

**FALCONER CENTRAL SCHOOL**  
**DISTRICT-WIDE SCHOOL SAFETY PLAN**  
**PROJECT SAVE (SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION)**  
**Commissioner's Regulation 155.17**

**Introduction**

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters and to facilitate the coordination of state, local, and county resources in the event of such incidents or emergencies. The District-wide plan is responsive to the needs of all schools within the District and is consistent with the more detailed building-level safety plans required at the school building level. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

**Section I: General Considerations and Planning Guidelines**

**Purpose A.**

The Falconer Central School's District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the superintendent appoints the District School Safety Committee and charges it with making recommendations regarding the development, maintenance, and implementation of the building-level school safety plans. The finalization of the plans ultimately rests with the superintendent, with adoption by the Board of Education each school year.

**B. Identification of School Teams**

The Falconer Central School District has created a District Safety Committee for its buildings that consists of, but is not limited to, representatives of the teachers, staff, administrators, school safety personnel, law enforcement, and other first responders.

**C. Coordination of District and School Plans**

The District Wide School Safety Plan is directly linked to the individual building level safety plans for each building. The protocols reflected in the District Wide School Safety Plan guide the development and implementation of each building-level safety plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the District's Incident Command Team. Upon the activation of this team, the superintendent, or his/her designee, will be notified, and, where appropriate, local emergency officials

will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

#### **D. Plan Review and Public Comment**

Pursuant to Commissioner's Regulation 155.17 (e)(3), on August 2<sup>nd</sup>, 2022, this plan was adopted by the school board on full copies of the Districtwide School Safety Plan, and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of this adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the District School Safety Committee on an annual basis on or before July 1st of each year, and recommendations for updates provided to the superintendent. Hereinafter, all updates made by the District Safety Committee shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in building-level plans. A copy of the Districtwide plan is available at the Falconer District Office located at 2 East Ave., Falconer, New York, and online at the District's website ([www.falconercsd.org](http://www.falconercsd.org)). While linked to the districtwide school safety plan, building-level safety plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a. Building-level safety plans and all updates are given to the New York State Police, Town of Ellicott Police Department, and Chautauqua County Sheriff's Department within 30 days of adoption.

### **Section II: General Emergency Response Planning**

The Districtwide School Safety Plan provides the framework for the building-level safety plans. The purpose of a uniform plan is to ensure Districtwide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents, and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The District School Safety Committee has identified many factors that could cause an emergency in our schools and facilities within the District as well as factors that need to be considered when responding to an emergency. A detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level safety plans.

#### **A. Identification of Potential Emergency Situations (on and off school property):**

Lists of areas on school property that have the potential to create an emergency situation have been identified. This list and floor/site plans have been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on District facilities or District boundaries should they have or create an emergency,

such as natural gas lines, fuel tanks, and chemical storage. The detailed list and floor plans are included in the confidential building-level safety plans and are updated on an annual basis.

The District School Safety Committee, in conjunction with the New York State Police, Chautauqua County Sheriff's Department, Town of Ellicott Police Department, Falconer Fire Department, Kennedy Fire Department, and other town/village officials, have identified potential emergency situations off of school property that could have an impact on the District. Factors that were considered include population, presence of hazardous materials, the potential for emergency based on geographical potential and/or national trends, and proximity to District property, such as thruway, bridges, major intersections, primary routes of hazardous cartage, and SARA Title III locations of hazardous materials. The detailed list is included in the confidential building-level safety plans and is updated on an annual basis.

## **B. Multi-Hazard Response Guidelines**

1. Actions - Included in the building-level safety plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- \* Initial actions

- \* Before, during, and after school evacuation including evacuation routes and relocation sites (internal and external)

- \*Command post location (primary and secondary)

- \* Shelter in place

- \* Lockdown/lockout

- \* Hold in place

- \*Emergency school cancellations, closing, early dismissal, and delays including after-school, evening activities, and weekends.

**2. Emergencies- These include, but are not limited to the following Multi-Hazard Response Guidelines:**

Air Pollution, Anthrax/Biological, Aviation Crash, Building Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Electrical System Failure, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on & off-site, Heating System Failure, Hostage Situation, Intruder Situation, Energy Supply Loss, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, School Bus Accident Severe, Weather Emergency, Threats of Violence, Toxic Exposure, Water/Sewer Emergency

**3. Resources** - The District has identified various resources that may be available for use during an emergency, including the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites.

**4. Incident Command System (ICS)** - The District has identified school personnel authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. This document is given only to the Incident Command Team, the New York State Police, Town of Ellicott Police Department, Falconer Fire Department, Kennedy Fire Department, and the Chautauqua County Sheriff's Department. The team details are located in the confidential building-level school safety plans. The Incident Command Team has been given an overview of the ICS, an ICS flow chart, and specific ICS roles and responsibilities.

**5. Policies and Procedures for Training** - The District has developed policies and procedures for National Incident Management System (NIMS) compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based on the Multi-Hazard Response Guides. Procedures have been established to provide this training on an annual basis to include, but are not limited to: early dismissal/go home drills, fire drills, tornado drills, lockdown drills, and tabletop exercises. Faculty and staff are encouraged after each drill to email school administrators with any comments or concerns regarding how the drill was conducted. School administrators will address any concerns or questions noted and share them either in written form or in faculty/staff meetings. District administrators and principals will meet to discuss any reports of multi-hazard training, actual and potential hazards, and/or violence (implied threats, direct threats, and/or actual acts of violence). The discussions are the key to debriefing as a District. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of District awareness assists each principal and administrator in responding to future training or actual emergency.

### **Section III: Responding to Threats and Acts of Violence**

**A. Policies and Procedures** - The District will activate their Incident Command Team and will refer to their Building-Level Safety Plan and the Emergency Response Flipchart. These guides are reviewed by the District School Safety Committee to ensure content and consistency throughout the District. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel, and visitors to the school, including consideration of zero-tolerance policies for school violence.

The following types of procedures are addressed in the confidential building-level safety plans:

- \*Contacting appropriate law enforcement agency, if necessary.
- \* Inform the building principal and superintendent.
- \*The use of staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- \* Determine the level of threat with the principal and superintendent/designee.

- \* Monitoring the situation, adjusting the District's response as appropriate to include possible implementation of the safety team.
- \* If the situation warrants, isolate the immediate area and evacuate if appropriate.
- \* If necessary, initiate lockout and/ or lockdown procedure(s) and contact the appropriate law enforcement agency.
- \* Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.
- \* Communication with parent/legal guardian, and the general public, as needed.

*NOTE: The Falconer Central School Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school. The District's code of conduct also supports school safety and security. The code of conduct is pursuant to the District's safe and drug-free schools policy and the no weapons policy.*

**B. Response Protocols** - These are identified in the building-level school safety plan, along with definitions of incident command roles and responsibilities. The Emergency Response Flipcharts address specific procedures and protocols for responding to bomb threats, intruders, hostage takings, and kidnappings. including:

- \* Identification of decision-makers.
- \* All administrators, faculty, and staff have an Emergency Flipchart. This chart outlines what actions to take and who to notify during an emergency situation. This chart is reviewed and updated on an annual basis by the administration and the District Safety Committee.
- \* Plans to safeguard students and staff.

**C. Communications Protocols** - The District has established policies and procedures to contact parents, legal guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Falconer Central School District, the following communication methods will be taken:

- \* For small-scale incidents, schools may activate their Student Assistance Team (SAT)/Crisis Team and will refer to their crisis intervention plan. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the District website, a staff/parent notification system call, or a written notification sent home. Meetings may be scheduled in a timely manner for further discussion if necessary.
- \* For any major incident, the Incident Command Team will be activated. The District will work with the media (TV, radio, newspaper), website, social media, and the staff/parent notification system to relay pertinent school-related information (i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the District's response.

#### **Section IV: Communication with Other Agencies**

The Districtwide School Safety Plan provides the framework for the building-level safety plan with regard to communication with other agencies.

**A.** The Falconer Central School District is fortunate to have substantial ties to the Town of Ellicott and Chautauqua County. In case of an emergency within any one of our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building-level safety plans. The following examples are the types of arrangements that could be used by the District:

\*Principal (building-level Incident Commander or backup Incident Commander) or superintendent (Districtwide Incident Commander or backup Incident Commander) in an emergency would contact the dispatch center for fire, EMS, or police by calling 911.

\* Principal (building-level Incident Commander or backup Incident Commander) or superintendent (Districtwide Incident Commander or backup Incident Commander) contacts the highest-ranking local government official for notification and/or assistance.

**B.** Arrangements for obtaining advice and assistance from local government officials including town officials responsible for the implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the District's emergency response plan. The following are examples of the types of arrangements that could be used by the District during countywide emergencies:

\*The District has identified resources from the following agencies: Village of Falconer, Town of Ellicott, Town of Poland, Town of Ellicott Police Department, Chautauqua County Sheriff's Department, New York State Police, Falconer Fire Department, Kennedy Fire Department, Chautauqua County Health Department, American Red Cross, Chautauqua County Department of Mental Health, and Erie 2 BOCES Health/Safety/Risk Management Office.

\* If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the superintendent or designee will notify the appropriate town officials (ex: highway depts., town supervisors, and/or Village of Falconer offices).

**C.** If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the District boundaries, the head bus driver, in close coordination with the superintendent/designee, will activate their process to inform all necessary parties

In the event the phones are not operational, social media (Facebook, radio, television, and District website) may be utilized to convey pertinent emergency information.

**D.** Along with the staff/parent notification system, the District has access to the following information about each educational agency located in the school district, including information on:

\* School population

\* Number of staff

\* Transportation needs

\*Business and home telephone numbers of key officials of each such educational agency

The details are considered confidential, due to the school-specific information and administrator home phone numbers, and are located in the confidential building-level safety plan.

### **Section V: Prevention and Intervention Strategies**

\* **Security Measures and Procedures** - The District procedures require the following: visitor sign-in and visitor tags (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee photo I.D. badges. Video surveillance and security intrusion systems are also used to improve security on the outside perimeter of the building.

\* **Security Policies** - To further enhance school security and student, faculty, and staff safety, the District has the following policies in place:

o Child Abuse and Neglect/Maltreatment #7531

o Code of Conduct on School Property - #3410 Covers Anti-Harassment in the School District, Dignity for All Students, Unlawful Possession of a Weapon on School Grounds, Weapons in School, and the Gun-Free Schools Act

o Code of Ethics for All Board Members and District Personnel- #6110

o Drug-Free Workplace -#6151

o Alcohol, Tobacco, Drugs, and Other Substances - #6150

o Emergency School Closings - #3510

o Safety of Students (Fingerprinting Clearance of New Hires) - #6170

o Fire and Emergency Drills, Bomb Threats, and Bus Emergency Drills - #5683

o School Safety Plans and Teams - #5681

o Child Abuse and Maltreatment - #7530

o Diversity, Equity and Inclusion in the District - #3430

o Non-Discrimination and Anti-Harassment in the District - #3420

\* **Identification of Warning Signs** - The Falconer Central School District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The District employs school counselors and psychologists/behavioral specialists who assist the District in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

\* **Appropriate Prevention and Intervention Strategies**

- \* Collaborative efforts with state and local law enforcement officials.
- \* Compliance with Dignity for All Students Act (DASA) regulations.
- \* Non-violent conflict resolution training programs.
- \* **Prevention and Intervention Programs** - Strategies for improving communication among students, between students and, staff, and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all-inclusive):

**High School (Grades 9-12):**

- \* Counseling Center - All students are assigned a school counselor who works with the students and parents.
- \* Student Assistance Team (to include the principal, psychologist, specific teachers, the committee on special education chairman, school counselors, and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
- \* Progressive Discipline Process - Teachers discuss the behavior with students, communication with parents/legal guardians, and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the principal or assistant principal to discuss the behavior and its consequences.
- \* Extracurricular Activities - There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- \* Interact Club- Organized to promote pride and service to school and community.
- \* School-wide approach to appropriate behavior - PRIDE.

**Middle School (Grades 6-8):**

- \* Middle School Rights and Expectations - Provided in written form in the Student Code of Conduct
- \* Opening Assemblies - Character and Code of Conduct
- \* Counseling Center -All students are assigned a school counselor who works with the students and parents. A counselor will discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others, and related topics that concern a student and/or parents.
- \* Student Assistance Team/SAT (to include the principal, psychologist, specific teachers, the committee on special education chairman, school counselors, and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.
- \* Extracurricular Activities - There are opportunities for students to become involved in productive, fun activities after school.
- \* School-wide approach to appropriate behavior - PRIDE.

\* Progressive Discipline Process - Teachers discuss the behavior with students, communication with parents/legal guardians, and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the principal to discuss the behavior and its consequences.

#### **Elementary School (PreK-5):**

\* Character/bullying assemblies.

\* Response to complaints protocol.

\* Comprehensive approach to work toward an atmosphere of tolerance school-wide.

\* Conflict resolution.

\* Social skills training.

\* Reporting system to report serious offenses of school violence.

\* Student Assistance Team (to include the principal, psychologist, specific teachers, the CSE chairman, school counselors, and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.

\* Student Assistance Team (to include the principal, psychologist, specific teachers, the CSE chairman, school counselors, and school nurse) meets monthly to discuss students who are referred by members of the committee of teachers. Specific interventions are developed and staff is assigned to monitor progress.

\* School-wide approach to appropriate behavior - PRIDE.

\* **Prevention and Intervention Training** - As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department.

Appropriate personnel is trained in crisis intervention and prevention, behavioral intervention, and de-escalation Strategies.

It is the District's policy to fully comply with all applicable safety standards and laws and specifically to be in compliance with Commissioner of Education Regulation 155.17 including the requirement to have multi-hazard training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the Districtwide Safety Committee, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form, which is part of the Building-Level School Safety Plan.

✓ Go home early drill

✓ Live drill including sheltering, evacuation, lockout, lock-down

✓ Live drill for specific responses (i.e. bomb-threat, etc.)

✓ Tabletop exercises - During these problem-solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.

✓ Emergency Response Team exercises - These drills test whether team members are clear on their roles during an emergency without staging a live drill of the entire building.

The plan includes policies and procedures for annual multi-hazard training for staff and students presented by September 30th each year:

- \* Roles and responsibilities for staff in a hazardous situation

- \* Incident Command System (ICS) Training

At a minimum, the school will conduct the following exercises/drills annually:

- \* Section 807 of the Education Law mandates that pupils must receive instruction on how to RESPOND APPROPRIATELY in the shortest possible time without confusion or panic. The instruction must be in the form of drills and there must be a minimum of 12 drills each school year.

- \* Eight of all such drills shall be evacuation drills,

- \* Four of which shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.

- \* Four of all such required drills shall be LOCK DOWN drills.

- \* Drills shall be conducted at different times of the school day.

The District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the District invites local agencies to participate in and help evaluate exercises. These agencies include but are not limited to local police and fire departments, county and state police departments, rescue and ambulance services, and local emergency management offices. The District Incident Command Team debriefs and analyzes these drills to help improve responses in the future.

Annual training is also given at each school building on its Building Level Emergency Response Plan, including how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions, and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. The District must certify to the commissioner that all staff has undergone annual training on the emergency response plan and that the school safety training includes components on violence prevention and mental health. Such training may be implemented and conducted in conjunction with existing professional development and training; provided, however, that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

### **Implementation of School Security**

✓ A District School Safety Committee, led by the superintendent, includes a safety representative of every grade level, as well as someone from each bargaining unit. It meets to make recommendations to the administration on school security issues.

✓ Appropriate school building security measures and procedures are determined on an ongoing basis by the administrators in conjunction with the District School Safety Committee.

**Security measures currently include:**

- ✓ Employees are required to wear picture IDs, provided by the District.
- ✓ Signs directing visitors to the main office or reception desk in all buildings.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for each visitor to wear a visitor's badge, at the reception desk (staffed by entrance monitors) or main office (office staff) in all buildings and programs.
- ✓ Video surveillance and intercoms at entrances with locked doors and a buzz-in system.
- ✓ Perimeter doors other than main entrances are kept locked.
- ✓ Outdoor video surveillance cameras in use.
- ✓ Trained SAT/Crisis Teams in place are activated as needed.
- ✓ Contractors will wear appropriate (picture preferred) IDs.
- ✓ Random building searches, as deemed necessary.
- ✓ Other methods as deemed necessary based on a constant review of current practices.
- ✓ Not all security measures are implemented in every location. Measures are applied as determined by the needs of the building

**Section VI Recovery**

**A. District Support for Buildings**

The District realizes that some emergencies may require districtwide support for an individual school since it may require additional expertise or personnel requirements. If/when the district is faced with threats of violence or actual violent incidents, the Incident Command Team will assist as follows:

- \* Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- \* Assisting in determining the level of threat and appropriate responses.
- \* Monitoring the situation and adjusting the District's response as appropriate.
- \* Assisting with parent/legal guardian, faculty/staff, and media communication.
- \* Assisting with coordinating building and grounds security.

\*At the weekly Administration Council (AC) meetings, threats and/or violent acts are shared and discussed with administrators.

## **B. Disaster Mental Health Services**

The District realizes that some emergencies may require external support for the district since they may require additional expertise or personnel requirements. If/when the district is faced with threats of violence or actual violent incidents, the Incident Command Team will act as follows:

\* Sending a team member to each affected school building as a liaison between the school building and the district office.

\* The team may involve the school physicians, school nurse coordinator, school psychologists, or District office administrative staff as needed. If necessary, additional Chautauqua County or Village Falconer resources can be called upon.

\* Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a reoccurrence of a similar event and anniversaries of the original incident.

\* Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assist in contacting additional outside mental health resources.

\* Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases, and media requests through the district's public information officer and communications office. The District has a resource of letters, press releases, and media procedures that take the burden off the individual school building team.

## **Section VII. Post-Incident Actions**

### **A. Investigation**

After an incident has occurred, the Incident Command Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the team to focus on facts that may prevent a recurrence, not find fault. The team conducting the investigation:

Collects facts on how the incident occurred.

Records information.

Identifies contributing causes.

Recommends corrective action.

Encourages appropriate follow-up.

Considers changes in controls, policy, and procedures.

### **B. Disciplinary Consequences**

The District has a detailed Code of Conduct to describe the expected behavior of students, staff, and visitors to school buildings and the disciplinary consequences resulting from violations of the code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The District Code of Conduct is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the District Code of Conduct is available to students, parents, staff, and community members from the District office or the District's website.

### **C. Evaluation**

The Incident Command Team members are responsible to conduct an initial school building security analysis regarding the potential for a violent incident to occur and periodically re-evaluating it. These evaluations focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and private consultants, as necessary. The results of these analyses are reviewed for further evaluation and recommendations. The success of the District's Incident Command Team will be greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary.

### **Falconer Vital Educational District Information**

The Building Level Emergency Response Plan contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs, and telephone numbers of key educational officials. Falconer District Administration maintains copies of this information.

Appendix A

TO REPORT SUSPICIOUS ACTIVITY CALL: **911** or 1-866-SAFE-NYS (1-866-723-3697) POLICE - FIRE - MEDICAL EMERGENCIES: **911**

Ellicott Police Department 716-664-3100

NYSP 716-665-3113

Chautauqua County Sheriff's Department 716-753-4232

### **Life Threatening Electrical or Gas Emergencies 911**

Power Outages: National Grid Electric 716-673-7200 After hours 800-867-5222

Jamestown BPU 716-661-1660 After hours 716-661-1640

### **Natural Gas Outages:**

National Fuel Gas 1 (800) 444-3130

Poison Control Hotline (800) 222-1222 or (516) 542-2323

**County Offices of Emergency Services:**

Erie County (716) 898-3696 (24-hour)

Chautauqua County (716) 753-4341

Cattaraugus County (716) 938-2213

**County Offices of Mental Health Services:**

Erie County (716) 858-8531

Chautauqua County (716) 753-4104

Cattaraugus County (716) 701-3304

**County Offices of Health Services:**

Erie County (716) 858-8701

Chautauqua County (716) 753-4590

Cattaraugus County (716) 251-2584

American Red Cross: Western & Central New York (716) 886- 7500, Chautauqua County (716) 664-5115 (Jamestown)

**FBI:**

Field Office - Buffalo (716) 856- 7800

Resident Agency- Jamestown (716) 484- 7085

New York State Police: Troop A (716) 665-3113

Chautauqua County Sheriff's Department 716-753-4232

Town of Ellicott Police 716-664-3100

Homeland Security and Emergency Services: • Region V (315) 331-4880