



Pulaski Academy & Central Schools

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District Safety Plan

2021-22

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses mitigation/prevention, preparedness, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Pulaski Academy and 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.

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

As per Commissioner's Regulation, Section 155.17 (c)(13), the PACS District-Wide Health & Safety Committee may be comprised of representatives of the Board of Education, teachers, administrators, parents, school safety personnel, and other school personnel.

C. Designation of Chief Emergency Officer

The Superintendent of Schools, Mr. Tom Jennings is designated the chief emergency officer who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The back-up chief emergency officer shall be the District Business Manager, Sarah Starbird. The chief emergency officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans. The building-

level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.

D. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan guides the development and implementation of individual Building-level Emergency Action Guides.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the Building Crisis Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified.
- Efforts may be supplemented by County and State resources through existing protocols.
- The Public Employer Health Emergency Plan is available as an appendix to this plan.

E. Plan Review and Public Comment

This plan is reviewed and maintained by the District Health & Safety Committee and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at the PACS District Office.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was available for public comment 30 days prior to its adoption, beginning on June 1, 2021 and ending on July 1, 2021. The plan must be formally adopted by the Board of Education. BOE Adoption date: July 6, 2021.

While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plan is 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.

The District-wide School Safety Plan is posted on the district's website as requested by the New York State Education Department. The *URL* was verified and the link is working correctly. **NOTE:** Building-level Emergency Response Plans have been supplied to both local and State Police.

Section II – Risk Reduction/Prevention and Intervention

The Pulaski Academy and Central School District buildings utilize identification badges, reference checks and fingerprinting according to SAFE requirements for all staff. Both school buildings are equipped with the Raptor visitor management system. Each instructional building will maintain its respective security policies and procedures, as appropriate, and may be found in

the confidential Building-Level Plan. In addition, a Special Patrol Officer (SPO) is on site in both the elementary and MS/HS building daily during the operational hours of the school.

The District emergency preparedness includes mitigation and prevention to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Mitigation involves the identification risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process. Preparedness includes ensuring policies and protocols are in place as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills.

Response occurs when the plan is activated and involves the action to contain and resolve a crisis, the reunification of students with families, and the effective transition back to a safe school. The ICS plan in place is activated as needed to promote effective decision-making. Consistent communication is maintained with staff, students, family and media, actions are documented and after-action briefings are conducted. Development of the plan has included involvement of the local police, fire and rescue squad personnel. The District Emergency Response plan and the building plans linked to this plan use the incident command system. Staff has been identified at each building to assume roles in the incident command structure in the event of an emergency. Assignments, roles and procedures are adjusted on the basis of the exercises. The plan is further adjusted annually using exercises to test potential for emergency response. District and building plans include:

A. Identification of sites of potential emergency, including:

- Detailed plans for each school building;
- The location of potential command and evacuation sites; primary and secondary for each site;
- The kinds of action to be taken in the event of emergency, and
- The potential internal or external hazards or emergency situations.

B. Standard Response Protocol:

- Lockout
- Lockdown
- Evacuate
- Shelter

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



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A. Prevention/Intervention Strategies

Program Initiatives

1. The District has in place the following prevention strategies:
 - Assemblies to discuss pertinent issues
 - Interventions by teachers, counselors, psychologists, teaching assistants, and administrators.
 - Group discussions led by psychologists and counselors
 - Character Education programs
 - Response to Intervention (RtI)
 - An anonymous “Tip Line” reporting system available on the school’s web page
 - A Dignity for All Students Act (DASA) policy
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. The Pulaski Academy and Central School District recognizes that communication is a vital key in the prevention and intervention of violence in schools; the District will continue to explore programs based on District needs.
5. The District’s referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the District’s Code of Conduct. Additionally, counselors are available in every school for students to share information where the source can be confidential.
6. The Pulaski Academy and Central School District has provided an icon on both their district webpage as well as mobile app that allows any person to anonymously report a concern a student, staff or community member might have.

Training Drills and Exercises

The District will conduct annual training for both staff and students in multi-hazard safety issues, including Right-To-Know, Blood Borne Pathogens, Safety and Risk Management, Fire Safety and DASA. Training will be coordinated by the PACS district office. When appropriate the district will utilize local, county and state emergency responders and preparedness officials. PACS will revise existing plans in response to post-incident critiques by medical personnel and other trained safety experts. Staff training will be offered annually. Additional training will be scheduled when procedures change or circumstances indicate the need to review procedures. Training and screening of new employees may utilize programs and/or materials such as the New York State Police Safe Schools Program, the national *Handle with Care* Program, *I Love You Guys Foundation*, *Sandy Hook Promise*, and Oswego Count Sheriff’s Department Community Safety Initiative. As of February 2, 2001, all newly certified teachers will have completed two hours of training in school

violence prevention and intervention. Additionally, as of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Sections 10-18 of the New York State Education Law. Staff is also annually trained on building level emergency response drills and protocols. The District then certifies to the Commissioner of Education that such annual training for all staff has occurred by November 1st.

Implementation of School Security

The District will consider and implement, where prudent, the following recommended school actions. Building-specific plans will include more detailed actions, in which the following security measures are in place at all times.

1. All exterior doors will remain locked during the school day.
2. Every door will be accessible as an exit.
3. A sign at the main entrance will direct all visitors to “report to the office”.
4. All visitors will be required to sign in, and if they will need access to other areas of the building they will either be escorted by an employee of the school or issued a “Visitor” ID tag generated from the Raptor safety system.
5. Office and classroom doors that have windows that will have an unobstructed view from the hallway.
6. Cameras and monitors will be strategically placed.

Vital Educational Agency Information

Each Building-Level Safety Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each campus.

The Building-Level School Safety Teams will insure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs may include but are not limited to:

- ♣ Depressed mood or chronic crying
- ♣ Decline in school performance
- ♣ Verbal expressions about one's own death
- ♣ Giving away important personal possessions
- ♣ Use of alcohol or drugs
- ♣ Sudden lifting of severe depression
- ♣ Recent withdrawal from therapy or psychological counseling
- ♣ Purchase of knives, guns, or ropes
- ♣ Verbal or written communications which appear to be saying "good-bye"
- ♣ Feelings of guilt
- ♣ Violent, aggressive behavior
- ♣ Exaggerated mood swings
- ♣ Running away
- ♣ Talking about revenge or getting even with parents
- ♣ Confusion and despair resulting from sudden death or suicide of a peer
- ♣ Any sudden obvious changes in behavior
- ♣ Eating disorders - changes in eating habits
- ♣ Sleeping disorders - insomnia or excessive sleeping
- ♣ Low energy level, constant fatigue
- ♣ Decreased productivity or effectiveness
- ♣ Pessimism about the future or brooding about the past
- ♣ Loss of interest in formerly pleasurable activity
- ♣ Inability to show pleasure
- ♣ Reactions that seem inappropriate to the situation
- ♣ Statements of inadequacy or low self-esteem
- ♣ Social withdrawal - pulls away from friends
- ♣ Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
- ♣ Neglect of personal appearance
- ♣ Physical complaints
- ♣ Preoccupation with illness, death, or catastrophic events
- ♣ Decreased attention, concentration, or ability to think clearly

2. Information will be available to parents/guardians on how to identify potentially violent behaviors.

3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.

C. Hazard Determination

The PACS emergency plan has considered various potential sites of emergency. Potential sites include but are not limited to: school buildings, roadways surrounding schools, playgrounds and athletic fields, buses, off-site field trips, and the Nine Mile Point Nuclear Plants in Scriba. Procedures in the building level emergency plan are in place to respond to these potential emergency sites.

Section III – Response

The District uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be Superintendent of Schools.

In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. As time permits these decisions should be made after consulting with the Superintendent of Schools. The Incident Commander is authorized to activate such resources and personnel as are appropriate for the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building Level Emergency Response Plan.

Information regarding the Pulaski Academy Central School District Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building Level Emergency Response Plans.

A. Notification and Activation (Internal and External Communications)

The Incident Commander will contact law enforcement officials as described in the Building-Level Safety Plans. Decisions about which agencies to contact will be 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. The Incident Commander will determine the extent of notification, and will delegate its delivery.

The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, Blackboard or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Safety Plans.

For purposes of good management, a COMMAND POST is essential to a disaster event. Any situation, greater than a minor event requires a COMMAND POST. This post must have:

1. IN/OUT communications
2. Protection for operating personnel.
3. A location and IDENTIFICATION known to disaster personnel and local resource personnel.
4. Accessibility during the entire term of the event.
5. Sufficient room to accommodate all the people necessary for decision-making and the attendant materials.
6. A location near enough to the event to be useful.

The functions of a Command Post are:

1. Provide a central location for decision-making and direction for personnel.
2. Provide a known central location to which incoming personnel report.
3. Provide updated information to personnel and disaster authorities.
4. Provide communications to inside and outside personnel.
5. Provide a staging point in the event of confusion and disorder.

B. Situational Responses

Multi-Hazard Response

The District has identified in the Building-Level Safety Plans the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, lockdown, lockout, and sheltering. The Building-Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

Responses to Acts of Violence: Implied or Direct Threats/Acts of Violence

The 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 disciplinary action to be used when responding to threats or acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate; include the possible use of the Emergency Response Team
- If the situation warrants, isolate the immediate area and evacuate, if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform District Superintendent/Designee

Section IV – Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District supports the school buildings by deploying District resources that support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social worker and counselor resources and support systems. The District has the ability to coordinate with school, local, County and State disaster mental health services. The District’s role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Buildings

After a critical incident has occurred, the district is committed to a thorough and comprehensive recovery for students, staff, and families. The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the Building-Level Plan.

B. Disaster Mental Health Services

The Pulaski Academy and Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors that affect children and families.
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide families through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.