



SAVE / Building-Level
Emergency Response Plan
Tapestry Charter School
65 Great Arrow Ave., Buffalo 14216
(Revised 9/5/18)

INTRODUCTION

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

Tapestry Charter School (TCS) supports SAVE Legislation, and intends to facilitate cooperation and support of Project SAVE at Tapestry Charter School (K12) at 65 Great Arrow Avenue, Buffalo, NY.

Emergencies in schools must be addressed in an expeditious and effective manner. The following Plan identifies Building-Level Emergency Responses for TCS, as an addendum to the District-wide School Safety Plan that was approved for Tapestry Charter School on June 16, 2006.

TCS also follows the guidance of the New York State School Safety Guide, (September 2007).

Section I: General Considerations and Planning Guidelines

1. Purpose

1.1. TCS's Building-level Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Tapestry Charter School Board of Trustees, the Executive Director of TCS appointed a Building-Level School Safety Team and charged it with the development and maintenance of the Building-Level Emergency Response Plan.

2. Identification of School Teams

2.1. Tapestry Charter School has developed three emergency teams:

2.1.1. Building-Level School Safety Team: Responsible for developing plan and reviewing plan annually.

2.1.2. Building-Level School Emergency Response Team: Responsible for overseeing the implementation of the plan.

2.1.3. Building-level Post-incident Response Team: Responsible for implementation of the post-incident school response, in the aftermath of the emergency.

3. Concept of Operations

3.1. The initial response to all emergencies at TCS will be by the School Emergency Response Team.

3.2. Upon activation of the School Emergency Response Team, the Executive Director of Tapestry Charter School or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

3.3. Emergency response efforts may be supplemented by county and state resources through existing protocols.

4. Plan review and public comment

4.1. Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), a summary of this plan will be made available for public comment at least

30 days prior to its adoption. This occurred in October 2006. It The Building-level plan was formally adoption by the Tapestry Board of Trustees in December 2006, after public hearing that provides for participation of school personnel, parents, students and other interested parties.

- 4.2. Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-1.
- 4.3. Full copies of this Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of Board adoption.
- 4.4. This plan will be reviewed periodically during the year, and will be maintained by the Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Trustees.

Section II: Risk Reduction/Prevention and Intervention

I. Designation of School Teams

I.1. Members of the Building-Level School Safety Team include:

- I.1.1. Eric Klapper, Executive Director
- I.1.2. Jennifer Pangborn, K5 Principal
- I.1.3. Anthony Riccio, K5 Assistant Principal
- I.1.4. Lindsay Lee, MS Principal
- I.1.5. Amy DiMaggio, MS Assistant Principal
- I.1.6. Fred Carstens, HS Principal
- I.1.7. Sara Hilligas, HS Principal
- I.1.8. Vicki Schroeder, HS School Counselor
- I.1.9. Monica Jaworski, HS School Counselor
- I.1.10. Jessica Bedell, 6-8 School Counselor
- I.1.11. Molly Rosinski, K5 School Counselor
- I.1.12. Nancy Burns, School Nurse
- I.1.13. Blair Budzinski, HR Specialist
- I.1.14. Joanne Cathcart, HS Dean of Students

I.2. Members of the Building-Level Emergency Response Team include:

- I.2.1. Eric Klapper, Executive Director
- I.2.2. Jennifer Pangborn, K5 Principal
- I.2.3. Anthony Riccio, K5 Assistant Principal
- I.2.4. Lindsay Lee, MS Principal
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- I.2.14. Joanne Cathcart, HS Dean of Students

1.3. Members of the Building-Level Post-Incident Response Team include:

- 1.3.1. Eric Klapper, Executive Director
- 1.3.2. Jennifer Pangborn, K5 Principal
- 1.3.3. Anthony Riccio, K5 Assistant Principal
- 1.3.4. Lindsay Lee, MS Principal
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2. Prevention/Intervention Strategies

2.1. Building personnel training will take place for emergency teams and all school staff with regard to multi-hazard training, drill procedures and roles and responsibilities of all school staff. It should be noted that TCS provides a small school setting that maximizes opportunity for a safe school climate. Many intentional design structures of the school are aimed at creating close relationships that ensure early detection of student difficulty and opportunity to intervene before violence erupts. Other prevention/intervention strategies consist of the following:

- 2.1.1. Regular school safety assessment- a strategic evaluation and facilities audit to identify emerging and potential school safety problems.
- 2.1.2. Practice all aspects of your school safety plan; adopting a 'multi-hazard' approach.
- 2.1.3. Implementation of a visible identification card and visitor pass system.
- 2.1.4. Established relationships between the school and surrounding community.
- 2.1.5. Faculty, staff and custodial staff training in emergency response.
- 2.1.6. Implementation of wireless communication devices.
- 2.1.7. Exterior door locking policy.
- 2.1.8. Establishment of strong relationships with local emergency responders.

- 2.1.9. Regular drills in all facets of the emergency response plan.
- 2.2. The TCS Family Handbook includes reference and description of the structures, including:
 - 2.2.1. Daily Crew sessions, with groups comprised of 12 students and one adult leader.
 - 2.2.2. MS and HS Community Meetings
 - 2.2.3. MS and HS Teambuilding Activities
 - 2.2.4. K12 Health classes
 - 2.2.5. TCS Code of Conduct process, developed with students and faculty in Crew and Community Meetings, defining shared TCS values.

3. Preparation, Training, Drills and Exercises

- 3.1. All personnel are potentially Emergency Service Workers, and must be familiar with their roles in the event of an actual emergency. Training will be provided in use of emergency communication tools, and in procedures.
- 3.2. The Building-level Emergency Response Plan will be reviewed with all staff at the start of each year, and again at the end of the year, prior to annual Board renewal in July.
- 3.3. During the school year, drills will be conducted. These will include regularly scheduled fire drills, as well as “Lockdown”, “Lockout”, “Shelter-in-Place”, and building evacuation drills.

4. Identification of Sites of Potential Emergencies

- 4.1. The Building-Level School Safety Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.
- 4.2. Details are listed in the **Section III – Response**

Section III: Response

I. Assignment of Responsibilities

- 1.1. In the event of an emergency in the High School, Principal, Fred Carstens, will serve as Incident Commander. In the Principal's absence, Sara Hilligas, HS Principal, will serve in this role. A member of a local response agency upon arrival may replace this position.
- 1.2. In the event of an emergency in the Middle School (6-8 building), 6-8 Principal, Lindsay Lee will serve as Incident Commander. In the Principal's absence, Eric Klapper, Executive Director, will serve in this role. A member of a local response agency upon arrival may replace this position.

2. Continuity of Operations

- 2.1. To ensure continuity of school operations on site at TCS, the chain of command will be as follows:
 - 2.1.1. HS Principal or;
 - 2.1.2. MS Principal;
 - 2.1.3. Executive Director;
 - 2.1.4. MS Assistant Principal;
 - 2.1.5. COO

3. Access to Floor Plans

- 3.1. Access to floor plans and maps of school grounds will be made available to fire and law enforcement agencies by the Executive Director, Eric Klapper.

4. Notification and Activation

- 4.1. Initial efforts to report an emergency will be made immediately to 911 for Fire or Medical Assistance as appropriate, then to administration. There is a phone with outside line in each classroom and instructional space. The report of a hazard development will be made to the Main Offices of TCS as soon as possible following its detection. The Main Office will notify all staff and building occupants to take appropriate protective action.

4.2. Announcements will indicate one of the following emergencies:

- 4.2.1. Lockdown;
- 4.2.2. Lockout;
- 4.2.3. Shelter-in-Place;
- 4.2.4. Fire; or
- 4.2.5. Building Evacuation.

5. Emergency Guidelines

5.1. All Emergency Action Plans:

5.1.1. The staff member discovering any incident will call their Main Office and the Main Office Staff will utilize the telephone paging system to alert the building staff, students and guests.

5.1.1.1. **Lockdown:** There may be times when it is necessary to “Lockdown” our building. A building administrator may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event. A lockdown is the response to the worst-case scenario, and must be executed with appropriate urgency and seriousness.

5.1.1.1.1. Lockdown will be announced by public address system. Call 911 and report your situation.

5.1.1.1.2. Immediately gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.

5.1.1.1.3. Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.

5.1.1.1.4. Do not cover windows.

5.1.1.1.5. Leave the window blinds and lights as they are.

5.1.1.1.6. Document and attend to any injuries as well as possible.

5.1.1.1.7. No one should be allowed to enter or leave a classroom or office under any circumstances.

5.1.1.1.8. Do not answer or communicate through your locked door.

5.1.1.1.9. Do not allow anyone into your secured area.

- 5.1.1.1.10. Do not answer a classroom phone. DO answer your mobile phone.
- 5.1.1.1.11. Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.
- 5.1.1.1.12. Do not talk within your secured area, except only as necessary.
- 5.1.1.1.13. Do not respond to the public address system or other announcements.
- 5.1.1.1.14. If you need to communicate OUT, use mobile phones and emails. When emailing, use the addresses: tapms@tapestryschool.org and tap912@tapestryschool.org to communicate electronically.
- 5.1.1.1.15. Take attendance- including any additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- 5.1.1.1.16. Lockdown will end only when you are released from your room by emergency responders or other administrative team members.

5.1.1.2. Lockout: A 'lockout' is the response to an actual or potential threat from outside the school building. An example of such a threat could be an escaped fugitive or a disgruntled parent or employee, etc. Where the situation warrants, the school faculty, staff and students are aware of- but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to minimize disruption to the school.

- 5.1.1.3. Lockout will be announced by public address system. Use plain language to announce the lockout.
- 5.1.1.4. If TCS is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- 5.1.1.5. If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- 5.1.1.6. Lock all exterior doors and windows.

- 5.1.1.7. All outside activities are terminated.
- 5.1.1.8. Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- 5.1.1.9. Classes otherwise continue as normal.
- 5.1.1.10. Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- 5.1.1.11. Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

5.1.2. Shelter in Place: There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a “Shelter in Place.” In most cases, a shelter in place is done when there is a threat of or actual medical emergency or bomb threat.

5.1.3. Shelter in Place (for a medical emergency)

- 5.1.3.1. Announce “Shelter in Place”.
- 5.1.3.2. Announce to all that:
 - 5.1.3.2.1. the building is entering into Shelter in Place;
 - 5.1.3.2.2. to clear the hallways completely and remain in your classrooms;
 - 5.1.3.2.3. do not give passes;
 - 5.1.3.2.4. do not change classes at the bell;
 - 5.1.3.2.5. to wait for future announcements.
- 5.1.3.3. Call 911 if there is an emergency.

5.1.4. Shelter in Place (for a generic/non-specific Bomb Threat)

- 5.1.4.1. Announce “Shelter in Place”.
- 5.1.4.2. Announce to all that:
 - 5.1.4.2.1. the building is entering into Shelter in Place;
 - 5.1.4.2.2. to clear the hallways completely and remain in your classrooms;
 - 5.1.4.2.3. do not give passes;
 - 5.1.4.2.4. do not change classes at the bell;
 - 5.1.4.2.5. to wait for future announcements.
- 5.1.4.3. Call 911.
- 5.1.4.4. Activate TCS Building-Level Safety Team. Instruct team to scan common areas for anything unusual.

- 5.1.4.5. If no device is found, decide whether to continue school or evacuate. TCS administration may consult with police to make their decision.
- 5.1.4.6. If device is found, follow steps below for “A Specific Bomb Threat”:

5.1.5. Shelter in Place (for a Specific Bomb Threat)

- 5.1.5.1. Announce “Shelter in Place”.
- 5.1.5.2. Announce to all that:
 - 5.1.5.2.1. the building is entering into Shelter in Place;
 - 5.1.5.2.2. to clear the hallways completely and remain in your classrooms;
 - 5.1.5.2.3. do not give passes;
 - 5.1.5.2.4. do not change classes at the bell;
 - 5.1.5.2.5. to wait for future announcements.
- 5.1.5.3. Call 911.
- 5.1.5.4. Proceed with Building Evacuation (below).
- 5.1.5.5. Assist first responders as necessary.

5.1.6. Building Evacuation: The entire building must be evacuated and all staff and students must be relocated to an off-site Long-Term Evacuation Site.

- 5.1.6.1. Announcements will be made regarding:
 - 5.1.6.1.1. First, the option of entering into “Shelter in Place” for organization purposes;
 - 5.1.6.1.2. Moving to a new location;
 - 5.1.6.1.3. Whether or not there is time to gather together coats and outerwear.
 - 5.1.6.1.4. That the entire building is being completely evacuated;
 - 5.1.6.1.5. To quietly and calmly proceed out the school doors as if there was a fire drill;
 - 5.1.6.1.6. A reminder of where they are evacuating to and how they should get there;
- 5.1.6.2. Take attendance- including any additions. Missing students’ last known locations should be noted.
- 5.1.6.3. If you need to communicate OUT, use mobile phones and emails. When emailing, use the addresses: tapms@tapestryschool.org and tap912@tapestryschool.org.

5.1.6.4. Primary MS & HS Evacuation Site: The Nichols School,
1250 Amherst Street, Buffalo, NY 14216, Contact Person: Dr.
Maritime, (716-332-6306)

Section IV: Recovery

I. Short Term

I.1. In the immediate aftermath of a violent or emergency incident, the TCS staff trained and certified in mental health services will be called upon to offer support to students in crisis. This group will include:

- I.1.1. Vicki Schroeder, (HS School Counselor);
- I.1.2. Monica Jaworski, (HS School Counselor);
- I.1.3. Jessica Bedell, (MS School Counselor);
- I.1.4. Molly Rosinski, (K5 School Counselor);
- I.1.5. Dominic Ballachino (K12 SPED Director);
- I.1.6. Eric Klapper, Executive Director;
- I.1.7. Jennifer Pangborn, K5 Principal;
- I.1.8. Anthony Riccio, K5 Assistant Principal;
- I.1.9. Lindsay Lee, MS Principal;
- I.1.10. Amy DiMaggio, MS Assistant Principal;
- I.1.11. Fred Carstens, HS Principal;
- I.1.12. Sara Hilligas, HS Principal
- I.1.13. Joanne Cathcart (HS Dean of Students);
- I.1.14. Nancy Burns (School Nurse)

I.2. The following includes the steps most likely to be taken in the event of a tragedy. The plan is likely to be modified to fit various circumstances:

I.2.1. Role of the Incident Command and Administrators

- I.2.1.1. Notify the Compass Leadership Team and the Board of Trustees of tragedy.
- I.2.1.2. Verify the tragedy and protect the privacy of the family.
- I.2.1.3. Notify the Admin Team's at both the Lower School and the High School and give them written information that they can give to callers. Also, provide a list of whom the calls can be channeled to.
- I.2.1.4. Convene the TCS Emergency Response Team.
- I.2.1.5. Notify back-up teachers to cover the Response Team members' responsibilities while they are putting plan in motion.
- I.2.1.6. Arrange for extra substitute teachers as needed.
- I.2.1.7. Hold an emergency meeting for all school staff, provide updated information to all.

- I.2.1.8. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.
- I.2.1.9. Develop written statements that the teachers can read to the classes and can be sent home to parents.
- I.2.1.10. Assist students, faculty and staff in dealing with their own reactions.
- I.2.1.11. Implement plans for providing counselors and additional health services and resources.
- I.2.1.12. Keep close contact with injured victims and their families.
- I.2.1.13. Keep parents/guardians informed of the support services being made available to their children.
- I.2.1.14. Provide resources to parents/guardians to help them deal with their children's reactions.
- I.2.1.15. Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- I.2.1.16. Deal with issues surrounding any deceased student's/school employee's empty lockers, desks, etc.
- I.2.1.17. Evaluate how the affected areas of the school where the incident took place will be handled when students return to school- this should be done in collaboration with families of victims and the school community.

I.2.2. Role of the Faculty and Staff

- I.2.2.1. Cooperate with law enforcement to maximize investigative effectiveness.
- I.2.2.2. Assist victims and other students to reenter the school environment.
- I.2.2.3. Provide accurate information to students and dispel rumors as directed by the Building Level Emergency Response Team and Eric Klapper.
- I.2.2.4. Provide stress and trauma reducing activities, such as artwork, music and writing.
- I.2.2.5. Model appropriate responses to crisis and allow for a range of emotions for the students to express.
- I.2.2.6. Alter curricula and postpone testing as needed.
- I.2.2.7. Seek assistance for dealing with your personal feelings about the incident.

- I.2.2.8. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.

I.2.3. Role of School Counselors

- I.2.3.1. Stay in close contact with the Incident Commander and building Principals.
- I.2.3.2. Make yourself available by clearing your schedule and providing counseling space.
- I.2.3.3. Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.
- I.2.3.4. Organize and provide individual and group counseling as needed to students, teachers and staff.
- I.2.3.5. Offer counseling support and referrals to parents/guardians of affected students.
- I.2.3.6. Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.
- I.2.3.7. Make referral forms available and establish self-referral procedures.
- I.2.3.8. Provide counseling for the crisis team and emergency response personnel.
- I.2.3.9. Keep records of affected students and provide follow-up services.
- I.2.3.10. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.

2. Long Term

- 2.1. In the event of a severe act of violence or other emergency that has had a major effect on the well-being of students and school staff, the post-incident response team has developed the following procedures for dealing with post-incident response:
 - 2.1.1. The post-incident response team, headed by the Principal, will devise a plan to fit the crisis.
 - 2.1.2. School Counselors, (Vicki Schroeder, Monica Jaworski, Jessica Bedell and Molly Rosinski) will administer mental health counseling. Additional assistance will be provided by the Life Transitions Center.

- 2.1.3. Building security and restoration will be the responsibility of Eric Klapper, in cooperation with law enforcement personnel.
- 2.1.4. School Counselors will direct post-incident response critiques. Conduct meetings with building and district personnel to review lessons learned from the experience.
- 2.1.5. Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- 2.1.6. Make necessary modifications to the plans.
- 2.1.7. Write thank you notes to community resource people who provided support during the incident.

APPENDICES

Appendix 1:
TCS Building Floor Plans/Emergency Evacuation Plans: including
evacuation routes, utility shut-offs

Appendix 2:
Emergency Protocols- Quick Guide

Appendix 3:
Emergency/Fire/Evacuation Staff Roles

Appendix 4:
Fire Drill Procedure- Quick Guide

Appendix 5:
Public Address System Instructions

Appendix 6:
Emergency Supplies Inventory

Appendix 7:
K12 Staff Emergency Contact List

Appendix 8:
CPR/AED/First Aid Staff Members

Appendix 9:
Emergency Responders Contact List

Appendix 10:
Building-Level Emergency Response Team Contact List



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7.3. Emergency response efforts may be supplemented by county and state resources through existing protocols.

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- 5.3.9. Monica Jaworski, HS School Counselor
- 5.3.10. Jessica Bedell, 6-8 School Counselor
- 5.3.11. Molly Rosinski, K5 School Counselor
- 5.3.12. Nancy Burns, School Nurse
- 5.3.13. Blair Budzinski, HR Specialist
- 5.3.14. Joanne Cathcart, HS Dean of Students

6. Prevention/Intervention Strategies

6.1. Building personnel training will take place for emergency teams and all school staff with regard to multi-hazard training, drill procedures and roles and responsibilities of all school staff. It should be noted that TCS provides a small school setting that maximizes opportunity for a safe school climate. Many intentional design structures of the school are aimed at creating close relationships that ensure early detection of student difficulty and opportunity to intervene before violence erupts. Other prevention/intervention strategies consist of the following:

- 6.1.1. Regular school safety assessment- a strategic evaluation and facilities audit to identify emerging and potential school safety problems.
- 6.1.2. Practice all aspects of your school safety plan; adopting a 'multi-hazard' approach.
- 6.1.3. Implementation of a visible identification card and visitor pass system.
- 6.1.4. Established relationships between the school and surrounding community.
- 6.1.5. Faculty, staff and custodial staff training in emergency response.
- 6.1.6. Implementation of wireless communication devices.
- 6.1.7. Exterior door locking policy.
- 6.1.8. Establishment of strong relationships with local emergency responders.

- 6.1.9. Regular drills in all facets of the emergency response plan.
- 6.2. The TCS Family Handbook includes reference and description of the structures, including:
 - 6.2.1. Daily Crew sessions
 - 6.2.2. LS Community Meetings
 - 6.2.3. LS Teambuilding Activities
 - 6.2.4. TCS Code of Conduct process, developed with students and faculty in Crew and Community Meetings, defining shared TCS values.

7. Preparation, Training, Drills and Exercises

- 7.1. All personnel are potentially Emergency Service Workers, and must be familiar with their roles in the event of an actual emergency. Training will be provided in use of emergency communication tools, and in procedures.
- 7.2. The Building-level Emergency Response Plan will be reviewed with all staff at the start of each year, and again at the end of the year, prior to annual Board renewal in July.
- 7.3. During the school year, drills will be conducted. These will include regularly scheduled fire drills, as well as “Lockdown”, “Lockout”, “Shelter-in-Place”, and building evacuation drills.

8. Identification of Sites of Potential Emergencies

- 8.1. The Building-Level School Safety Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.
- 8.2. Details are listed in the **Section III – Response**

Section III: Response

6. Assignment of Responsibilities

6.1. In the event of an emergency in the Lower School, Principal, Jennifer Pangborn, will serve as Incident Commander. In the Principal's absence, Anthony Riccio, LS Assistant Principal, will serve in this role. A member of a local response agency upon arrival may replace this position.

7. Continuity of Operations

7.1. To ensure continuity of school operations on site at TCS, the chain of command will be as follows:

- 7.1.1. LS Principal or;
- 7.1.2. LS Assistant Principal;
- 7.1.3. Executive Director;
- 7.1.4. COO

8. Access to Floor Plans

8.1. Access to floor plans and maps of school grounds will be made available to fire and law enforcement agencies by the Executive Director, Eric Klapper.

9. Notification and Activation

9.1. Initial efforts to report an emergency will be made immediately to 911 for Fire or Medical Assistance as appropriate, then to administration. There is a phone with outside line in each classroom and instructional space. The report of a hazard development will be made to the Main Offices of TCS as soon as possible following its detection. The Main Office will notify all staff and building occupants to take appropriate protective action.

9.2. Announcements will indicate one of the following emergencies:

- 9.2.1. Lockdown;
- 9.2.2. Lockout;
- 9.2.3. Shelter-in-Place;
- 9.2.4. Fire; or
- 9.2.5. Building Evacuation.

10. Emergency Guidelines

10.1. All Emergency Action Plans:

10.1.1. The staff member discovering any incident will call their Main Office and the Main Office Staff will utilize the telephone paging system to alert the building staff, students and guests.

10.1.1.1. Lockdown: There may be times when it is necessary to “Lockdown” our building. A building administrator may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event. A lockdown is the response to the worst-case scenario, and must be executed with appropriate urgency and seriousness.

10.1.1.1.1. Lockdown will be announced by public address system. Call 911 and report your situation.

10.1.1.1.2. Immediately gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.

10.1.1.1.3. Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.

10.1.1.1.4. Do not cover windows.

10.1.1.1.5. Leave the window blinds and lights as they are.

10.1.1.1.6. Document and attend to any injuries as well as possible.

10.1.1.1.7. No one should be allowed to enter or leave a classroom or office under any circumstances.

10.1.1.1.8. Do not answer or communicate through your locked door.

10.1.1.1.9. Do not allow anyone into your secured area.

10.1.1.1.10. Do not answer a classroom phone. DO answer your mobile phone.

10.1.1.1.11. Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.

10.1.1.1.12. Do not talk within your secured area, except only as necessary.

- 10.1.1.1.13. Do not respond to the public address system or other announcements.
- 10.1.1.1.14. If you need to communicate OUT, use mobile phones and emails. When emailing, use the address: tapk5@tapestryschool.org.
- 10.1.1.1.15. Take attendance- including any additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- 10.1.1.1.16. Lockdown will end only when you are released from your room by emergency responders or other administrative team members.

10.1.1.2. Lockout: A 'lockout' is the response to an actual or potential threat from outside the school building. An example of such a threat could be an escaped fugitive or a disgruntled parent or employee, etc. Where the situation warrants, the school faculty, staff and students are aware of- but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to minimize disruption to the school.

- 10.1.1.3. Lockout will be announced by public address system. Use plain language to announce the lockout.
- 10.1.1.4. If TCS is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- 10.1.1.5. If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- 10.1.1.6. Lock all exterior doors and windows.
- 10.1.1.7. All outside activities are terminated.
- 10.1.1.8. Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- 10.1.1.9. Classes otherwise continue as normal.
- 10.1.1.10. Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.

10.1.1.1. Upon resolution of an incident and termination of the lockdown, contact police to advise them of such.

10.1.2. Shelter in Place: There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a “Shelter in Place.” In most cases, a shelter in place is done when there is a threat of or actual medical emergency or bomb threat.

10.1.3. Shelter in Place (for a medical emergency)

10.1.3.1. Announce “Shelter in Place”.

10.1.3.2. Announce to all that:

10.1.3.2.1. the building is entering into Shelter in Place;

10.1.3.2.2. to clear the hallways completely and remain in your classrooms;

10.1.3.2.3. do not give passes;

10.1.3.2.4. do not change classes at the bell;

10.1.3.2.5. to wait for future announcements.

10.1.3.3. Call 911 if there is an emergency.

10.1.4. Shelter in Place (for a generic/non-specific Bomb Threat)

10.1.4.1. Announce “Shelter in Place”.

10.1.4.2. Announce to all that:

10.1.4.2.1. the building is entering into Shelter in Place;

10.1.4.2.2. to clear the hallways completely and remain in your classrooms;

10.1.4.2.3. do not give passes;

10.1.4.2.4. do not change classes at the bell;

10.1.4.2.5. to wait for future announcements.

10.1.4.3. Call 911.

10.1.4.4. Activate TCS Building-Level Safety Team. Instruct team to scan common areas for anything unusual.

10.1.4.5. If no device is found, decide whether to continue school or evacuate. TCS administration may consult with police to make their decision.

10.1.4.6. If device is found, follow steps below for “A Specific Bomb Threat”:

10.1.5. Shelter in Place (for a Specific Bomb Threat)

- 10.1.5.1. Announce “Shelter in Place”.
- 10.1.5.2. Announce to all that:
 - 10.1.5.2.1. the building is entering into Shelter in Place;
 - 10.1.5.2.2. to clear the hallways completely and remain in your classrooms;
 - 10.1.5.2.3. do not give passes;
 - 10.1.5.2.4. do not change classes at the bell;
 - 10.1.5.2.5. to wait for future announcements.
- 10.1.5.3. Call 911.
- 10.1.5.4. Proceed with Building Evacuation (below).
- 10.1.5.5. Assist first responders as necessary.

10.1.6. Building Evacuation: The entire building must be evacuated and all staff and students must be relocated to an off-site Long-Term Evacuation Site.

- 10.1.6.1. Announcements will be made regarding:
 - 10.1.6.1.1. First, the option of entering into “Shelter in Place” for organization purposes;
 - 10.1.6.1.2. Moving to a new location;
 - 10.1.6.1.3. Whether or not there is time to gather together coats and outerwear.
 - 10.1.6.1.4. That the entire building is being completely evacuated;
 - 10.1.6.1.5. To quietly and calmly proceed out the school doors as if there was a fire drill;
 - 10.1.6.1.6. A reminder of where they are evacuating to and how they should get there;
- 10.1.6.2. Take attendance- including any additions. Missing students’ last known locations should be noted.
- 10.1.6.3. If you need to communicate OUT, use mobile phones and emails. When emailing, use the addresses: tapms@tapestryschool.org and tap912@tapestryschool.org.
- 10.1.6.4. Primary LS Evacuation Site: The Elmwood Franklin School, 104 New Amsterdam, Buffalo, NY, Contact: Andrew Deyell at (301) 922-0774.

Section IV: Recovery

3. Short Term

3.1. In the immediate aftermath of a violent or emergency incident, the TCS staff trained and certified in mental health services will be called upon to offer support to students in crisis. This group will include:

- 3.1.1. Vicki Schroeder, (HS School Counselor);
- 3.1.2. Monica Jaworski, (HS School Counselor);
- 3.1.3. Jessica Bedell, (MS School Counselor);
- 3.1.4. Molly Rosinski, (K5 School Counselor);
- 3.1.5. Dominic Ballachino (K12 SPED Director);
- 3.1.6. Eric Klapper, Executive Director;
- 3.1.7. Jennifer Pangborn, K5 Principal;
- 3.1.8. Anthony Riccio, K5 Assistant Principal;
- 3.1.9. Lindsay Lee, MS Principal;
- 3.1.10. Amy DiMaggio, MS Assistant Principal;
- 3.1.11. Fred Carstens, HS Principal;
- 3.1.12. Sara Hilligas, HS Principal
- 3.1.13. Joanne Cathcart (HS Dean of Students);
- 3.1.14. Nancy Burns (School Nurse)

3.2. The following includes the steps most likely to be taken in the event of a tragedy. The plan is likely to be modified to fit various circumstances:

3.2.1. Role of the Incident Command and Administrators

- 3.2.1.1. Notify the Compass Leadership Team and the Board of Trustees of tragedy.
- 3.2.1.2. Verify the tragedy and protect the privacy of the family.
- 3.2.1.3. Notify the Admin Team's at both the Lower School, Middle School and the High School and give them written information that they can give to callers. Also, provide a list of whom the calls can be channeled to.
- 3.2.1.4. Convene the TCS Emergency Response Team.
- 3.2.1.5. Notify back-up teachers to cover the Response Team members' responsibilities while they are putting plan in motion.
- 3.2.1.6. Arrange for extra substitute teachers as needed.
- 3.2.1.7. Hold an emergency meeting for all school staff, provide updated information to all.

- 3.2.1.8. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.
- 3.2.1.9. Develop written statements that the teachers can read to the classes and can be sent home to parents.
- 3.2.1.10. Assist students, faculty and staff in dealing with their own reactions.
- 3.2.1.11. Implement plans for providing counselors and additional health services and resources.
- 3.2.1.12. Keep close contact with injured victims and their families.
- 3.2.1.13. Keep parents/guardians informed of the support services being made available to their children.
- 3.2.1.14. Provide resources to parents/guardians to help them deal with their children's reactions.
- 3.2.1.15. Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- 3.2.1.16. Deal with issues surrounding any deceased student's/school employee's empty lockers, desks, etc.
- 3.2.1.17. Evaluate how the affected areas of the school where the incident took place will be handled when students return to school- this should be done in collaboration with families of victims and the school community.

3.2.2. Role of the Faculty and Staff

- 3.2.2.1. Cooperate with law enforcement to maximize investigative effectiveness.
- 3.2.2.2. Assist victims and other students to reenter the school environment.
- 3.2.2.3. Provide accurate information to students and dispel rumors as directed by the Building Level Emergency Response Team and Eric Klapper.
- 3.2.2.4. Provide stress and trauma reducing activities, such as artwork, music and writing.
- 3.2.2.5. Model appropriate responses to crisis and allow for a range of emotions for the students to express.
- 3.2.2.6. Alter curricula and postpone testing as needed.
- 3.2.2.7. Seek assistance for dealing with your personal feelings about the incident.

3.2.2.8. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.

3.2.3. Role of School Counselors

3.2.3.1. Stay in close contact with the Incident Commander and building Principals.

3.2.3.2. Make yourself available by clearing your schedule and providing counseling space.

3.2.3.3. Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.

3.2.3.4. Organize and provide individual and group counseling as needed to students, teachers and staff.

3.2.3.5. Offer counseling support and referrals to parents/guardians of affected students.

3.2.3.6. Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.

3.2.3.7. Make referral forms available and establish self-referral procedures.

3.2.3.8. Provide counseling for the crisis team and emergency response personnel.

3.2.3.9. Keep records of affected students and provide follow-up services.

3.2.3.10. All media response will come from Eric Klapper ONLY. No other faculty, staff or administrator should interact in any way with the media for purposes of sending accurate and succinct information and messaging.

4. Long Term

4.1. In the event of a severe act of violence or other emergency that has had a major effect on the well-being of students and school staff, the post-incident response team has developed the following procedures for dealing with post-incident response:

4.1.1. The post-incident response team, headed by the Principal, will devise a plan to fit the crisis.

4.1.2. School Counselors, (Vicki Schroeder, Monica Jaworski, Jessica Bedell and Molly Rosinski) will administer mental health counseling. Additional assistance will be provided by the Life Transitions Center.

- 4.1.3. Building security and restoration will be the responsibility of Eric Klapper, in cooperation with law enforcement personnel.
- 4.1.4. School Counselors will direct post-incident response critiques. Conduct meetings with building and district personnel to review lessons learned from the experience.
- 4.1.5. Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- 4.1.6. Make necessary modifications to the plans.
- 4.1.7. Write thank you notes to community resource people who provided support during the incident.

APPENDICES

Appendix 1:
TCS Building Floor Plans/Emergency Evacuation Plans: including evacuation routes, utility shut-offs

Appendix 2:
Emergency Protocols- Quick Guide

Appendix 3:
Emergency/Fire/Evacuation Staff Roles

Appendix 4:
Fire Drill Procedure- Quick Guide

Appendix 5:
Public Address System Instructions

Appendix 6:
Emergency Supplies Inventory

Appendix 7:
K12 Staff Emergency Contact List

Appendix 8:
CPR/AED/First Aid Staff Members

Appendix 9:
Emergency Responders Contact List

Appendix 10:
Building-Level Emergency Response Team Contact List