

School ERP - 2023

Building Profile - Contact Information

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Building Contact Information

Off ce Name	Phone number (10 d g t number nc ud ng area code. Do not nc ude dashes or other characters)	Ext. #
Ma n Off ce	7168917912	(No Response)
Pr nc pa	716 [REDACTED]	(No Response)
Schoo Safety	7168917912	(No Response)
Schoo Nurse	716 [REDACTED]	(No Response)
A. Pr nc pa	716 [REDACTED]	(No Response)
Comm/IT	716 [REDACTED]	(No Response)
Fac tes	716 [REDACTED]	(No Response)
Dean of Students	585 [REDACTED]	(No Response)
CEO	716 [REDACTED]	(No Response)

District Contact Information

Department/Off ce Name	Phone number (10 d g t number nc ud ng area code. Do not nc ude dashes or other characters)	Ext. #
KCCS	7168917912	(No Response)

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Building Profile - Building

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County

ERIE

Local Education Agency (LEA)

BUFFALO CITY SD

Building Name

KING CENTER CHARTER SCHOOL

Address

156 NEWBURGH AVE

BUFFALO 14211

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Building Profile - Floor Plans and Area Maps

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Building Floor Plans and Area Maps

Education Law 2801-a and Commissioner's Regulation 155.17 require procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

Upload PDF files that contain building floor plans, maps or images of school grounds and local road maps. File names should describe the content of the file and the entity it is being submitted for, i.e. joneschoolfloorplan.pdf.

Google maps and other similar applications provide easy tools to obtain satellite images of school grounds and surrounding areas.

Maximum file size is 5 MB, only .pdf files are accepted.

Building-Level Floor Plans

Upload a PDF file that contains floor plans of the school building, include the following:

- All labels typed
- Include school name and address
- Include a key to define any symbols used
- Include a compass indicating North
- Each floor should be a separate page
- Building entrances labeled (including service entrances)
- Windows and interior doors graphically shown
- Rooms labeled with room number
- Common areas and administrative offices labeled by use
- Location of water, gas and electrical shutoffs clearly noted

KCCS 3rd Floor.pdf

KCCS -Floor Plan - 02 Second Floor .pdf

KCCS -1st Floor Plan.pdf

School Area Map.pdf

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Building Profile - Floor Plans and Area Maps

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Area Map

Upload a PDF file containing a map of the school grounds and immediate surrounding area.

Map/Image of grounds should include the following:

- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

Map/Image of surrounding areas should include the following :

- Labeled streets
- Labeled buildings
- Include key to define any symbols used
- Include a compass indicating North

Schoo Area Map.pdf

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Building Profile - External Building Contact Information

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In an Emergency Call 9-1-1

Local PD submission

Education Law 2801-a and Commissioner's Regulation 155.17 require that every school submit a copy of the school Building-Level Emergency Response Plan to state and local police. In the space provided below, enter the name of the local law enforcement agency (or agencies) that you submitted a copy of your ERP to, for example Albany County Sheriff, or your local city or town police department, etc.. Include the date the plan was submitted, contact name, and non-emergency telephone number. Enter as many as are applicable. There is space to include up to 3 local law enforcement agencies, report as many as are appropriate. It is not necessary to include state police.

	Law Enforcement Agency Name	Date Submitted	Non Emergency Contact Number (10 digit number including area code. Do not include dashes or other characters.)	PD NonEmergency Contact Name
Local PD Info (1)	(No Response)	(No Response)	(No Response)	(No Response)
Local PD Info (2)	(No Response)	(No Response)	(No Response)	(No Response)
Local PD Info (3)	Buffalo Police Department	08/31/2022	7163616711	School Resource Officer

Emergency Responder Non-Emergency Numbers

	Phone number (include 10-digit telephone number including area code. Do not include dashes or other characters.)
State Police	7169356570
Sheriff's Dept.	7168587618
Local Police	7168514416
Fire Dept	7168961263
EMS	7168961263

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
Poison Control	7168787654
Suicide Hotline	7168343131
National Grid	7168322400

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Building Profile - External Building Contact Information

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Agency/Business Name	Phone number
National Fuel	7166866123

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Building Profile - Incident Command System Roles

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Incident Command System Roles Instructions

Educator Law 2801-a and Commissioner's Regulation 155.17 require a definition of a chain of command consistent with the Incident Command System.

The primary roles in the Incident Command System include the following:

Incident Commander - directs incident management activities.

Public Information Officer - acts as a liaison between school and public (including media).

Liaison Officer - responsible for coordinating with emergency agencies.

Safety Officer - responsible for overall safety of all persons involved.

For more information about ICS, an online training on the Incident Command System for Schools is available from the New York State Center for School Safety at: <https://www.nyscfss.org/erp-og n>.

Enter names and telephone number of staff who have been designated to perform Incident Command System (ICS) roles in the event of an emergency. If possible, include an alternate staff person.

	Staff Person Assigned to this Role	Telephone Number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Name	Alternate Staff Person Telephone Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Cell Number (10 digit number, include area code, no dashes or other characters)
Incident Commander	Antonette Rhodes	7168917912	716 [REDACTED]	Jason H	7168917912	716 [REDACTED]
Public Information Officer	Tamara Coeman	7168917912	716 [REDACTED]	Loraine Marsha	7168917912	7168917912
Liaison Officer	Tamara Coeman	7168917912	716 [REDACTED]	Jason HI	7168917912	7168917912
Safety Officer	Joeen Thurman	7168917912	716 [REDACTED]	Steve Scordato	7168917912	716 [REDACTED]

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Building Profile - Building Level Emergency Response Team

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Building-Level Emergency Response Team

Building-Level Emergency Response Team

Provide names, titles and contact information for the individuals that are part of your building-level emergency response team below. Note that the statute requires your team include a representative on your team for each of the titles listed below.

	Name	Title	Office Number (10 digit number, include area code, no dashes or special characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Teacher	Antonette Rhodes	Principal	7168917912	716 [REDACTED]
Administrator	Tamara Coleman	CEO	7168917912	716 [REDACTED]
Parent Organization	Michelle Martin	PTO	716 [REDACTED]	716 [REDACTED]
School Safety Personnel	Steve Scordato	Facilities Director	716 [REDACTED]	716 [REDACTED]
Other School Personnel	Jason H	School Safety	7168917912	716 [REDACTED]
Community Member	Michelle Martin	Parent	716 [REDACTED]	7169 [REDACTED]
Local Law Enforcement	Buffalo Police Department	BPD	7168514416	7168514416
Fire Office	Buffalo Fire Dept	BFD	7168961263	7168961263
Other Emergency Response Agency	State Police	NYS Troopers	7169356570	7169356570
Bus Driver/Monitor	na	na	7168917912	7168917912

Additional Building-Level Emergency Response Team Members

Provide names, titles and contact information for members of your building-level emergency response team not already included above.

Name	Title	Office number	Cell Number
Antonette Rhodes	Principal	716-891-7912	716 [REDACTED]
Joe end Thurman	Assistant Principal	716-891-7912	716 [REDACTED]
Steve Scordato	Facilities	716-891-7912	716 [REDACTED]
Tamara Coleman	Executive Director	716-891-7912	716 [REDACTED]

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Building Profile - Emergency Response Team

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Emergency Response Team

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Antonette Rhodes	Principal	7168917912	716 [REDACTED]
Joellen Thurman	Assistant Principal	7168917912	716 [REDACTED]
Steve Scordato	Facilities Director	7168917912	716 [REDACTED]

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Building Profile - Post Incident Response Team

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Post-Incident Response Team

Post-Incident Response Team

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Steve Scordato	Facilities	7168917912	716 [REDACTED]
Antonette Rhodes	Principal	7168917912	716 [REDACTED]
Michelle Martin	Co President	716 [REDACTED]	716 [REDACTED]
Ed Gea	Insurance Broker	716 [REDACTED]	716 [REDACTED]
Loraine Marsha	School Nurse	7168917912	716 [REDACTED]
Car Morgan	Board Treasurer	914 [REDACTED]	914 [REDACTED]
Scott Saperston	Co President	716 [REDACTED]	716 [REDACTED]

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Building Profile - Additional Building Personnel

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Additional Building Personnel

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Joe en Thurman	Assistant Principal	7168917912	716 [REDACTED]
Jason H	School Safety	7168917912	(No Response)
Brandon Thurman	Dean of Students	7168917912	585 [REDACTED]

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Campus Profile - Campus Profile

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Campus Profile**Enter the total number of school buildings on campus**

1

Indicate the number of non-school buildings on the campus and provide a brief description of that building and its purpose (district offices, maintenance shed, bus garage, concession stand, etc.)

There are no school buildings other than the main building.

Describe other physical characteristics of the school campus such as location of playgrounds or athletic fields, school bus loading and unloading area, parent pick-up and drop-off points, etc. Do not include links.

School has no athletic fields or playgrounds but does have a center courtyard area that is only accessible from the building itself. The building has a parking lot to the north of the facility.

Provide a brief description of the area surrounding the school campus.**For example: State Highway on the western boundary of the campus, a creek to the south, forested hills to the east and a residential neighborhood to the north. Do not include links.**

The school building resides in a neighborhood setting with single and multi-family homes.

Provide a brief description of the access/egress routes into the campus, include vehicular and pedestrian routes. (i.e. Vehicular access - main entrance from Main St.) Do not include links.

The facility has direct road access on three sides and a parking lot to one side. Parking lot which is located to the north of the building although the parking lot allows for drive-through traffic we restrict entry and exit to one driveway for safety purposes. The building has four main exits on each corner of the building. The entrance on the south east corner is designated as the primary entrance. The facility also has three secondary exits from the located in the gymnasium and auditorium.

School ERP - 2023Functional Annexes - Introduction

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Introduction

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

School ERP - 2023**Functional Annexes - Shelter In Place**

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Shelter-In-PlacePurpose

This annex focuses on 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).

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for the respective school situation.

- What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).
- How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistance services.
- How to move students when the primary routes are unusable.
- How to locate and move students who are not with a teacher or staff member.

Provide a description of your Shelter-in-Place Annex below.**Shelter-in-Place**

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community, or a situation at the school that could harm students or staff if they are outdoors.

Incidents could include gas leaks, chemical spills, weather conditions or a disturbance in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

SHELTER.

- Go inside the nearest building or classroom and remain there.
- Lock the door. You are looking for enclosed protection from the outside.
- Teachers should quickly check halls and get students into classrooms.
- Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT.

- Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN.

- Remain quiet to hear critical instructions from school officials. If there is no direction, continue instruction/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

School ERP - 2023Functional Annexes - Hold in Place

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Hold-in-PlaceDefinition

This annex focuses on courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.

Provide a description of your Hold-in-Place Annex below.**Hold and Secure**

Will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near but not on property). In this situation, KCCS will continue to function normally, with the exterior doors being locked until such time as the situation near the building is resolved.

1. If you hear, "Hold and Secure" over the intercom or an administrator announces the Hold and Secure in person:

- a. Everyone is to continue as normal monitor student movements more closely.
- b. Make sure all exit doors are secure and monitored.
- c. No one is allowed to leave the building for any reason until all clear (except going out to car, leaving for lunch etc.).
- d. No visitors will be allowed in the building.
- e. All clear will be announced by Principals or designee.

School ERP - 2023Functional Annexes - Evacuation

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EvacuationPurpose

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for the specific school situation.

- How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
- How to evacuate when the primary evacuation route is unusable.
- How to evacuate students who are not with a teacher or staff member.
- How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

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Functional Annexes - Evacuation

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Provide a description of your Evacuation Annex below.

Emergency Evacuation Routes and

Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principals in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything unusual to the Principals.

In an Emergency Building Evacuation teachers will do:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principals in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything unusual to the Operations Chief.

In an Emergency Building Evacuation teachers will do:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything unusual to the Principals.
- Debrief students to calm fears about the evacuation.

Emergency Building Evacuation

If it is necessary to evacuate the entire building to another school or relief center,

the Principals will: Notify the Board President of the Evacuation.

Cooperate with emergency authorities in enlisting staff with cars to help transport evacuees.

Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

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Functional Annexes - Evacuation

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On-site evacuation assembly areas

Evacuation from	Evacuation to
Class Room	Auditorium

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number (10 digit number, include area code, do not include dashes or other characters)
George K. Arthur Community Center	2056 Genesee St. Buffalo, New York 14211	Ms. Cheryl/ Bryan Bowman	7168515151
Scherer Park Community Services	2057 Genesee St. Buffalo, New York 14211	Ms. Cheryl/ Bryan Bowman	7168515151

School ERP - 2023Functional Annexes - Lockout

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LockoutPurpose

This annex focuses on the courses of action school staff 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the respective school situation.

- How to curtail outdoor activities and quickly move students and staff indoors.
- How to ensure all student and staff are inside before locking doors.
- How to ensure the continuation of normal school activities.
- How should staff or students report suspicious activity should it be observed.

Describe your Lockout Annex below.**Lockout**

Will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near but not on property). In this situation, KCCS will continue to function normally, with the exterior doors being locked until such time as the situation near the building is resolved.

1. If you hear, "Hold and Secure" over the intercom or an administrator announces the Hold and Secure in person:
 - a. Everyone is to continue as normal monitor student movements more closely.
 - b. Make sure all exit doors are secure and monitored.
 - c. No one is allowed to leave the building for any reason until all clear (except going out to car, leaving for lunch etc.).
 - d. No visitors will be allowed in the building.
 - e. All clear will be announced by Principal or designee.

School ERP - 2023Functional Annexes - Lockdown

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LockdownPurpose

This annex focuses on the courses of action schools will execute to secure school buildings 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the respective school situation.

- How a lockdown will be initiated. Codes should not be used. Announcements should be clear and concise and provide the location of the threat if known. Additional measures could include sounds, lights, and electronic communications such as text messages.
- How participation in classroom and building characteristics (e.g., windows, doors) impact possible lockdown courses of action.
- How to lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hallway, bathroom, break room).
- How to react if an intruder gains access to a room in lockdown.
- How to silently communicate essential information with staff and administrators. Consider sharing staff cell phone contacts and establishing an emergency group to quickly allow for silent communication in a lockdown or other emergency.
- How students and staff will know when the building is safe. A lockdown should only end when the classrooms are physically released by law enforcement.

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Functional Annexes - Lockdown

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Describe your Lockdown Annex below.

LOCKDOWN PROCEDURES

1. If you hear, "LOCKDOWN" over the intercom or an administrator announces the lockdown in person:

- a. Everyone s to stay where they are.
- b. C assroom teachers are to:

i. Qu ck y g ance outs de the room to d rect any students or staff members n the ha nto your room mmed ate y.

. Lock your door.

. Lower or c ose any b nds.

iv. Place students against the wall, so that the intruder cannot see them looking in the door. Look for the 'Safe Corner'.

v. Turn out ghts and computer mon tors.

v . Keep students qu et.

Note: A staff members shou d ocate and ho d on to the r ro b ock pr or to turn ng out the ghts. Th s w a d n account ng for a students shou d an evacuat on be necessary.

c. Phys ca educat on c asses be ng he d n the gym shou d move nto a ocker room, ock a doors, and f nd a safe area.

d. Any students n the cafeter as shou d move to the nearest c assrooms.

e. If students and teachers are outs de the schoo bu d ng, they shou d stop, drop, and rema n st .

You w be d rected where to re ocate depend ng on the s tuat on.

f. If teachers and students are n the bathrooms, they shou d move to a sta , ock t and stand on the to et.

g. Anyone n the ha way shou d move to the c osest c assroom mmed ate y.

h. Nurses/cafeter a workers/support staff shou d stay n the area they are n, secure the doors, and turn out the ghts.

1. Students and staff n the brary shou d rema n n the brary. L brar ans shou d ock the doors, turn out the ghts, and ocate a safe area.

2. Stay n safe areas unt d rected by aw enforcement off cers or an adm n strator to move or evacuate. Never open doors dur ng a ockdown, even n the event of a f re a arm. For further d rect ves, aw enforcement off cers and adm n strators w have keys to open the doors or announcements w be made over the ntercom.

3. Lockdown w on y end when you are phys ca y re eased from your room or secured area by aw enforcement.

Because someone can be forced at gunpo nt to make an a c ear announcement over the PA, ft ng of the Lockdown w not be announced over the PA system. D sregard an a c ear announcement over the PA dur ng a ockdown.

4. If an evacuat on occurs, a persons/c assrooms w be d rected by a aw enforcement off cer or adm n strator to a safe ocat on. Once evacuated from the bu d ng, teachers shou d take ro to account for a students present n c ass. Adm n strators w d v de and keep n commun cat on w th rad os or ce phones.

Lockdown rally points

Lockdown ra y po nt descr pt on
Park ng Lot

School ERP - 2023**Functional Annexes - Crime Scene Management**

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Crime Scene ManagementPurpose

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

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

Observe

- Write down your observations as soon as it is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call 911 if not already called or police are not on scene.

Document

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

School ERP - 2023Functional Annexes - Crime Scene Management

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Describe your Crime Scene Annex below.Crime Scene Response**Respond**

- Ensure for yourself and others safety first, then if possible, formulate a plan and make mental notes. Work with others in the area if possible, and take steps to secure a perimeter around scene.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties. Record names, addresses, and phone numbers if possible.
- Be aware of weapons, hazards, and potential evidence. Do not touch or move anything found at the scene unless absolutely necessary to preserve safety. Document if you had to move anything and why.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

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

Observe

- Write down your observations as soon as it's safe to do so.
- Record detailed information – don't rely on your memory. Note time, people, and circumstances at the time of incident.
- Notes with a different responders upon arrival and could be utilized in court.
- Photograph scene along with taking notes and provide to authorities.

Notify

- Call 911 if not already called or police are not on scene.

Document

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

School ERP - 2023Functional Annexes - Communications

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CommunicationsPurpose

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

Your Budget-Event Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for the respective school situation.

- How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).
- How to ensure relevant staff members can operate communication equipment.
- How the school will communicate with students, families, and the broader community before, during, and after an emergency.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.
- How the school will handle the media (e.g., district or school Public Information Officer [PIO]).
- How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).
- How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing online accessible documents, ensuring information on websites is accessible).

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Functional Annexes - Communications

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Describe your Communications Annex below.

King Center Charter School Communications and Notification

1. PURPOSE

Communication is a critical part of incident management. This section outlines King Center Charter School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Board Of Trustees will designate someone to be a Public Relations Officer to release statements press releases, and or the communications plan as well as maintain media contacts at the major television, Internet, and radio stations.

RESPONSIBILITIES**A. Communication between School Officials and Staff Members**

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone:** Phone calls from school administration to staff and faculty may be used when direct communications necessary.
- **Text-Messaging System/E-mail System:** A text messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- **School E-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- **Staff Meetings:**
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms. Response Team staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or re-occupation on the home page of the school and district website.
- **Fax machines:** Possible uses include off-site access to receive and send critical information concerning students and staff members, the locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.
- **Public Address System:** A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

B. External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However,

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once an incident does occur, parents, media and the community at large will receive clear and concise messages from King Center Charter School about the incident, what is being done and the safety of the children and staff.

C. Communication with Parents

Before an incident occurs, King Center Charter School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the School's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information will be included in school newsletter and presentation at a Meet the Teacher Night.
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- School will be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, King Center Charter School will:

- Disseminate information through email, text, phone calls, radio and news stations to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and Board Trustees are handling the situation.
- Provide information regarding possible reactions of the children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Keep parents informed about when and where school will resume.

After an incident, King Center Charter School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible following such meeting.

The following practices will be utilized to disseminate information externally when appropriate:

- **Mass Communication System**

- **Social Media:** Social Media may be used to disseminate information of a hazard or threat situation to students, parents, and the surrounding community.
- **Standard telephone:** King Center Charter School has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephones free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or re-occupation on the home page of the school and district website.
- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning students and staff members, the locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **School E-mail:** When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to a staff/faculty or parents as necessary.

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Public Health, Medical, and Mental Health AnnexPurpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the respective school situation.

- What the role of staff members in providing first aid during an emergency.
- Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
- Which staff have relevant training or experience, such as in first aid or CPR?
- How the school will secure a sufficient number of counselors in the event of an emergency.
- How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.
- How the school will support the needs of students identified by the threat assessment team.

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Functional Annexes - Public Health, Medical, and Mental Health

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Describe your Public Health, Medical, and Mental Health Annex below.**Public Health & Medical Annex**1. Purpose:

The primary objective of an Emergency Response Team (ERT) is to ensure all school staff, students and visitors are medically safe and secure throughout the day.

2. Narrative:

This Annex focuses on the courses of action KCCS will execute to secure and provide assistance and help during incidents that pose a medical concern inside or on the school grounds.

3. Scope:

1. This policy applies to all school employees, management, student interns, and volunteers.
2. This policy describes the organization's objectives and policies regarding medical emergency procedures.

During a medical emergency the following staff will conduct the following roles:

Security will close off and clear the location.

School Nurse will be Head of Operations. Giving direction to all responding staff.

Specific Floor ERT staff will provide necessary assistance as needed and rotate First Aid & CPR duties. Take direction from School Nurse head of operation.

During a medical emergency all staff appointed on the ERT should immediately report to emergency location.

1st Floor-

- Ebony Hennings- Ext: 509 RM: 109
- Antonette Rhodes- EXT: 290 RM: office
- Jessica Schaefer- Ext: 502 RM: 102
- Mike LaScaia- Ext: 557 RM: Gym

2nd Floor-

- Amber Trombetta- EXT: 204 RM: 204
- Amanda Read- Ext: 213 RM: 213
- Amber Wagstaff- Ext- 212 RM: 212
- Mary Pat Mooney- Ext: 212 RM: 212
- Meaghan Hayes- Ext: 209 RM: 209
- Antuana Fuqham- Ext: 204 Rm: 204

3rd Floor-

- Brandon Thurman- Ext: 262 RM: 307
- Nicole Banks- Ext: 311 RM: 311
- Tsts Mungan- EXT: 313 RM: 313

Emergency medical supplies (e.g., first aid kits, AEDs) are located:

1st floor-

Outer wall of gym. At the top of hand cap ramp.

2nd Floor-

Outer wall of the auditorium balcony (opposite room 201)

3rd Floor-

Outer wall near room 312

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Functional Annexes - Public Health, Medical, and Mental Health

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The following staff have relevant training or experience, such as first aid or CPR:

- EXT- 507 RM: 107

Ebony Hennings- Ext: 509 RM: 109

Antonette Rhodes- EXT: 290 RM: office

Jessica Schaefer- Ext: 502 RM: 102

Michelle LaScaia- Ext: 557 RM: Gym

Jamie Groff -Ext: 263 RM 202

Amber Trombetta- EXT: 204 RM: 204

Amanda Read- Ext: 213 RM: 213

Amber Wagstaff - Ext- 212 RM: 212

Mary Pat Mooney- Ext: 212 RM: 212

Meaghan Hayes- Ext: 209 RM: 209

Antuana Fugham- Ext: 204 Rm: 204

Brandon Thurman- Ext: 262 RM: 307

Nicole Banks- Ext: 311 RM: 311

Tsitsi Murgan- EXT: 313RM: 313

School nurse (Head of Medical Operations) will send out an email to relevant Leadership of any outbreaks, epidemics, or unusual medical situations.

Nurses will also follow local Erie County guidelines, CDC and NYSDOH procedures in response to any outbreaks etc.

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Functional Annexes - Accounting for All Persons

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Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the specific school situation.

- How staff will determine who is in attendance at the assembly area.
- What to do when a student, staff member, or guest cannot be located.
- How staff will report to the assembly supervisor.
- How and when students will be dismissed or released.

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Functional Annexes - Accounting for All Persons

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Describe your Accounting for All Persons Annex below.

Persons monitoring and reporting

1. NARRATIVE

In an emergency situation being able to monitor, track and report on all persons within the facility at a moment's notice and to easily provide such information quickly to emergency service providers and facility leadership

1. PURPOSE

To provide emergency guidance in the event of an internal or external threat to the building and/or population.

1. SCOPE

1. This policy applies to all school students, employees, management, visitors, contractors, student interns, and volunteers.

2. This policy describes the organization's objectives and policies regarding emergency procedures

1. Areas to be monitored

1. **Students:** Daily attendance records will provide a list of all students within the facility throughout the day. Student attendance information will be collected by the main office daily and a printed hard copy will be available at all times within the main office. Any and all changes that occur during the day to the student census will be immediately documented on the hard copy as well as digital records. (example students leaving early, students arriving late)

2. **Staff:** All staff must report to the main office upon arrival and upon leaving. This includes leaving the building during the day for appointments, lunch breaks, etc. Upon arriving back the employee must report that they are back in the building. The ongoing report will be available in the main office along with the student roster.

3. **Contractors/Vendors** Much like the requirements of staff member's contractors must report their presence in the facility to the main office for documentation where they will be issued a badge with a number. The badge number along with the person's name, company, time, and purpose and facility staff member they are meeting. All badges must be returned when contractor/vendor leaves the building.

1. **Visitors:** All visitors must enter through the main entrance and register in the main office. If the visitor needs to move about the building they will be issued a numbered badge that will correspond to a log on a form, the name, purpose, who they are here to see, and room location as well as date and time will be recorded in the log. Upon leaving all visitors must report back to the main office and sign out, and return badge. This ongoing log will be readily available and kept with the monitoring logs for students, staff, and contractor / vendors for quick access in an emergency.

1. Badging

1. Contractor / Vendor passes will be labeled as such and preferably be of a different color from the visitor badge, for quick identification for staff members for security reasons. This badge will contain a number. That number along with the person's name and all other pertinent information will be logged onto the appropriate tracking form. When the badge is returned and the person is signed out from the log, that badge can be reused for the next need.

2. Visitor badging passes will be marked accordingly (Visitor) along with a number, and color coded for easy identification by staff.

Same procedures apply with regards to issuing and returning of badge as with contractor / vendor badges.

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ReunificationPurpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the respective school's situation.

- How to inform families and guardians about the reunification process in advance, and how to clearly describe the roles and responsibilities in reunification.
- How to verify that an adult is authorized to take custody of a student.
- How to facilitate communication between the parent check-in and the student assembly and reunion areas.
- How to ensure students do not leave on their own.
- How to protect the privacy of students and parents from the media.
- How to reduce confusion during the reunification process. How frequently families will be updated.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians

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Functional Annexes - Family Reunification

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Describe your Family Reunification Annex below.**Lead Administrator/Building Level School Emergency Response Team Member: Remote Evacuation and Family Reunification Protocol****Definition**

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announce over the public address system "All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site **George K. Arthur Community Center** located at **2056 Genesee Street, Buffalo New York 14211**. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"

Lead administrator Response

1. Notify the Board President of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so that buses can be dispatched to the appropriate location.
2. Activate Building Level School Emergency Response Team to secure the building.
3. Request that law enforcement officers dispatch uniformed personnel to the staging area.
4. Request bussing or use designated transportation options.
5. Make the announcement by public address system, runners, e-mail or whichever means is most practical "All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site **George K. Arthur Community Center located at 2056 Genesee Street, Buffalo, New York 14211**. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"
6. Announce evacuation
7. In certain situations, a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, administrator will coordinate with public safety officers for law enforcement personnel to conduct the evacuation room by room.
8. Designated staff member (Assistant Principal) will serve as your representative at the family reunification center. Student/Staff information binder will be taken to reunite families.
9. Post Building Emergency Response Team will be notified to help serve at the staging area.
10. Monitor the situation and provide updates and additional instructions as needed

Teacher Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site.
2. Do not lock classroom doors when evacuating
3. Do not stop for student or staff belongings
4. Check for injuries
5. Account for all students
6. Immediately report any missing, extra or injured students to administrator or incident command
7. Assist students with special needs or language barriers
8. Continue to contact and maintain students
9. Remain with class en route to the re-orientation center
10. Take attendance upon arriving at the center

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Functional Annexes - Family Reunification

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11. Wait for additional instructions

Family Reunification Process

1. Assistant Principal will make sure that the safety places are safe and secure upon arriving.
2. Assistant Principal or designee will label each area for student and staff for designated space.
3. Other crisis management services may be called (Journey's End for Interpreters etc.)
4. Upon arrival staff and students will be guided to their designated space in the building.
5. Assistant Principal (along with support from Emergency response team members) will be in charge of checking

Attendance of all students and staff.

1. Once attendance is taken, students and staff will be placed in classroom order for the dismissal of students once parents are connected.
2. Building Level Response Staff and Post Building Response Staff will work to make sure that each student is reunited with their parents by checking and verifying identification using Power-school and students' information at a designated registration table.
3. Each student will be signed out upon leaving and documented.
1. All Areas will be checked and swept by our Emergency Response team or designee before anyone leaves the building for safety of students and staff.

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Functional Annexes - Security

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Security Annex

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for the respective school situation.

- How agreements with law enforcement agencies address the day-to-day role of law enforcement officers on and around school.
- How to make sure the building is physically secure (including implementation of Crime Prevention through Environmental Design [CPTED]).
- How to get students to and from school safely (including traffic control and pedestrian safety).
- How to keep prohibited items out of school.
- How to respond to threats identified by the behavioral threat assessment team.
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws. More information on FERPA and HIPAA can be found in "A Closer Look, Information Sharing".)

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Describe your Security annex below.**Assault - Response**

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

Staff

- Notify building administration
- Response team will be activated to handle the following:
 - Ensure the safety of students and other staff
 - Use a calm voice and low tones in addressing the assailant
 - If behavior escalates, shout "Stop!" and continue to use a calm voice
 - Disperse onlookers and keep others from congregating
 - Ensure first aid is rendered to any injured parties (see Medical Emergency procedures)
 - Do not leave the victim alone
 - Seal off area to preserve evidence for law enforcement
 - Identify the assailant by name and description (e.g. clothing, height)
 - If the assailant has left the building, determine direction and mode of travel
 - If assailant leaves in a vehicle, provide description of the vehicle and license number
 - Identify any witnesses

Building Administration /Designee

- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify Board of Trustees
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document actions taken by staff and complete incident reports
- Follow up by Post Emergency Response Team

Bomb Threat - Response

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:

Staff

- Notify building administration
- Emergency Response Team will be activated to handle the following:
 - Preserve evidence for law enforcement
 - If written threat, place note in paper envelope to preserve fingerprints

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- If the threat is written on a wall, photograph
- If phoned threat, document all relevant information (see Threat Incident Report Form)
- Complete Threat Incident Report Form
- Implement appropriate Lockdown procedures if needed
- Scan classroom or assigned areas for suspicious items
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings
- Take emergency go-kit and class roster *When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.*

Building Administration/Designee

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Assessment Procedures
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document actions taken by staff If the bomb threat is determined to be credible:
- Implement appropriate Lockdown procedures
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property — inside or outside
- Document actions taken and findings by staff
- Determine if evacuation procedures should be initiated

If Evacuation Procedures are initiated:

Building Administration

- Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device
- Ensure evacuation routes and area(s) are clear of suspicious items
- Follow up by Post Emergency Response Team

Fight/Disturbance - Response

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school disciplinary policies and procedures.

When a fight or disturbance occurs:

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- One staff member seek administration assistance
- One staff member address the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout "Stop!" and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area

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- Don't let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to any injured participants (see Medical Emergency procedures)

Building Administration

- Address the event according to school district discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify district administration and law enforcement as indicated by school policy
- Make appropriate referrals to student services or student assistance team
- Document actions taken by staff and complete incident reports

Fire - Response

Critical Information Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

In the event of fire or smoke:

Staff

- Activate fire alarm and notify building administration
 - Check assigned locations where students may not hear a alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
 - Implement evacuation plan for any students needing special accommodations
 - Evacuate students and other staff to designated areas
 - Take emergency go-kits and class roster
 - If primary routes are blocked or dangerous, use closest, safe exit
 - If trapped by fire, implement Shelter-in-Place procedures
 - Once outside, assemble at a safe distance from building and emergency apparatus
 - Take student attendance Report missing, extra or injured students to building administration
 - **Building Administration** Call 911 and notify emergency responders Confirm address of school Provide exact location of smoke or fire Ensure fire alarm has sounded Notify district administration Meet with fire officer Identify the location of fire Advise location of injured persons Provide names of any missing persons Determine if students need to be transported to an evacuation site Notify parents or legal guardians of student reunification and release procedures Signal "all clear" when safe to re-enter school building
- Additional Considerations
- Plan for accommodations for students or staff with special needs

Hazardous Materials - Response

Critical Information In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a hazardous material incident inside a school building:

Staff

- Notify building administration
- Report location and type (if known) of the hazardous material
- Move students away from the immediate danger zone
- If safe, close doors to the affected area
- Implement Evacuation procedures Take emergency go-kits and class roster Take attendance and report missing, extra or

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injured students to building administration strat on

- Render first aid as needed
- If outside, implement Shelter-in-Place procedures

Building Administration

- Call 911 and notify emergency responders
- Activate Emergency Response Team
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
- Notify district administration strat on
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document actions taken
- Monitor situation
- Notify district administration strat on
- Consult with emergency responders
- Identify the need for evacuation
- Develop an action plan with emergency responders
- Consider implementing Shelter-in-Place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document actions taken

Hostage - Response

Critical Information If the hostage-taker is unaware of your presence, **Do Not Attract Attention!**

In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions If you witness a hostage situation:

Staff

- Notify building administration immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following: Identify and description of the individual; Description and location of the incident; Number of hostages; Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building

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Functional Annexes - Security

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- As soon as possible, and on your feet can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- Document actions taken *In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.*

Intruder - Response

Critical Information - An intruder may be either weapon-oriented. Early intervention may reduce or eliminate the escalation of the incident. There is a way the potential that an intruder may possess a weapon or become violent.

*When interacting with a stranger at school, use the "I CAN" rule. **Intercept Contact Ask Notify***

In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that visitors must register at the reception area. Ask the subject the purpose of his or her visit. If possible, attempt to identify the individual and vehicle. Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
- Attempt to maintain visual contact with the intruder until assistance arrives
- If possible, keep students away from the intruder
- Take note of the subject name, clothing and other descriptors
- Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself

Building Administration

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
- Consider initiating Lockdown with Intruder procedures. Call 911 and notify law enforcement. Advise law enforcement of the intruder's location and provide a full description
- Attempt to keep the subject in view until law enforcement arrives while maintaining a safe distance
- Provide staff with a full description of the intruder
- Notify Board of Trustees
- Document actions taken by staff

Media Procedures

Critical Information - All media inquiries must be referred to the district information officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

When communicating with the media during an emergency:

Board President

- Designate the principal to coordinate all media communications for the school and school district.
- Designate a district spokesperson. If spokesperson is unavailable, a alternate assumes responsibility.

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- Prepare and coach school's spokesperson
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media know when to expect the next update
- Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to disseminate accurate information
- Document all contact with media

Principal

- Notify school administration and all staff of emergency event
- Update staff throughout the emergency, review details of the emergency and dispel rumors

Staff

- Staff direct all media requests to the principal – Do not speak with the media

Public Information Release

Check as appropriate: District/District-wide School Date: _____ Time: _____ **Note: If**

this is used as a script, read only those items checked. Make no other comments

(Check off, fill in, and cross off as appropriate)

_____ has just experienced _____ The (students/employees) [(are being) or (have been)] accounted for.

q No further information is available at this time.

q Emergency medical services [(are here) or (are on the way) or (are not available to us)].

q Police [(are here) or (are on the way) or (are not available to us)].

q Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)]. _____ [(are here) or (are on the way) or (are not available to us)].

q Communications to parents (is/are) being posted (on the school's web site, elsewhere) and delivered by phone (and/or email) through _____.

q Reunification center(s) for parents to pick up their student(s) (s/are) being set up at _____ q Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders)

q (#) _____ reported injured.

q Students have been taken to a safe area _____ and are with (classroom teachers/staff) or (_____).

q (#) _____ students have been taken to the local emergency room for treatment of serious injury.

q Parents of injured students should go to the emergency room at _____.

q (#) _____ Confirmed deaths have been reported _____ . Names cannot be released until families have been notified.

q Structural damage has been reported at the following sites: _____ . Release restrictions: qNo qYes / what

Released to the Public: Information Release # _____ Date/Time: _____

Medical Emergency - Response

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Cr t ca Informat on-The ro e of schoo staff n a med ca emergency s to prov de care to the v ct m unt f rst responders arr ve. Staff shou d NOT prov de any f rst ad beyond the r tra n ng. Staff shou d comfort the v ct m and reassure h m or her that med ca attent on s on the way. Before prov d ng ass stance, staff shou d survey the scene for add tona hazards and ensure t s safe to render a d. In the event a non-respons ve or fe-threaten ng njury or nness:

Staff

- Send for mmed ate he p (not fy hea th off ce staff or schoo nurse) and Ca 911
- Descr be njur es, number of v ct ms and g ve exact ocat on
- Not fy bu d ng adm n strat on
- DO NOT move the v ct m(s), espec a y f you suspect a head or neck njury, un ess safety s a concern
- Check v ct m for med ca a ert brace et or neck ace
- Prov de nformat on to f rst responders
- D spers on ookers and keep others from congregat ng n the area
- If poss b e, so ate the v ct m(s)
- D rect someone (e.g. staff, student) to meet and gu de the f rst responders
- Ass st emergency med ca serv ces personne w th pert nent nformat on about the nc dent
- Comp ete an nc dent report and document a act ons taken

Building Administration/Nurse

- Ensure 911 was ca ed and prov de any updated nformat on
- Secure v ct m(s) med ca emergency prof e
- Act vate schoo emergency response team
- Ensure someone (e.g. staff, student) meets and d rects f rst responders o Prov de any add tona nformat on about the status of the v ct m(s) o Prov de nformat on from the v ct m(s) med ca emergency prof e
- If needed, ass gn a staff member to accompany v ct m(s) to the hosp ta
- Not fy Board Pres dent
- Not fy v ct m(s) parents, ega guard ans or emergency contact
- Act vate Recovery procedures as appopr ate
- Conduct a debr ef ng
- Document all actions taken by staff
 - Students w th fe-threaten ng a erg es shou d have emergency care p ans comp eted by the r parents or ega guard ans and made access b e to schoo personne
 - Bus dr vers and k tchen staff shou d be nformed of students w th known fe-threaten ng a erg es
 - Encourage a emp oyees w th spec a hea th cons derat ons to a ert bu d ng adm n strat on

Severe Weather Snow Storm/Severe Thunderstorm/Flooding/Tornado - Response

Cr t ca Informat on-Tornado she ter areas are nter or ha ways, nter or restrooms or rooms away from exter or wa s and w ndows and arge rooms w th ong-span ce ngs n permanent structures. Bu d ng d agrams shou d be posted n each c assroom h gh ght ng routes to safe areas.

Watches: Ind cate cond t ons are r ght for deve opment of a weather hazard. Watches prov de advance not ce.

Warnings: Ind cate a hazard s mm nent or the probab ty of occurrence s extreme y h gh.

If a tornado or severe thunderstorm WATCH nc udes a or part of the d str ct area:

Building Administration

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- Monitor National Weather Service (NOAA) weather radio, a -hazard or emergency alert radio
- Actuate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing windows
- Review severe weather sheltering procedures and location of shelter areas

Staff

Review "Drop and Tuck" procedures with students. If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

District Administration

- Continue to monitor National Weather Service (NOAA) weather radio, a -hazard or emergency alert radio or television stations
- Provide any updated information to impacted schools, buildings and programs

Building Administration

Actuate appropriate members of the school emergency response team of a change in weather status

Notify parents and legal guardians according to district policy

Staff

Intiate Severe Weather Shelter Area procedures

Close classroom doors

Take emergency go-kit and class roster

Ensure students are in "tuck" positions

Take attendance and report any missing, extra or injured students to building administration

Remain in shelter area until an "all clear" signal is issued

In the event of building damage, evacuate students to safer areas

If evacuation does occur, do not re-enter the building until an "all clear" signal is issued. If flooding occurs near or at a school:

Building Administration

- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately. Notify parents or guardians of evacuation and relocation

Sexual Assault - Response

Crucial Information: Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and damaging. In the event of a sexual assault or notification of a sexual assault:

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Staff

- Notify building administrator immediately
- Complete appropriate reports
- Maintain confidentiality during the investigation of Direct Threats (e.g. student or staff) not to repeat any information elsewhere in the school, especially not the direct victim
- *Do not leave the victim alone*
- Ensure the short-term physical safety of the victim
- Notify the school nurse or student services to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

Building Administration

- Maintain confidentiality during the investigation of If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred in school Notify appropriate law enforcement or Notify local rape crisis center
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors

A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in an confidential administrative file

Shooting -Response

Critical Information School policies should address who has the authority to initiate lockdown procedures in a school and buildings.

If a person displays a firearm, begins shooting or shots are heard:

Staff

- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify building administrator
- Provide location of the shooting, if known
- Take attendance and notify the building administrator of missing students or staff as soon as the threats are removed

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known: o Location of shooter(s) o Description, identity and number of shooters o Description of weapon(s) o Number of shots fired o Is shooting continuing o Number of injuries
- Notify district administrator
- Document all actions taken by staff

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- Implement Medical procedures
- Implement Recovery procedures *Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.*

Suicidal Threat or Attempt - Response

Critical Information Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
- Assure the student of your concern o Assure the student you will find help to keep him or her safe o Stay calm and don't visibly react to the student's threats or comments o Do not let the student convince you the crisis is over
- Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Building Administration

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify district administration
- Document actions
- Follow-up and monitor to ensure student safety
- Implement Recovery procedures *School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

Suspicious Package or Mail Chemical/Biological Threat - Response

Critical Information Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; omissions, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

If you receive a suspicious package or letter by mail or delivery service:

Staff

- DO NOT OPEN package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Building Administration

- CALL 911 and notify law enforcement

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- Not fy d str ct adm n strat on
- Document a act ons taken by staff If a etter/package conta ns a wr tten threat but no susp c ous substance:

Staff

- Not fy bu d ng adm n strat on
- L m t access to the area n wh ch the etter or package was opened to m n m ze the number of peop e who m ght d rect y hand e t
- Preserve ev dence for aw enforcement
- Comp ete Threat Inc dent Report Form

Building Administration

Ca 911

Preserve ev dence for aw enforcement and turn the etter or package over to aw enforcement

Document a act ons taken by staff

Response

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If a etter or package s opened and conta ns a susp c ous substance:

Staff

- Not fy bu d ng adm n strat on
- L m t access to the area n wh ch the etter or package was opened to m n m ze the number of peop e who m ght d rect y hand e t
- Iso ate the peop e who have been exposed to the substance to prevent or m n m ze contam nat on
- Preserve ev dence for aw enforcement
- Comp ete Threat Inc dent Report Form **Building Administration**

Ca 911

Preserve ev dence for aw enforcement

Turn the etter or package over to aw enforcement

Consu t w th emergency off c a s to determ ne: o Need for decontam nat on of the area and the peop e exposed to the substance o Need for evacuaton or she ter- n-p ace

Not fy d str ct adm n strat on

Not fy parents or ega guard ans accord ng to d str ct po c es *When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.*

Response

Terrorism - Response

Cr t ca Informat on Terror sm s the un awfu use of force or v o ence aga nst persons or property to nt m date or coerce a government, the cv an popu at on, or any segment thereof, n furtherance of po t ca or soc a object ves (Federa Bureau of Invest gat on).

Most terror sm events are at a nat ona or nternat ona eve . In t a y, domest c or oca events w be perce ved as a cr m na act and not mmed ate y recogn zed as terror sm.

In the event of an attack w th n the Un ted States:

District Administration

- Mon tor the s tuat on
- Consu t w th oca aw enforcement and emergency management agenc es
- Deve op an act on p an o If schoo s n sess on, cons der a d str ct w de ockdown w th warn ng (see Lockdown procedures) or

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student release

- Notify appropriate administrators
- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken. Available for course of implementation of Lockdown procedures, instruct parents not to come to the school. If implementing Student-Release procedures, notify parents of reunification plan
- Re-evaluate action plan as new information develops

Building Administration

- Monitor the situation
- Consult with district administrators
- Implement district-wide action plan
- Implement behavioral health crisis intervention procedures
- Notify staff
- Allow teachers to suspend regular learning programming
- Provide opportunities for students to meet with student services staff

Staff

- Inform students of the incident in an age appropriate manner
- Stay calm and address student concerns

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Limit access to media outlet (e.g. television, radio, internet) o Answer student questions honestly o Do not allow students to speculate or exaggerate graphic details

Response

- Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
- Monitor student behaviors and reactions and make referrals to appropriate student services staff *It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.*

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Emergency Response Procedures

Response

Threat -Response

Critical Information A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)

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• Not fy bu d ng adm n strat on **Building Administration** In t ate Lockdown w th Intruder procedures CALL 911 Not fy d str ct adm n strat on Document the nc dent If threat s dent f ed but there s no mmed ate r sk: **Staff** Comp ete a Threat Inc dent Report Form Not fy bu d ng adm n strat on and student serv ces staff Ma nta n conf dent a ty **Building Administration** Convene the appropri ate staff to eva uate the threat (e.g. Threat Assessment Teams or Student Ass stance Teams). Use Threat Assessment gu dance to determ ne threat cred b ty Not fy aw enforcement, f appropri ate Conduct search of schoo and persona property, f needed Interv ew the nd v dua pos ng a threat Deve op an act on p an

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- Not fy d str ct adm n strat on
- Contact parents or ega guard ans
- Inform them of the s tuat on, any concerns and course of act on
- Obta n perm ss on to exchange nformat on between agenc es
- Document any referra s, act ons taken and dec s ons made
- Imp ement Recovery procedures

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Functional Annexes - Cybersecurity

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Cybersecurity Annex

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Provide a description of your Cybersecurity Annex below. Note: The Cybersecurity Annex is recommended, but not required for the 2023-24 school year.

King Center Charter School – Tech Plan & SANS Policy

KCCS Page 1

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1. Long Range Technology Plan 2021 – 2026 – page 2

2. System Administration, Audit, Network and Security (SANS)

- Acceptable Encryption Policy
- Acceptable Use Policy
- Clean Desk Policy
- Data Breach Response Policy
- Disaster Recovery Plan Policy
- Digital Signature Acceptance Policy
- Email Policy
- Ethics Policy
- Pandemic Response Planning Policy
- Password Construction Guidelines
- Password Protection Policy
- Security Response Plan Policy
- End User Encryption Key Protection Policy
- Network Security – page 109
- Acquisition Assessment Policy
- Bluetooth Base Requirements Policy
- Remote Access Policy
- Remote Access Tools Policy
- Router and Switch Security Policy
- Wireless Communication Policy
- Wireless Communication Standard
- Server Security -page 130
- Database Credentials Policy
- Technology Equipment Disposal Policy
- Information Logging Standard
- Lab Security Policy
- Server Security Policy
- Software Installation Policy
- Workstation Security (For HIPAA) Policy
- Application Security – page 148
- Web Application Security Policy
- KCCS Forms - page 154

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Long-Range Technology Plan
King Center Charter School

Page 3

to a curriculum areas at a grade levels.

The plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center. It also is consistent with the requirements of §2414 of Title D of the No Child Left Behind-Enhancing Education Through Technology Act of 2001 and the New York State Education Department, as well as the e-rate applications guidelines.

Vision Statement

Seeks to establish and create successful models for the integration of technology and curriculum for urban education with supportive research. Long-Range Technology Plan
King Center Charter School

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- Ethernet Ports in all teaching spaces
- W-F thought-out the building & Courtyard
- School web servers in place providing school information.
- Written policies in place on acceptable use of the Internet, Word Wide Web content, network management, and equipment donations..

400 computers for student, teacher and staff use.

Equipment # of Units Current

Condition

Need Replacement or

Repair

Chromebooks 1000 0

PC's desktop 60 0

Mac Book & Pro 10 0

Switch 20 0

Server 8 0

Access Point 50 0

Phones 70 0

Projector & Interactive 25 0

Printer/copiers 10 0

Totals 1253 0

Identified Needs

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1. Teaching and Learning

Continued program monitoring to assess the effectiveness of current education programs.

Continued research of additional education programs in order to supplement or replace existing programs as needed.

2. Educator Preparation and Development Long-Range Technology Plan

King Center Charter School

Appendix A

TECHNOLOGY ACCEPTABLE USE POLICY FOR STUDENTS

PURPOSE

This policy provides the procedures, rules, guidelines and codes of conduct for the use of the technology and information networks at King Center Charter School, hereinafter known as KCCS. Use of such technology is a necessary, innate element of the KCCS educational mission, but technology is provided to staff and students as a privilege, not a right. KCCS seeks to protect, encourage and enhance the legitimate uses of technology by providing information on such use and sanctions for those who abuse the privilege. The reduction of computer abuse provides adequate resources for users with legitimate needs.

SUMMARY

Public technology that includes but is not limited to computers, wireless & LAN access, electronic mail, Internet access, Telephone/Voice Mail systems, printing devices and all other forms of instruction, networking and communication tools are provided as a service by KCCS to students. Use of these technologies is a privilege, not a right. Students are expected to observe the following:

All users are required to be good technology citizens by refraining from activities that annoy others, disrupt the educational experiences of their peers, or can be considered as illegal, immoral and/or unprofessional conduct.

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Threat/Hazard Specific Annexes - Introduction

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Introduction

Threat- and Hazard-Specific Annexes

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

Threat and Hazard Types and Examples

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

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Threat/Hazard Specific Annexes - Example Bomb Threat Annex

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Threat and Hazard Specific Annexes

Group 1

Name of Threat or Hazard Annex

Bomb Threat

Response Procedures

Bomb Threat

Most key, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received.

- Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
- The most important information is: When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the Building Principal of the threat received.

Complete the "bomb threat checklist" form (attached).

Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb). BUILDING PRINCIPAL WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

1. Your name
2. Your cell-back phone number
3. Exact street location with the nearest cross street
1. Nature of incident
1. Number and location of people involved and/or injured
1. Notify Board President.
1. Evacuate involved buildings using fire drill procedures.
1. Implement a systematic inspection of the facilities to determine if everyone is out.
1. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Staff employees should be ready to assist as needed.
1. Maintain an open telephone line for communications.
1. Secure access to prevent re-entry to buildings during the search period.
 - Be certain people stay clear of a building; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

Re-occupy buildings only when proper authorities give clearance.