- Local ambulance and other emergency response agencies
- Representatives from local, regional, and state emergency response agencies

The **Yorkshire-Pioneer Central School District** has also established an Emergency Response Team consisting of:

- Administrators, Teachers
- Administrative Assistants, Custodial Personnel
- School Medical Personnel

**CONCEPT OF OPERATIONS**

The overall strategy of a School Emergency Response Plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

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### **Implementation of the Incident Command System (ICS)**

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\) \(2\) \(v\)](#) requires a definition of a chain of command consistent with the Incident Command System.

### **Initial Response**

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Emergency Response Plan.

### **PLAN REVIEW AND PUBLIC COMMENT**

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), a summary of this plan was made available for public comment 30 days prior to its adoption. The Building-Level Plan was adopted by the School Board after one public hearing that provides for the participation of school personnel, parent/guardian, students and any other interested parties. The plan was formally adopted by the Board of Education on June 18, 2001.
- Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Educational Law Section 2801-a.
- Copies of the Building-Level Emergency Response Plans were supplied to both local and State Police within 30 days of adoption.
- This plan is reviewed periodically during the year and is maintained by the District in the Superintendent's Office. The required annual review will be completed on or before July 1 of each year.

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**ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

**Principal**

The principal (or their designee) will serve as the **Incident Commander** of a school building incident and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this EMERGENCY RESPONSE PLAN
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this EMERGENCY RESPONSE PLAN
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

**Teachers / Substitute Teachers/Student Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

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### **Teaching Assistants**

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

### **Counselors, Social Workers & School Psychologists**

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the EMERGENCY RESPONSE PLAN
- Provide appropriate direction to students as described in this EMERGENCY RESPONSE PLAN for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

### **School Nurse/Health Assistant**

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

### **Custodians/Maintenance Staff**

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

### **Principal's Secretary/Office Secretaries**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

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### **Food Service/Cafeteria Workers**

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

### **Bus Drivers**

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

### **Other Staff**

Responsibilities include:

- Execute assignments as directed by the Incident Commander

### **Students**

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

### **Parents/Guardians**

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.



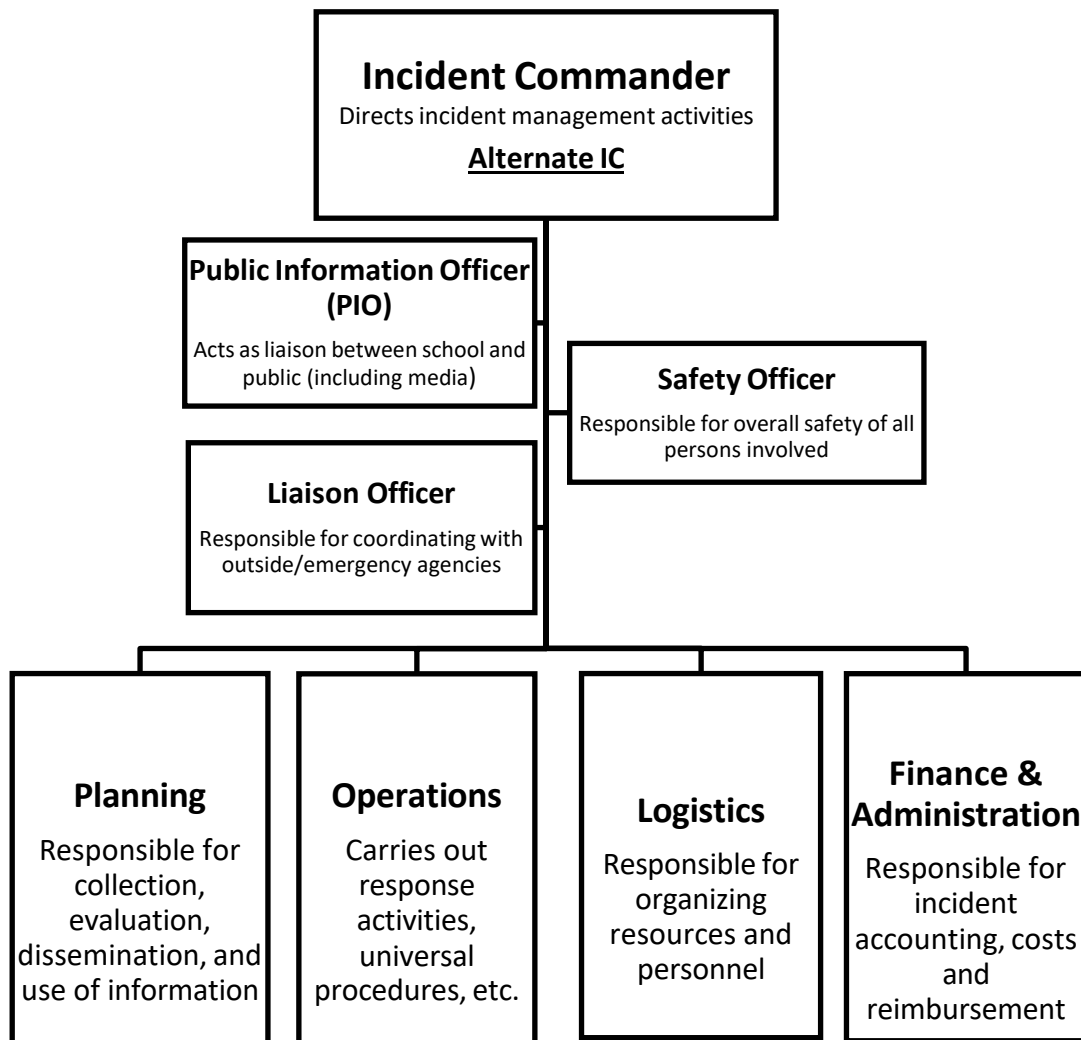
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**DIRECTION, CONTROL, AND COORDINATION**

**School Incident Command System**

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

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



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### **School Incident Command System (ICS) Roles Defined**

The Incident Command System is organized into the following functional areas:

#### **Incident Command**

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

#### **Operations Section**

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. [8 NYCRR Section 155.17 \(e\) \(2\) \(ii\)](#) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

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### **Planning Section**

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

### **Logistics Section**

Supports Incident Command System by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

### **Finance/Administration Section**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

### **Coordination with Responders**

The School Emergency Response Plan may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

### **Source and Use of Resources**

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The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

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**RISK REDUCTION/PREVENTION AND INTERVENTION**

**DESIGNATION OF SCHOOL TEAMS**

- Building-Level School Safety, Emergency Response, and Post Incident Response Teams include but are not limited to the following members required by regulation:
  - School safety personnel
  - Appropriate school personnel
  - Local law enforcement officials
  - Representatives of teacher, administrator, and parent organizations
  - Representatives from local, regional, and / or state
  - Emergency response agencies
  - Representatives of the Board of Education
  - Medical personnel
  - Medical health counselors
  - Community members

**PREVENTION/INTERVENTION STRATEGIES**

- Established the following student groups: Natural Helpers, Youth Court, Student Council
- Suicide prevention is incorporated into the curriculum.
- Staff members volunteered to participate in suicide prevention training.
- Family/student counseling is available through the Center for Positive Solutions
- Parenting classes are offered to the community
- Students can choose to participate in a wide variety of afterschool programs, extra-curricular activities and sports.
- An anonymous alert system is available on our website for reporting bullying, substance abuse or other concerns from students about themselves or fellow students.
- The Board of Education adopted a policy regarding the code of conduct on school property July 17, 2012 and revised September 3, 2013.
- Greeters are based at the main entrance to each building to observe individuals entering and leaving the building.
- Raptor visitor I.D. is installed in each building
- All entry doors in each building are locked during the school day and a buzzer/video system is used to screen visitors before allowing entry to the building.
- Building Personnel Training

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Training for emergency teams and safety officers, including de-escalation training, should be conducted as determined by the District-Wide Safety Committee.

- Coordination with Emergency Officials

The **Yorkshire-Pioneer Central School District** conducts annual drills and exercises to test the components of this plan which may include the use of tabletop exercises in coordination with local, county, state and federal emergency responders and preparedness officials.

- Annual Multi-hazard Training for Staff and Students

The school district organizes annual school safety awareness programs and events that provide multi-hazard training for students and staff. Emergency drills, seminars and forums may be utilized to accomplish the school district's objectives.

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**HAZARD IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES**

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

**Areas of Potential Emergencies – On Site:**

High School	Bus Garage
Middle School	Mechanical Room
Primary School	Photo, Chemistry & Biology Labs
Pool Filtration Room	Agriculture & Technology Shops
Fuel Tanks	Agriculture Barn
Playground	Athletic Fields
Maintenance & Grounds Barn	Athletic Field Concession Stand
Underground Gas Lines	Cooling Towers
Storage buildings	Gas Well
Lift Stations	

**Areas of Potential Emergencies – Off Site:**

Crabb Oil	Route 39
Waste Management	Route 16
Campbell Oil	Cattaraugus Creek
Petrolane Gas	
Railroads – Conrail, Arcade & Attica, Baltimore & Ohio	

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**RESPONSE**

**ASSIGNMENT OF RESPONSIBILITIES**

- A Chain of Command consistent with the National Incident Management System (NIMS) / Incident Command System (ICS) will be used in response to all emergencies and training exercises.

**CONTINUITY OF OPERATIONS**

- In the event of an emergency, the Superintendent of Schools or designee will serve as Incident Commander. Upon arrival of law enforcement and/or emergency response personnel, the Incident Commander will relinquish command to the emergency response personnel.
- After relinquishing command, the Superintendent may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.

**ACCESS TO FLOOR PLANS**

- Procedures have been developed to assure that emergency response personnel and law enforcement have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.



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**THREAT, HAZARD TYPES, AND EXAMPLES**

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"><li>• Earthquakes</li><li>• Tornadoes</li><li>• Lightning</li><li>• Severe wind</li><li>• Hurricanes</li><li>• Floods</li><li>• Wildfires</li><li>• Extreme temperatures</li><li>• Landslides or mudslides</li><li>• Winter precipitation</li><li>• Wildlife</li></ul>
Technological Hazards:	<ul style="list-style-type: none"><li>• Explosions or accidental release of toxins from industrial plants</li><li>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li><li>• Hazardous materials releases from major highways or railroads</li><li>• Radiological releases from nuclear power stations</li><li>• Dam failure</li><li>• Power failure</li><li>• Water failure</li></ul>
Biological Hazards:	<ul style="list-style-type: none"><li>• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li><li>• Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i></li><li>• Toxic materials present in school laboratories</li></ul>
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"><li>• Fire</li><li>• Active shooters</li><li>• Criminal threats or actions</li><li>• Gang violence</li><li>• Bomb threats</li><li>• Domestic violence and abuse</li><li>• Cyber attacks</li><li>• Suicide</li></ul>

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### **Planning Assumptions and Limitations**

Stating the planning assumptions allows the district to deviate from the plan if certain assumptions prove not to be true during operations. The District-Wide School Safety Plan is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities listed in the previous table, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School Emergency Response Plan and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

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**EMERGENCY RESPONSE ACTIONS**

Law enforcement officials and/or emergency response personnel (via 911) will be contacted by the Incident Commander, Building Principal or Designee in line with the Building-Level Emergency Management Operations Plan and will be requested based upon the “closest response agency” concept to ensure that the response to the incident is as rapid as possible. The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies.

**NOTIFICATION AND ACTIVATION**

- The following systems may be included as forms of communications

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

- Upon being notified of an emergency, the Building Principal or Designee will contact law enforcement or emergency personnel in accordance with stated response protocol.
- In the event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate response action.

**EMERGENCY RESPONSES**

The following procedures have been developed for the safety of students, staff and visitors to the school in the event of a serious incident.

**1. Shelter-in-Place**

**Purpose**

A Shelter-in-Place describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

**2. Hold-in-Place**

**Purpose**

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

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### **3. Evacuation**

#### **Purpose**

This focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

### **4. Lockout**

#### **Purpose**

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

### **5. Lockdown**

#### **Purpose**

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

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**OTHER RESPONSE ACTIONS**

**IMPLIED OR DIRECT THREATS OF VIOLENCE – SEE APPENDIX A**

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

**ACTS OF VIOLENCE – SEE APPENDIX B**

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

**MEDIA NOTIFICATION PLAN – SEE APPENDIX - C**

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

**PARENT/GUARDIAN NOTIFICATION PLAN – SEE APPENDIX - D**

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

**ACCOUNTING FOR ALL PERSONS – SEE APPENDIX E**

Addresses the need for a separate plan to account for the whereabouts and well-being of students, staff and visitors, and identifying who is missing.

**POST INCIDENT RESPONSE / RECOVERY – SEE APPENDIX F**

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

**RECOVERY/REUNIFICATION PLAN – SEE APPENDIX G**

Addresses the need for a separate plan to start the process of recovery and return the educational environment back to normal as quickly as possible.

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**OTHER RESPONSE ACTIONS (Cont'd.)**

**SECURITY OF CRIME SCENE – SEE APPENDIX H**

The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

**EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS SEE APPENDIX I**

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

**VIOLENT AND DISRUPTIVE INCIDENT REPORT – VADIR**

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

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**PROCEDURAL GUIDELINES**

Procedural guidelines are established for each building to respond to the following incidents:

Criminal Offenses

1. Bomb Threat
  - a) Written Threats
  - b) Telephone / Verbal Threats
  - c) Suspicious Packages
  - d) Outside Facility
  - e) Evacuation for Bomb Threat
  - f) Shelter in Place for Bomb Threat
  - g) Bomb Threat Response Form
2. Civil Disturbance / Prison Break
3. Hostage Taking / Kidnapping
4. Intrusion
5. Suspected Student with a Weapon on Campus
6. School Shooting
7. Suicide Threat

Medical Emergencies

1. Mental Health Emergencies
2. School Bus Accident Off-Site
3. Epidemic/Human Disease

Natural Hazards

1. Severe Thunderstorm / Tornado
2. Winter Storm / Ice Storm
3. Hurricane / Tropical Storm
4. Flood
5. Reservoir / Canal / Dam Failure
6. Earthquake

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**PROCEDURAL GUIDELINES (Cont'd)**

Technological Hazards

1. Mail Handling Protocol
2. Anthrax / Biological Threat On-Site
3. Biological Threat Off-Site
4. Air Pollution
5. Aircraft Crash
6. Gas Leak
7. Hazardous Material Incident – On Site
8. Hazardous Material Incident – Off Site
9. Radiological Incident
10. Water Emergency

Explosion/Fire Emergency

Systems Failure

1. Building Structural Failure
2. Cyber Failure / Computer Loss
3. Electrical System Failure
4. Energy Supply Loss / Utility Restrictions
5. Heating System Failure
6. Sewage System Failure
7. Transportation Fleet Loss



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**APPENDIX A-IMPLIED OR DIRECT THREATS OF VIOLENCE**

The purpose of this policy is to provide a mechanism to ensure those threats of violence in a school environment are addressed, whenever possible, before they occur. The policy is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. **NOTE: This policy is applicable during any school-sponsored event or function, whether the event or function be on school property or not.**

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

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a school staff member, school administrator or law enforcement officer.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a Building Principal or Designee.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

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**APPENDIX A-IMPLIED OR DIRECT THREATS OF VIOLENCE (Cont'd.)**

4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
  - Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
  - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.
5. The designated law enforcement officer or administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

**NOTE:** The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.
6. Once the assessment is complete, law enforcement and administrators shall convene privately to discuss the threat and consider options for follow-up action.
  - A. If it is agreed the threat is credible:
    1. The law enforcement officer shall immediately follow standard operating procedures (SOP) as the situation dictates.
    2. The school administrator shall take administrative action in accordance with School Board policy.
    3. The student's parent/guardian shall be notified in accordance with School Board policy.
  - B. If it is agreed that the threat is not credible, the school administrator shall assume responsibility to institute any further action deemed necessary.
7. Once the situation has been assessed and action taken, the School Principal assumes the responsibility for reporting to the Superintendent of Schools.

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**APPENDIX B-ACTS OF VIOLENCE**

The Board of Education recognizes the danger that violent acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such an act.

**A violent act shall mean an offense against property or involving danger to another person, including oneself.**

The Board prohibits any district student from committing violent acts directed at any student, employee, Board member, community member, school building or property.

The Board directs the Superintendent of Schools to react promptly and appropriately to information and knowledge concerning a possible or actual violent act.

The Superintendent of Schools shall be responsible for developing appropriate and necessary administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the Building Principal regarding any information or knowledge relevant to a possible or actual act. The Building Principal shall immediately inform the Superintendent of Schools after receiving a report of such act.

When an administrator has evidence that a violent act has been committed, the following guidelines shall be applied:

1. The threat level will be determined.
2. If the situation warrants, the immediate area will be isolated and evacuated if deemed appropriate.
3. Administration will be notified.
4. If necessary, LOCKDOWN procedure will be initiated and appropriate law enforcement officials will be notified.
5. Situation will be monitored and the appropriate response will be adjusted accordingly. If necessary EARLY DISMISSAL, SHELTER IN PLACE, or EVACUATION procedures may be initiated.

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**APPENDIX C- MEDIA NOTIFICATION PLAN**

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

- |                           |                                                                                                                                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Space:           | Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.               |
| Containment:              | Ensure the site does not permit access by the media to the Command Post or student population.                                           |
| Necessary Accommodations: | Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment. |

**Dissemination of Information**

- The Superintendent of Schools should assign, in advance, a staff member as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.
- During the crisis the Public Information Officer, P.I.O., / Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

➤  
**Recommended Policy**

- The Superintendent of Schools will assign the P.I.O. or Media Coordinator for the district.
- If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.
- The P.I.O. for police, emergency response personnel, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.
- Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.
- The school district, law enforcement, and emergency response personnel have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parents/guardians are not unnecessarily alarmed.
- Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

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**APPENDIX C- MEDIA NOTIFICATION PLAN (Cont'd.)**

- If an arrest results from the situation, the law enforcement should coordinate this announcement through the school district spokesman and the Superintendent of Schools so necessary steps can be taken by the school to prepare the staff, students, and parents/guardians.

Tips for the P.I.O.

- Ensure all media inquiries are routed to one person or office.
- Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.
- Do not reveal names of students or employees involved in the incident, without prior approval from the responding emergency response personnel and the school's legal department.
- When responding to the media, use the prepared official statement as your guide.
- Distribute the prepared statement to teachers, staff, and students, and ensure that they are given accurate and consistent information.

**P.I.O. Guidelines**

- Be brief.
- Avoid providing superfluous information or using professional jargon.
- Do not appear to be mainly concerned about the school's reputation.
- Anticipate questions especially on potentially controversial issues.
- Keep calm. Show sensitivity to the seriousness of the matter but do not overreact.
- Answer one question at a time and answer only the question that is asked.
- Do not treat anything as "off the record".
- As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you".
- Do not reply "No comment". This infers that information is being withheld.
- Ignore abrasive comments made by reporters and maintain a professional attitude.
- Provide updates to the media as events unfold, even after the initial crisis is handled.
- Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

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**APPENDIX D - PARENT/GUARDIAN NOTIFICATION PLAN**

- Utilize telephone notification systems (i.e. Power Announcement) or television / radio media to notify parent/guardian of an emergency involving an occupied school facility.
- Designate a reception center at a location away from the incident. Provide this information during the notification process.
- Several factors should be considered when selecting a reception center. They are as follows:

Physical Space:           Select a site that will accommodate a large influx of people to include parent/guardian and district representatives.

Containment:             Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.

Necessary Accommodations:       Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.

Support Personnel/Agencies:       If the situation warrants station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. Law enforcement and emergency response personnel representatives should be at the site also.

Dissemination of Information:     The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parent/guardian during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up to date information regarding the incident.

- Confidentiality and privacy issues regarding the identity of victims and individuals involved must be monitored closely to prevent unauthorized disclosure of information. This will also maintain some privacy for the family members of victims and others involved in the incident.
- 
- Periodic updates should be given to keep parent/guardian apprised of the situation and help reduce the potential for them to become unnecessarily alarmed.
- One person should be releasing the information to ensure there is no circumventing of authorized channels.

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**APPENDIX E - ACCOUNTING FOR ALL PERSONS**

Purpose

A course of action to account for the whereabouts and well-being of students, staff and visitors, and identifying those who may be missing.

Actions

1. The teachers should have ready access their student roster in the event an emergency code is announced. The roster is to remain with them through the event so that all students can be accounted for before and after transitions from one location to another inside or outside the building.
2. The Greeters should have ready access to the sign-in book so they can account for the whereabouts of visitors. Greeters should take the book with them in the event they have to evacuate the building or move to another location within the building.
3. The Sub-caller should have ready access to the substitute teacher list and the location of each substitute teacher.
4. Staff members not responsible for students should use a “buddy system” in emergency situations.
5. Take attendance and report to the Incident Commander when class relocates inside the building or and evacuation takes place.
6. Report any missing individuals that cannot be located to the Incident Commander.
7. Students should not be dismissed until released by the Building Principal or his designee.

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**APPENDIX F- POST INCIDENT RESPONSE/RECOVERY**

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

- Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.
- Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.
- When necessary affected persons will be educated about the legal process and its requirements.
- A designated person will maintain contact with law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.

**POST INCIDENT RESPONSE**

- ◆ Disseminate facts and information using an established communication process.
- ◆ Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- ◆ Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- ◆ Initiate established counseling and mediation services.
- ◆ Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration and mediation services to students/groups prone to violence and to potential victims of violent actions.
- ◆ Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan. A site level team composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff.



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**APPENDIX F- POST INCIDENT RESPONSE/RECOVERY (Cont'd.)**

**SITE LEVEL POST-INCIDENT RESPONSE TEAM**

- Be very visible and accessible during the aftermath of a crisis.
- Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:
  - ◆ Conducting staff information and debriefing meetings.
  - ◆ Coordinating communication between parents/guardians, students, staff, district personnel, media, and the community.
  - ◆ Deciding which classroom activities will work best in the days immediately following the crisis.
  - ◆ Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.
  - ◆ Arrange for “Roving Substitute Teachers” to spell teachers requiring emotional breaks.
- Provide referral services for victims and offenders.

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**APPENDIX G - RECOVERY/REUNIFICATION PLAN**

At the inclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- A simple script teachers can read to students
- Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services

Currently the Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- Dispel rumors about incident and any students/staff involved
- Provide parents/guardians with information on where they can receive status updates without calling the district
  - District web site
  - TV and radio stations listed in Parent Brochure
- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes
- Provide parents/guardians staff, and students with information about counseling services that are available to them and their families
- Provide parents/guardians with handouts on symptoms of depression and other mental health issues that students and family members may experience

Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place.

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**APPENDIX G - RECOVERY/REUNIFICATION PLAN (Cont'd)**

Victim Support Program: Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.

Periodically check on feelings, attitudes, and behaviors associated with the incident.

Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.

Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so.

The suggested term for a team member is two (2) years, beginning and ending with the calendar year.

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**APPENDIX H - SECURITY OF CRIME SCENE**

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve it from being disturbed or destroyed.

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

**SCHOOL CRIME SCENE MANAGEMENT**

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

**HOW TO AVOID CONTAMINATING CRIME SCENE EVIDENCE**

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence. Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination.

Therefore, before the professionals arrive, it is paramount that the crime scene remain as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence.

The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.)

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival.

The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

**Respond**

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

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**APPENDIX H - SECURITY OF CRIME SCENE (Cont'd)**

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? The school's Emergency Response Team should be calling 911 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Law enforcement will adjust the perimeter if they need to.

Protect

- Safe guard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 if not already called or there.

Document

- Take good notes - Such as: time, date, and people at scene, weather, doors open or closed lights on or off and position of furniture.
- Be prepared to provide your notes and information to law enforcement.

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**APPENDIX I-EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS**

In order to ensure the safety of our students with special needs and the school district staff, the following procedures must be followed in the event of an emergency and during all emergency drills.

- With regard to a multi-level building, the student(s) on the ground floor will be escorted out of the building by designated personnel to a pre-determined location.
- With regard to a multi-level building, the student(s) above the ground floor will be escorted by designated personnel to a pre-determined location on that floor. The student(s) and staff will then be escorted out of the building by fire department personnel. In the event that the primary pre-determined location is obstructed, the student(s) will be escorted to an alternative pre-determined location, and then escorted out of the building by fire department personnel.

***ELEVATORS MUST NOT BE USED DURING EMERGENCY PROCEDURES!***

Building Principals, in cooperation with the Committee on Special Education Chairperson will:

- Identify probable areas that are easily accessible to fire personnel
- Select interior and exterior locations, and notify Fire Department Chief and appropriate school district staff
- Designate appropriate staff, which should include: personal care aide(s), guidance counselors, and school psychologists
- Insure that designated staff have access (keys) to pre-determined locations
- Explain in detail the emergency procedures to staff and students

Personal Care Aides:

- Must be able to identify and locate appropriate safety areas pre-determined by the Building Principal
- Must, at all times, have access (keys if needed) to pre-determined locations
- Must remain with student at all times

Designated Personnel (school counselors, school psychologist, or support staff):

- Must be able to identify and locate appropriate safety areas pre-determined by Building Principal
- Must be familiar with student's current schedule
- Must remain with student at all times

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**APPENDIX J -EMERGENCY GO BAG CONTENTS INSPECTION**

	Aug.	Sept.	Jan.	Mar.
Clip Board with phone numbers of staff and students, multiple pens, and paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key(s) to evacuation site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two rolls of Duct Tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roll of yellow CAUTION tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flashlight (turn on to check batteries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least 4 emergency blankets (small packet, single use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unopened box of latex gloves and first aid kit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one high visibility yellow vest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Binoculars and PA bullhorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hammer, pliers, mutlibit screw driver, box cutter and hammer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIST OF ALL STUDENTS with addresses and contact numbers for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT & STAFF schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whistles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miscellaneous ideas and notes:

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**GLOSSARY OF TERMS**

Activation: The act of bringing a standby or reserve component and/or system into operation.

Air Pollution: The presence of foreign substances in the atmosphere which pose a serious threat to human life.

Agency: Any department, division, commission, authority, government, corporation, independent establishment, or other entity of State or local government.

Chemtrec: The Chemical Transportation Emergency Center. A public service of the Chemical Manufacturer's Association that provides immediate advice for those at the scene of an emergency involving chemicals and then contact the shipper for more detailed assistance and appropriate follow-up. The service is available 24 hours a day by dialing 1-800-424-9300.

Chief Executive: 1. A County Executive or County Manager: 2. In a county not having a County Executive or County Manager, the Chairman or other presiding officer of the county legislative body; 3. A mayor of a city or village, except where a city or village has a manager, it will mean such manager.

Civil Disturbance: An individual or collective action causing intense interference with the peace, security and normal functioning of a community.

Crisis Counseling: Assistance provided to victims of disasters by trained personnel to help allay fears brought on by the incident. Usually provided by Social Services and Mental Health Professionals.

Command Post (Incident Command Post): An area designated within a school facility from which key officials will operate an emergency.

Damage Assessment: Procedure to assess and describe the nature and estimate the dollar value of damages resulting from an emergency or disaster.

Disaster: The occurrence of widespread or severe damage or injury to health, social structure, or processes, or the loss of life or property, resulting from natural or man-made causes.

Earthquake: A vibration or breaking of ground caused by the sudden release of strained energy within the earth.

Educational Agencies: Public and non-public elementary and secondary schools, public and private nursery schools, and approved private schools for the education of pupils with handicapping conditions.

Early Dismissal: Returning students to their homes or other appropriate locations before the end of the normal school day.



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Emergency: A situation, including but not limited to a disaster, that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

Emergency Operations Center (EOC): A facility with the necessary plans, procedures and equipment from which essential emergency functions can be directed, controlled and coordinated on a 24-hour basis.

Emergency Operations Plan (EOP): A document containing the operational procedures to be used during an emergency.

Emergency Services Organizations: A public or private agency, organization or group other than a governmental agency, which provides sheriff, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

Energy Supply Loss: Interruption in the supply and/or distribution of energy.

Epidemic: The occurrence of disease to an unusual number of individuals or proportion of population.

Evacuation: The moving of students for their protection from a school building to a predetermined location in response to an emergency.

Explosion: A rapid and violent expansion of matter emitting noise, heat and/or particles.

Flash Flood: A sudden, violent flood, typically occurring during or after a heavy rain or the melting of a heavy snow. Flash flooding may also occur during or after hurricanes, tropical storms and other severe water bearing weather.

Flood Warning: A warning that flooding is imminent or in progress, and that people in the affected area(s) should take necessary precautions immediately.

Gas Leak: The presence of vapors from certain gaseous fuels (natural gas and propane) in areas of a building in which high concentrations could cause an explosion if an ignition source is present.

High Wind: A condition normally indicating that sustained winds of 40 mph or greater are expected to persist for one hour or longer, or that wind gusts of 58 mph or higher, regardless of duration, are expected.

Hurricane: A warm-core tropical cyclone in which the minimum standard surface wind is 74 mph or more. When a hurricane loses strength -- as measured by its wind speed -- it is reduced to "tropical storm" status. This usually happens after the storm hits land.

Hurricane Watch: An alert for specific areas that a hurricane or incipient hurricane conditions may pose a threat to coastal and inland communities within 36 hours.

## *PIONEER CENTRAL SCHOOL DISTRICT 2021-2022 DISTRICT-WIDE SCHOOL SAFETY PLAN*

Hazardous Materials Leak: The accidental release of elements or compounds which present such properties as flammability, thermal instability, toxicity, corrosiveness and/or combustibility.

Local Emergency Management Office (LEMO): A unit of local government responsible for the coordination of response actions in times of emergencies.

Local Emergency Planning Committee (LEPC): A county level organization charged with developing the hazardous materials component of the county emergency plan with particular emphasis on the Superfund Amendment and Reauthorization Act.

Local Government: Any county, city, village, town, district, municipality, Indian tribe or authorized tribal organization, rural community or unincorporated town or village.

Major Disaster: Any emergency which, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Disaster Relief Act of 1974, as amended.

National Oceanic and Atmospheric Administration (NOAA): A Division of the U.S. Department of Commerce.

National Weather Service (NWS): An office within NOAA. Maintains offices at various locations in each state. Provides notifications of severe weather to the public through various means (i.e. NOAA Weather Radio).

NYAlert.gov: email and text message alerts coordinated through New York State office of Emergency Management Services

New York State Police Information Network (NYSPIN): A computer based state-wide information network which serves police agencies throughout the state. Severe weather watches and warnings are provided directly from the National Weather Service to NYSPIN.

Occupational Safety and Health Administration (OSHA): A federal agency mandated to administer safety and health statutes in the workplace. In New York State, the Labor Law duplicates OSHA requirements for the public sector.

Radio Amateur Civil Emergency Service (RACES): An organization of licensed amateur radio operators dedicated to provided communications services during emergencies.