



# **Le Roy Central School District**

## **Emergency Disaster Procedures and Project SAVE Guidelines**

Merritt Holly  
Superintendent of Schools

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This information is stored on the Rapid Responder website at <https://prod.rapidresponder.com>  
All first responders have been trained to utilize this system in the event of an emergency.

**Please Note:** The guidelines in this document are meant to assist you during an unusual event that affects the safety of people in our district. If a situation does occur, decision-making will be influenced by what is actually happening locally. Your response must take into account a variety of circumstances, the details of which cannot be covered in any safety plan. Therefore, it is expected that each of us will employ effective decision making as circumstances warrant.

# Le Roy Central School District

## Vision

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Le Roy Central School District is a world-class community of learners who exceed core local, state, national and international standards.

## Mission

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The mission of the Le Roy Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.

## Beliefs

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As a district, we believe in:

- An inclusive, safe and healthy learning environment
- The value of each student and staff member
- Strong ties with families and community
- High expectations
- The importance of continuous improvement
- A full range of educational opportunities
- Taking pride in our schools, district and community
- People who are engaged in and challenged by suitable, rigorous academic work that prepares them for success each day and in the future
- People who are self-reflective, and exhibit a sense of leadership, responsibility, collaboration, tolerance, cooperation and caring
- Independent, effective decision makers
- The development of unique individual talents
- Inspiring a lifelong love of learning and a sense of inquisitiveness
- Work that is meaningful, relevant, requires a strong ability to obtain, process, and produce information, and incorporates 21<sup>st</sup> century skills
- Creating and adopting fiscally responsible school budgets that reflect the district mission and adequately address program and student need

*(Revised in August 2005)*

## Section I. General Considerations and Planning Guidelines

### Purpose

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

### Identification of School Teams

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#### Safety Committee

The Le Roy Central School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

- **Administrators**
  - Merritt Holly, *Superintendent of Schools*
  - Brian Foeller, *Business Administrator*
  - Robert Blake, *Director of Curriculum, Instruction, and Technology*
  - Tim McArdle, *Jr./Sr. High School Principal*
  - Lynda Lowe, *Jr./Sr. High School Assistant Principal*
  - Carol Messura, *Elementary School Principal*
  - James Clark, *Elementary School Assistant Principal/Athletic Director*
  - Chelsea Eaton, *Director of Special Education and Student Services*
- **School Personnel**
  - Eric Miller, *Special Patrol Officer*
  - Sean Ancker, *School Resource Officer*
  - Casey Chatley, *School Resource Officer*
  - Andy Hart, *Transportation Director*
  - Patrick Fannon, *Director of Facilities II*
  - Laurie Locke, *Food Service Manager*
  - Rebecca Pokracki, *School Counselor*
  - Mel Davis, *Secretary*
- **Safety Personnel**
  - Chris Hayward, *Le Roy Village Police Department*
  - Representative, *Genesee County Sheriff's Department.*
  - Representative, *Genesee County Sheriff's Department.*
  - Representative, *Le Roy Ambulance*
  - Thomas Wood/Representative, *Le Roy Fire Department*
  - Tim Hogle, *Le Roy Fire Department*

**District Emergency Response Team**  
*Chain of Command*

<b>Name</b>	<b>School Phone</b>	<b>Cell</b>	<b>Home</b>
● Merritt Holly			
● Brian Foeller			
● Tim McArdle			
● Carol Messura			
● Chelsea Eaton			
● Bob Blake			
● Eric Miller			
● Sean Ancker			
● Casey Chatley			
● Patrick Fannon			
● Lynda Lowe			
● James Clark			
● Andy Hart			
● Laurie Locke			
Brad Shepard			

**Concept of Operations**

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1. Le Roy Central School District is comprised of two buildings; the Wolcott Street Elementary School, a three story structure, comprised of two separate wings, located in the Village of Le Roy, and the Jr./Sr. High School, a single floor structure located on South Street Road in the Town of Le Roy. This plan will serve as the Le Roy Central School District School Safety Plan.
2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Principal, his or her designee and/or the School Emergency Response Team. They will follow the Building Emergency Procedures Plan.
3. Upon the activation of a Building Emergency Response Plan, the Chief Emergency Officer (the Superintendent of Schools or his/her designee), will notify, where appropriate, local emergency officials, to include Village fire, ambulance and police personnel.

4. Efforts may be supplemented by County and State resources, through existing protocols including the Genesee County Emergency Coordinator, Genesee County Sheriff's Department, and the New York State Police.

### **Plan Review and Public Comment**

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1. This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1<sup>st</sup> of each year.
2. Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The School Board may adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
3. While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

## Section II. Introduction and Communication Procedures

### Introduction

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- If an unusual event occurs, the goal of the district will be to make people as comfortable as possible until we are able to send everyone home as soon as possible. We will evacuate or complete a lock down, if necessary. This approach is true for a natural disaster, terrorist act, etc. We will be prepared with supplies at least until the end of a school day, including water/beverages, food, etc.
- The first series of notifications will include the Genesee County's Director of Safety and local police, fire and EMS teams. Police will likely be first responders. No one single response agency should shoulder the entire burden of managing an incident. Based upon the size and scope of the incident, the Genesee County Response Team will be contacted.
- Radio transmissions should be limited. You want communication, but not too much information that would cause panic or inappropriate information.

### Policies and Procedures for Communications

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Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident, early dismissal or an implied or **direct threat of violence by student(s) against themselves, including a threat of suicide.**

- For incidences involving an individual or several students, the building administrator will notify the parents of all students involved as soon as possible regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy, all parents will be notified of the circumstances of the incident as soon as possible. Depending on the circumstances this may be via radio, television, print media, automatic emergency call system or a general mailing.
- It is critical that we educate the community and parents about how we will respond to issues: placing students where they are safest. For example, during a lock down, we may not be able to release students to parents. When students are here, we act in loco parentis.
- A consistently updated list of students must be available in each office.

- It is expected that staff, as a normal daily occurrence, remain alert for changes in their environment, including but not limited to packages, strangers, and/or communications.
- **The Superintendent is Chief Information Officer for the district.**
  - Information should be shared only when Chief Information Officer is ready.
  - If the Superintendent is not available, business administrator, high school and elementary school principals, director of curriculum and instruction, and director of building and grounds, in that order, become the Chief Information Officers.
  - Only answer school-related questions. Have police and fire personnel on hand to answer questions related to their areas.

## Section III. Initial Response

### Determine Type of Emergency

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The first step is to determine the type of emergency. Listed below are the 11 different types of emergency procedures outlined in *Section X*.

- Severe Weather
- Gas Leak
- Loss of Utilities
- Bomb Threat
- Acts of Violence/Disorderly Behavior
- Responses to Acts of Violence: Implied or Direct Threat by Students, Staff , or Visitors, against self or others
- Chemical or Hazardous Material Spill
- Bus Accident
- Fire or Explosion
- Intruder (Hostage/Abduction/Armed)
- Radiological or Biological Threat

### Determine Level of Emergency

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School emergencies can be categorized in terms of magnitude, ranging from a minor injury to a major incident. Identifying the magnitude of an emergency will determine the allocation of resources. The three levels of emergency are described below.

- **Level 1 Emergency** – an emergency that can be handled by school personnel without assistance from outside agencies. Examples include: temporary power outages, minor first aid cases.
- **Level 2 Emergency** – a moderate to severe emergency, which in most cases is handled by school personnel with the assistance of outside agencies (e.g. fire department, police, and other emergency services). Examples include: structural fire, intruder.
- **Level 3 Emergency** – a major disaster that school personnel cannot handle without the assistance of outside agencies. For level 3 emergencies, the response time of outside

agencies may be seriously delayed. Examples include major earthquakes, regional civil disturbances.

### **Determine Immediate Response Actions**

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Most emergencies will require one or more of the following immediate response actions:

- Stand by Alert
- Lock Out
- Lock Down
- Evacuation of Building
- Off-site Evacuation
- All Clear

## **Section IV. Immediate Response Actions Defined**

**The Section IV, Immediate Response Actions Defined, is on file, along with the complete District Safety Plan, with the Commissioner of the New York State Department of Education, the Le Roy Central School District Office, the Main Offices of the Le Roy Junior/Senior High School and the Wolcott Street School, and the local policing authorities and is not posted on the district website to ensure the safety and security of all students and staff in the event of an emergency.**

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## Section VI. Risk Reduction/Prevention and Intervention

### Prevention/Intervention Strategies

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#### Program Initiatives

##### Staff Training Programs

- a. Non-violent conflict resolution training programs
  - b. Mediation
  - c. School safety programs conducted by State Police
  - d. County Emergency Services Coordinator meets with Genesee Valley BOCES Health, Safety and Risk Management once a month.
- Student Programs:
    - a. *Peer Counseling Program* – 12<sup>th</sup> graders assigned to group of 7<sup>th</sup> graders to assist with adjustment to new school and level
    - b. Anti-bullying workshops and weekly meetings
    - c. Social skills planned and implemented by the counseling staff and administration
    - d. Character Education – in depth program in grades K – 6.
    - e. PRIDE program-grades 7 – 12. A review of the Code of Conduct also takes place for students in grades 7 – 12. Code of Conduct explained with an emphasis on student opportunities to report violations of the Code of Conduct, especially bullying and violence.
    - f. Sexual Harassment Awareness and Prevention.
    - g. Internet Safety Presentations
  - Full time counselors and social workers to develop rapport with students.
    - a. Personal safety
    - b. Peer counseling
  - Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
    - a. Youth-run initiatives

- b. Mediation
- c. STAR Program
- d. Establishing anonymous reporting mechanisms for school violence through counselors.
- e. Sexual Harassment Awareness and Prevention.

### **Training, Drills, and Exercises**

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We need to practice responses with staff and students. You can't delay a response. (For example, pulling students in from halls, etc.)

1. *Policies and procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards.*
  - The district will annually review with staff and students, their role in implementing the emergency plan.
  - Annual training is provided to relevant staff in MSDS documents, blood-borne pathogens, and OSHA Regulations through BOCES training.
  - Policies and procedures are also reviewed in the Evacuation Plan.
  - Tabletop drills for multi-hazard school training takes place annually at School Safety meetings.
2. *Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.*
  - As the initial plan is developed, and annually as the plan is updated, the chairperson of the planning committee will submit a draft of the plan to each affected county emergency management coordinator for review to insure compatibility with the county plan and statewide plan.
  - The district annually conducts an early go-home drill.
  - Tabletop exercises are conducted at School Safety meetings to test the components of the school's Emergency Evacuation Procedures Plan.

## **Implementation of School Security**

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

- Limiting access for all persons to pre-determined entrances.
- Wearing staff identification badges at all times.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered.
- Providing adequate lighting in all areas.
- Reducing and controlling traffic flow on campus.
- Training all staff on crisis intervention.

All teachers receive training and an electronic copy of the Teacher Handbook. School safety personnel – teachers on hall duty, assistant principals, etc. who serve in a school security capacity, receive more in-depth training each September. Although we don't currently employ security guards, all personnel are carefully screened as a part of the hiring process. The district has a full time school safety resource officer in each building and the school doors for each building's campus are protected by a card swipe and buzzer entry system, along with cameras.

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

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Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- The identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district, students and other persons deemed appropriate to receive such information.
- Administrators, counselors and teachers share pertinent intake information regarding specific students with staff.
- Selected staff members meet systematically with probation officer, juvenile officers and social service staff.
- Assistant principals meet with staff after an incident to discuss strategy.
- Community Assets Development Committee with school representation.

## **Section VII. Response**

### **Notification and Activation (Internal and External Communications)**

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**1. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.**

All staff is required to notify the building administrator (or designee) of any violent incidents. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

Le Roy Village Police:	(585) 768-2527 or 911
New York State Police:	(585) 343-2200 or 911
Genesee County Sheriff:	(585) 343-5000 or 911
Le Roy Fire Department:	(585) 768-6161 or 911
Le Roy Volunteer Ambulance:	(585) 768-2600 or 911

## **Section VIII. Recovery and Crisis Response**

**Each building has its own Crisis Response Protocol which will be kept on file and trained on in each building. District crisis response will support these plans.**

### **District Support for Buildings**

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Post-Incident Response Team will include:

- Superintendent of Schools
- Building Principals and Assistant Principals
- Business Administrator
- Director of Buildings and Grounds
- Counselors/School Social Worker/Psychologists/School Resource Officers
- Nurses

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response (*the District has also worked with the area Red Cross previously to coordinate disaster management, communication, and use of our facilities*):

- **Short-Term** – The building administrator will ensure that counselors are available. Then the custodial crew will secure any parts of the building that may have incurred damage or needs to be cordoned off for a criminal investigation. Custodians will also be critical to the building restoration activities. The business administrator will document costs for restoration using both in-house materials or contracted services. The team will review the incident and develop minutes, which will reflect areas for improvement for future events. The Strong Memorial Hospital Crisis Intervention Response Team will be contacted where appropriate.
- **Long-Term** – Building counselors will observe students and review with faculty any long-term stress that students or staff may exhibit. Superintendent of Buildings and Grounds will evaluate the facilities after an incident to determine if there is a need for additional safeguards, such as surveillance cameras. They will also look to investigate any situations that may have caused or showed response actions to the event.

**Post-Incident Response Team, External Resources, Other Schools, Community Support, Ministerial Support and Agency Support has been redacted from this document due to the confidential nature of the contact information. This information is contained in the complete Le Roy Central School District Safety Plan on file with the Commissioner of the New York State Department of Education, the Le Roy Central School District Office, the Main Offices of the Le Roy Junior/Senior High School and the Wolcott Street School, and the local policing authorities.**

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## **Principal's Crisis Response Checklist**

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1. Receive notification of emergency, accident, and/or death.
2. Verify information with family and/or police
3. Notify Crisis Team – call emergency meeting. This may include grade level teachers, particularly if elementary school emergency
4. Notify faculty via phone chain/listings or emergency meeting
5. Notify custodial, cafeteria, transportation supervisors and secretarial staff
6. Schedule special faculty/staff meeting – determine need and manner all employees will be notified including bus drivers, cafeteria, special area teachers, including special education, speech, physical therapy and occupational therapy
  - i. Inform at an emergency meeting or by phone chain
  - ii. Give accurate information
  - iii. Review procedures for the day
  - iv. Assess the need for substitutes and call them in
  - v. Call substitute for school nurses
  - vi. Notify absent faculty
  - vii. Meeting at close of school day
7. Determine position with the media.
  - a. Superintendent/Principal designated to facilitate all correspondence. No releasing of any information until facts are verified and school position is clear
  - b. All staff/faculty will refer media to Superintendent/Principal
  - c. Under no circumstances should cameras/media be allowed to enter buildings to interview staff, faculty, or students without the consent of the Superintendent or Principal. (*Security may be a necessary resource at this point.*)
8. Authorize Crisis Team to call in outside consultants and community resource people, as needed (see attachments).
9. Flag flown at half-mast – inform custodial staff of wishes and how many days the flag should be flow at half -mast.

10. Determine necessity for school closing. Information given to faculty, staff, and students as to funeral home visitation and the date and time of the funeral. Verify if open or closed casket by calling funeral home.
11. Write phone inquiry script and provide for secretarial staff.
12. Determine how locker and personal possessions will be given to the family – abide by family wishes.
13. Notify other principals within the district and Genesee Valley BOCES as necessary.
14. Grant release time for students and staff to attend funeral. Arrange for substitutes, as needed.
15. Arrange for meeting to inform students
  - a. Call assembly or visitation to classes/homerooms by support staff/crisis team
  - b. Weekend or vacation
    - i. **High School** – use phone chain using school phones with adult supervision. See attachment for class student council representatives.
    - ii. **Elementary School** – phone calls/memo to grade level parents by grade level teachers and/or crisis team
16. Need for letters of appreciation – coordinate with entire crisis response team
17. Assess need with crisis response team for a memorial service at school – possible dedication/memorial to person.

### **Crisis Response Team Checklist:**

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For sudden death/serious injury of student/staff member

- (1) Attend any and all meetings related to crisis
- (2) Contact outside consultants/community resource people to come in and offer assistance as needed
  - (a) Ministerial support
  - (b) Other school support staff
  - (c) Agency support
- (3) Set up crisis response locations/rooms and determine who will man them

- (a) Designate monitors on each floor of high school to direct students to auditorium where a designated person filters students to an area where staff are available to see them
  - (b) The designated person in the auditorium will keep a log of all students seen by them as well as those directed to counselors
  - (c) Assistant principal should make any phone calls home and assist in determining with student and parent the need to be released to go home. No student should be allowed to go home without adult supervision. No student can be released to another destination without parental permission.
  - (d) Talk with students, clarify misinformation, allow to express feelings, give grief information, make referrals as appropriate.
  - (e) Heightened sensitivity to students who have had a death in the family, siblings or relative of deceased and close friends and acquaintances of the deceased.
  - (f) Coverage for students at lunchtime should be intensified.
- (4) Inform absent students – get in touch with adult at home/work
  - (5) Notify Genesee Valley BOCES so that personnel there may address students, as needed, prior to their return to home school
  - (6) If crisis occurs during weekend, summer, school vacation, determine how to get information to classmates and staff
    - (a) Phone tree under adult supervision as needed (see attachment – student council officers)
    - (b) Phone calls to grade level parents by teachers and/or crisis team
  - (7) Notify librarian to put books on grief on display or on reserve
  - (8) Determine need for provision of refreshments for employees/support personnel (PTSO)
  - (9) Keep updated referral sources to make available to students/staff/and families such as RAP, Lifeline, Mental Health, and EAP (see attachment).
  - (10) In situation of the death of faculty or staff, assess need for preparation of substitute, need for counselor to be in the classroom – determine whether this

should be an agency counselor, or both – provide support to the class, and classroom teacher

- (11) Assess need for parent/community evening program/memorial or meeting
- (12) Assess need for follow-up staff in-service and support through EAP or other means
- (13) Letters of appreciation to all who assisted – ministerial, other schools, other agencies, PTSO, cafeteria, etc.
- (14) Communication with student leaders. When and in what way should they be involved – consider formulation of school memorial (yearbook, plaques, event dedication, fund for scholarship, donations, tribute, etc.). Assist in providing some type of closure.
- (15) Monitor attendance list for days following crisis for whom is absent. Follow up contact with student and family, as needed.
- (16) Check on siblings in other grade levels.
- (17) Assist in decision making as to what to do with student desk and belongings. Take into consideration family wishes.
- (18) Assist in decision making as to phone calls to the parents or other grade level students.
- (19) Follow up meeting to review procedures used during crisis and develop any future plans.
- (20) Review and update crisis plan each September.

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**Teacher Checklist:**

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- (1) Modify classes as needed.
- (2) Talk with students – refer to crisis team as needed.
- (3) Clarify information.
- (4) Express own feelings.
- (5) No judgment of grief.
- (6) Support students.
- (7) Use support resources for self.

- (8) Activities to encourage remembering decreased as needed.
- (9) Decision making as to what to do with student's desk, belongings. This decision should be made with crisis team.
- (10) Phone calls home to inform parents – decision to make calls to entire grade level. This decision should be made with crisis team.

## **Section IX: District Resources Available for Use in an Emergency**

Section IX, District Resources Available for Use in an Emergency, has been redacted from this document due to the confidential nature of this information. This information is contained in the complete Le Roy Central School District Safety Plan on file with the Commissioner of the New York State Department of Education, the Le Roy Central School District Office, the Main Offices of the Le Roy Junior/Senior High School and the Wolcott Street School, and the local policing authorities.

### **Food and Evacuation –under the direction of the food service director**

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**There are several different circumstances to consider:**

- a. In the event of an evacuation, students will receive meals in the alternate building, be provided a meal from a local restaurant.
- b. In the event that students are unable to leave the building, provisions for backup meals are available.
- c. Backup supplies are maintained by the food service department in each building.

### **AED Locations**

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**A total of 12 units:**

- High School main entrance
- High School corridor by girls locker room
- High School athletic entrance
- Lapp Nurses office hallway
- Trigon hallway outside of Library/Media Center across from Auditorium
- Woodward Memorial Library first floor
- Hartwood Park field house trainer room
- Bus Garage Training room
- Wolcott Street School Fitness Room
- 3 Portable units for athletic/extracurricular events – AD office or Gym Storage

### **Building Floor Plans/Schematic Maps/Staging Locations**

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This information is stored on the **Rapid Response System** Website

<https://prod.rapidresponder.com>

All first responders and administrators have been trained to utilize this system in the event of an emergency.

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Emergency Procedures for Le Roy Central School District