Section I
General Considerations
And
Planning Guidelines
SECTION I – GENERAL CONSIDERATIONS & PLANNING GUIDELINES

A. Purpose

The District-Wide School Safety Team was developed pursuant to Commissioner’s Regulation 155.17. The Sullivan West Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of a District-Wide School Safety Plan.

B. District-Wide School Safety Team

Sullivan West appointed a District-Wide School Safety Team consisting of representatives of the School Board, students, teachers, administrators, community members, and school safety personnel.

C. Concepts of Operation

1. 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 guided the development and implementation of individual Building-Level Emergency Response Plans.

2. In the event of an emergency or violent incident, the initial response to all emergencies at a particular school site will be outlined in each individual building-level safety plan. Protocols are in place to notify the District Superintendent and appropriate emergency agencies.

3. Efforts related to a specific emergency may be supplemented by County and State resources. This is also reflected in existing protocols.

D. Plan Review and Public Comment

1. This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team with technical assistance from the Sullivan BOCES Health and Safety Office. The required annual review will be completed each year after its adoption by the Board of Education.

2. 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

Safety Preparation

Content:
Our goal is to be as prepared as possible to deal with emergencies should they occur. This section describes the policies and procedures we have in place to accomplish this task.
SECTION II-SAFETY PREPARATION

Implementation of School Security

A. Limit Building Entrances

Sullivan West Central School District has two instructional sites: (1) Elementary Campus at Jeffersonville and (2) High School Campus at Lake Huntington.

Each site has a security protocol which requires all outside doors to be locked. This allows for monitoring those entering and leaving the building.

All exterior doors remain locked during the day. A security monitor is in place at both buildings.

B. Video Monitoring

So we can better monitor the entrance to the elementary building, a closed circuit video camera has been installed. It is monitored by the receptionist in the main lobby (‘94 building) and also in the elementary office. In the high school, it is visible in the main office and 1st floor lobby (where 2 video monitors are present).

C. Visitor Passes

All visitors to any instructional building are:

1. Directed to sign-in at the receptionist desk
2. Issued a visitor pass that must be visually displayed
3. Directed to sign out and return their visitor pass when they leave the building

D. Staff Identification

All staff will be issued a photo ID that identifies them as a Sullivan West employee. The ID must be visually displayed by the employee at all times. This will be helpful to emergency personnel and allow authorized staff to gain access to restricted areas and, to move about the building during a crisis. Substitute staff will also be issued ID similar to a visitor pass.
SECTION II - SAFETY PREPARATION

E. Crisis Intervention Personnel

At both sites, trained personnel are available to monitor bus arrival and departure each day.

Training, Drills and Exercises

A. All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the district’s multi-hazards emergency plan on an annual basis. The orientation will focus on the district policies and procedures for fire evacuations and emergency response codes procedures, emergency communications and the district’s incident command system. (Substitute Teachers and Teacher Aides will receive a fact sheet on the district’s policies and procedures upon initial assignment).

B. Each emergency response code procedure will be practiced on a semi-annual basis as part of a regularly scheduled staff meeting to test the district’s communication system.

C. Building evacuation procedures will be practiced a minimum of 8 times per school year. These procedures will be tested and evaluated during the facilities’ fire evacuation drills. Each building will also practice its procedure for distance evacuations (i.e. bomb threat).

D. The emergency plan for sheltering in the event of severe weather threat, such as a tornado or thunderstorm, will be practiced on an annual basis to test alerting and warning procedures, staff procedures and the movement of students to designated areas within the school building.

E. The district will conduct four lockdown drills that may coincide with local law enforcement agencies to practice and review its emergency procedures for a “violent incident.”

Building Level Staff Assignments:

A. Following a program orientation drill and/or exercise, participants will forward their observations to the “Emergency Response Team” (ERT) for further review and/or discussion. If immediate action is needed, the building’s administrator will be notified in order to take corrective action. The ERT will review the actions that were taken and forward their recommendations and suggestions to the SAVE & Wellness Committee.

Code of Conduct – Students, Staff, Visitors

Sullivan West Central School District is committed to providing a safe and orderly school environment where students will receive and staff will deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other Sullivan West personnel, parents and visitors is essential to achieving this goal.
SECTION II - SAFETY PREPARATION

The elementary and high school programs have a set of expectations for conduct on school property school functions, and under school supervision. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, which are reflective of industry standards and essential to develop a strong character.

This code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. The purpose of this procedure is to promote an orderly and safe environment which will provide students with opportunities to achieve their fullest potential, and to instill in those students responsibilities and abilities they will need to become a contributing member of society.

This Code of Conduct will be reviewed annually and presented to the staff, students and parents at the beginning of each school year.

Daily Hazard Identification:

All staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed, control any potential hazards associated within their work area. Any concern noted by a staff member will be forwarded to an administrator who will notify the facility Safety Committee.

The district will continue to work with outside emergency response agencies and Sullivan BOCES Risk Management Department to evaluate potential hazards associated with transporting and/or educating the children within our district.

Weather Emergency – Early Warning System

To assure we have early warning of any weather event, we contract with the “National Weather Station” (NWS) system. Information is received from NWS by e-mail, phone and fax in the offices of the District Superintendent and the Asst. Superintendent for Administrative Services.

Emergency Rapid Response Crisis Kit:

Each school building will organize a Rapid Response (Got To Go) Crisis Kit

The school nurse should have a separate bag with medical supplies (note as to where it is stored if nurse is absent).
Section III

Risk Reduction and Prevention

SECTION III - RISK REDUCTION AND PREVENTION

Promoting the Characteristics of a Safe School:

Sullivan West strives to maintain a safe school environment by promoting effective prevention strategies. In addition to having a strong academic focus which supports the achievement of higher standards, we also foster positive relationships among school staff, students and parents. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children’s social, emotional and academic development.

Program Initiatives for Risk Reduction/Violence Prevention

Our schools utilize a variety of programs and strategies which reduce the risk of violent behavior and promote a safe school environment.

SECTION III - RISK REDUCTION AND PREVENTION

Staff Development Strategies:

Part of our Professional Development Plan will be to make the staff aware of the early warning signs of violent behavior and suicide prevention strategies.

SECTION III - RISK REDUCTION AND PREVENTION

Suicide Prevention

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their death by police, which also could be considered a form of suicide. Effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in being killed by others.
Section IV

Response

Content:
Our goal is to be as prepared as possible to deal with emergencies should they occur. This section describes the policies and procedures we have in place to accomplish this task.
SECTION IV- RESPONSE

Chain of Command:

Each Building Level Plan will include a chain of command roster that indicates the order Sullivan West Administrators should be contacted should an emergency occur.

SECTION IV - RESPONSE

Internal and External Communication

A. In the event of an emergency, or impending emergency, the district will notify all administrators/designees of each of our facilities to take appropriate action as indicated in their building level plans.

Protective Action Options

When an emergency occurs or we have advance notice one may occur, we may implement one of the following actions in cooperation with local emergency responders:

A. School Cancellation

The District Superintendent or his/her designee will monitor any situation that may warrant a school cancellation. He/she will make a determination if school cancellation is necessary, and if it is, we will contact local radio stations. Staff will be notified by K-12 Alert, district website and phone recording.

B. District Early Dismissal

The District Superintendent or his/her designee will monitor any situation that may warrant an early dismissal. He/she will make a determination if early dismissal is necessary, and if it is, First Student is notified; staff is notified via email; local radio stations are contacted; parents/guardians are notified by K-12 Alert; the district website and phone recording are updated.

C. Evacuation Plan and Shelter Plan

Each building will have specific evacuation sites identified in their individual building plans. Each evacuation site will have the capacity and resources to shelter and accommodate the student body from that site.
SECTION IV - RESPONSE

Multi-Hazard Responses  (Response instructions outlined in the ERP Manual for each building)

1. Armed Intruder
2. Violent Incident
3. Hostage Situation
4. Kidnapping
5. Bomb Threats
6. Civil Disturbance
7. Severe Weather/Tornado
8. Explosion/Fire Emergency
9. Gas Leak
10. Hazardous Materials On-Site
11. Hazardous Materials Off-Site
12. Suspicious Substance (Anthrax/Biological Threat)
13. Food Poisoning
14. Medical Emergency
15. School Vehicle Accident Off-Campus
16. Loss of Utilities
17. Utilities- Downed Power Lines
18. Suspicious Package
19. Flood
20. Pandemic Influenza
21. Suicide On-Site

1. At the Conclusion of the Potential Incident of Violence

   A. A written summary of the incident shall be prepared by a designated staff person using the Potential Violence Incident Summary Form.
   B. Involved personnel will debrief.
Section V

Post Crisis/Recovery

Content:
Identifies and describes actions that will be taken after acts of threats, actual violent incidents or other emergencies that have had a major effect on the well being of students, school staff and the community at large.

SECTION V - POST CRISIS/RECOVERY

Responding to the aftermath of a crisis – Recovery

Schools in this country have long been considered to be one of the safest places to be on a day-to-day basis. Recent tragedies in our nation’s schools remind us that we must place more and more effort in ensuring the safety of students and staff. The preceding sections of this document have addressed prevention, interventions and procedures for dealing with a serious incident when it occurs. Schools that have had to deal with such incidents have learned that the work is not over with the termination of actual incident. Indeed, often the most difficult phase involves dealing with the aftermath and helping people recover from the effects of the incident.

Schools that have experienced tragedy have included the following provisions in their response plans:

- Help parents understand children’s reactions to violence. In the aftermath of tragedies, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted – to name a few of the symptoms.
- Help teachers and other staff deal with their reaction to the crisis. Debriefing and grief counseling are just as important for adults as they are for students.
- Help students and faculty adjust after the crisis. Provide both short term and long term mental health counseling following a crisis.
- Help victims and family members of victims re-enter the school environment. Often school friends need guidance in how to act. The school community should work with students and their parents to design a plan that makes it easier for victims and their classmates to adjust.

How schools handle this recovery period, especially the first twenty-four to forty eight hours, may critically reduce the long-term effect on people involved. In the aftermath of a crisis, people need opportunities to express their feelings about what has happened and to receive support from others who are able to give such support. They also need to be knowledgeable about possible long-term effects and how to deal with them. Crisis teams must come up with a short-term and a long-term plan for recovery period.
Components of Sullivan West Emergency Response Team (ERT) Plan:

The ERTs have developed such a plan which includes:

- The Team’s role in dealing with the recovery phase
- The roles and responsibilities of team members
- Resources that are available to assist in the recovery process and their involvement in the development of the plan.
- The training of staff in related policies and procedures.
- Mechanisms for accessing support
- How one division’s team will assist another division in the event of a crisis.

The initial training for team members lasts two days and includes a combination of large and small group experiences. Staff are given numerous opportunities to practice the implementation of the plan. Some of the basic premises in the training are as follows (which is also followed by the building level ERT):

- All schools eventually will face a significant crisis situation.
- School teams benefit from frequent “hands on” practice.
- School emergency teams are most effective when members work cooperatively.
- Responses are best carried out by defining specific roles and assigning team members to those roles.
- Team members must be versatile, flexible and able to carry out more than one role.
- Feedback is fundamental so that team members can learn, grow and become more effective.
- Emergency response is hard work both emotionally and physically, therefore mutual support is critical.

The ERT includes representation from administrators, faculty and staff from both buildings and was designed to oversee an incident in any of our divisions and buildings. It is understood that staff from one division may be called upon to assist in the recovery process resulting from an incident in another division. The need for and coordination of such cooperative efforts would be determined by the ERT. Our plan also describes the roles of each team member and specifies how the ERT would access personnel and other resources from the County and State when necessary. Ultimately, the coordination of these activities is the responsibility of the District Superintendent/or designee per the chain of command roster.
ADMINISTRATORS
Mr. Stephen Walker – Superintendent of Schools
Lorraine Poston – Assistant Superintendent for Administrative Services
   Mark Plescia – 7-12 Principal
   Scott Haberli – 7-12 Assistant Principal
   Rod McLaughlin – PK-6 Principal
   Kevin Carbone – PK-6 Assistant Principal
   Elizabeth Huggler – Chief Technology Officer

SAVE COMMITTEE
Lorraine Poston – Asst. Supt. for Administrative Services
   Scott Haberli – 7-12 Assistant Principal
   Nancy Ference – HS Social Worker
   Danielle DuBois – HS School Nurse
   Sue Gorzynski – HS Teacher Assistant
   David Eggleton – HS Physical Education
   Kevin Carbone – PK-6 Assistant Principal
   Dawn Hauschild – Elementary Teacher
   Kathy Hector – Elementary Teacher Assistant
   Judy Durkin – Elementary School Nurse
   Regina Meyer – Cafeteria Manager
   Debbie Owen – Elementary Physical Education Teacher
   Jack Harb - SRO
   Susan Schadt – Community Member
   Ed Kraack – Community Member/First Responder
Sullivan West Central School District
Organization Chart
2018 – 2019
SCHOOL INFORMATION

Sullivan West Elementary School
33 Schoolhouse Road
Jeffersonville, NY 12748
Phone: 845-482-4610  Fax: 845-482-9883

Rod McLaughlin – Principal – ext. 2141
Kevin Carbone – Assistant Principal – ext. 2158
Jack Harb – SRO
Judy Durkin – Nurse – ext. 2139
Sheri Parucki – Psychologist – ext. 2113
Virginia Kassay – Social Worker – ext. 2111
Amanda Mall – Social Worker – ext. 2118

Sullivan West High School
6604 SR 52
Lake Huntington, NY 12752
Phone: 845-932-8401  Fax: 845-932-8425

Mark Plescia – Principal – ext. 1100 or 1101
Scott Haberli – Assistant Principal – ext. 1100 or 1101
Jack Harb – SRO
Danielle DuBois – Nurse – ext. 1120
Christina Zrake – Psychologist – ext. 1105
Nancy Ference – Social Worker – ext. 1107

Sullivan West District Offices
33 Schoolhouse Road
Jeffersonville, NY 12748
Phone: 845-482-4610

Mr. Stephen Walker – Superintendent – ext. 3000
Lorraine Poston – Assistant Superintendent for Admin Services – ext. 3001
Assistant Superintendent for Instructional Services – ext. 3009
Elizabeth Huggler – Chief Technology Officer – ext. 3169
David Franskevicz – Athletic Director – ext. 1284
Dawn Priebe – Transportation – ext. 3001
Regina Meyer – Cook Manager – ext. 2125
ELEMENTARY ERT

Amy Favre - Teacher
Ann Marie Jones – Teacher Aide
Dawn Hauschild - Teacher
Dawn Priebe - Transportation
Dawn Sedlack - Teacher
Debbie Owen - Teacher
Elizabeth Huggler – Chief Technology Officer
Jack Harb - SRO
Joe Ebeling - Teacher
John Meyer - Teacher
Judy Durkin - Nurse
Kathy Hector – Teacher Assistant
Kevin Carbone – Assistant Principal
Linda Ahnstrom - Custodian
Mary Flynn - Secretary
Nicole Farrell - Teacher
Patricia Ellmauer - Teacher
Randy Kellam - Custodian
Regina Meyer – Cafeteria Manager
Rod McLaughlin - Principal
Sheri Parucki - Psychologist
Tara Meyer – Teacher Aide
Tracey Gorr - Teacher
Virginia Kassay – Social Worker

HIGH SCHOOL ERT

Scott Haberli – Assistant Principal
Nina Verderber – Guidance Secretary
Mike Ellmauer - Teacher
Nancy Ference- Social Worker
Rick Ellison - Teacher
JP Lang - Teacher
Danielle DuBois - Nurse
Nicholas Tranchina – Building & Grounds Maint. Supervisor
David Franskevicz – Athletic Director
Kurt Scheibe - Teacher
David Eggleton – Teacher
Doug Smith – Building Maintenance
Krystal Herbert – Teacher
Mark Plescia - Principal