

# **SBCS DISTRICT SAFETY PLAN**



**2024/2025**

**For comment on this plan please contact David Ehrle,  
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## SBCS Safety Team

Select members of the Safety Team will be responsible for performing the following duties:

- Calling 911 in case of emergency
- Conducting “safety checks” and unlocking rooms during drills

### Safety Team Members

Name	Title	Contact Information
David Ehrle	Superintendent	dehrle@southbuffalocs.org
David Thomas	Principal	dthomas@southbuffalocs.org
Gina Dudkowski	Associate Superintendent	gdudkowski@southbuffalocs.org
Ginalouise Palermo	5-8 A. Principal	gpalermo@southbuffalocs.org
Thomas Wheeler	FECOC	twheeler@southbuffalocs.org
Fred Hahn	K-4 A. Principal	fhahn@southbuffalocs.org
Christine Petrie	School Business Admin.	cpetrie@southbuffalocs.org
Donald Nunweiler	Buildings and Grounds	dnunweiler@southbuffalocs.org
Nicole Krysztofowicz	Office Manager	nkrysztofowicz@southbuffalocs.org
Beth Maloney	School Nurse	bmaloney@southbuffalocs.org

## **Safety Protocols- A Quick Glance**

\*In instances of harm or threat, emergency procedures are to be implemented as detailed\*

### **Shelter-in-Place**

- Announcement will be made over the PA system that a Shelter-in-Place is in effect.
- Students and Staff will remain in their classrooms or offices.
- Teachers are to take attendance and maintain class schedule
- Students who may have been in the lavatory, are to return to their classroom.
- Students who are at the nurse's office or with another teacher are to remain there (homeroom teacher will be notified)
- Announcement will be made indicating when the Shelter-in-Place has been lifted.

### **Hold-in-Place**

- Occurs when movement within the building are restricted to prevent students and staff from entering a restricted area. \*This may occur if there is an internal incident or administrative matter\*
- Announcement of Hold-in-Place will be made over the intercom.
- Students are to remain/return to class.
- If the situation requires for students to be removed from the classroom, they will be escorted by the teacher to the nearest available room.
- Teachers should take attendance and maintain class schedule
- Available staff are to report to main office for instructions.
- Announcement will be made indicating when the Hold-in-Place has been lifted.

### **Lock Out**

- Occurs when it is necessary to secure students, staff and visitors inside of the school building in the event of the possibility of an outside threat of danger
- Announcement of a Lock Out is made over the intercom
- All outdoor activities are suspended, and classes are to reenter the building
- All exterior doors and windows are to be locked
- Classes will follow their standard indoor schedule.
- Announcement will be made once the Lock Out has been lifted

### **Lock Down**

- Lock Down will be activated in case there is a threat of violence in or around the school
- Announcement of Lockdown will be made over the intercom
- Students are to remain in class, and any student outside of the classroom is to be directed to the nearest supervised classroom, where they will remain until the situation is resolved

- All occupied classroom and office doors are to be locked once the hallways have been cleared
- Teachers will take attendance of all students in the classroom
- Teachers will direct students to sit on the floor, farthest away from any entry points (Windows, doors)
- The room is to be silent and remain silent
- Leave lights and blinds as they are, do not attempt to cover door window
- Do not use interior phones or walkies
- Lockdowns remain in effect until the room is physically unlocked by law enforcement or the building administrators

### **Elopement**

- An Elopement is when a student attempts to leave the classroom setting or building without staff permission or supervision, or when a student leaves the supervision of the teacher in the community
- The moment the teacher becomes aware that the student has left, they must notify administration with the student's full name, the location they were last seen, and description of their clothing
- \*Elopement is announced
- All administrators will search internal and external designated areas for the student
- If student cannot be located, 911 is to be called by designated administrator and provide clear and descriptive details regarding the student and the incident
- Parents will be notified that their child left the classroom and possibly the school building. Parents will assist as best they can.

### **Evacuation**

- Evacuation will occur when it is determined that it is safer outside than in the building. Staff and students will move to a predetermined evacuation location
- Announcement will be made through either the activation of the fire alarm, or the intercom
- Teachers will gather their students at their designated assembly area
- Teachers will also have their class roster with them and will take attendance once it is safe to do so
- Administration will communicate to staff when the Evacuation is over and if it is safe to return to the building
- No student or staff member will return to the building unless otherwise directed to do so by the appropriate officials

## **Emergency Procedures**

All Employees of South Buffalo Charter School are expected to familiarize themselves with all aspects of the district's safety plan. Staff need to be well versed in how to implement the strategies outlined to keep students and themselves safe when there is a order to SHELTER or EVACUATE. In both instances, the order may only be ended by authorized parties (Administration or Emergency Responders).

An order to SHELTER requires everyone to remain in the building or upon the premises. Shelter orders fall into one of three categories:

- Lockdown – Imminent Threat exists inside of the building
- Lockout- Threat exist outside of/in proximity of the building
- Shelter-in-Place- Threat requires for staff and students to remain stationary in their respective locations

An order to EVACUATE is given when everyone needs to leave the building. An order to Evacuate may be enacted through:

- Building Evacuation- All staff and students are required to exit the building, while remaining on School Grounds
- Off-School Grounds Evacuation- The building is evacuated, and the population of the building is moved to a pre-determined, off-site location
- Early Dismissal- Students are released from school prior to the completion of the school day

### **Shelter-in-Place**

(Non-Specific Bomb Threats/Weather Emergencies/Non-Specific Threats)

Initiate Shelter in Place:

- Announcement (No Codes, or Colors)

1. “Your Attention Please, we are now in a **Shelter in Place**. Please halt all instruction and follow these instructions”

- Call 911
- Activate Building level Emergency Response Team
- Instructions are to be provided using clear, concise language, leaving little room for confusion or questions
- In case the situation requires students to move away from windows, instruct staff to move students towards the center of the room, or to an opposite wall away from windows.
- Students in restrooms are to return to their classrooms.
- In the event that the emergency does not pose a threat to the exterior of the building, students transitioning between classes or outside of their classroom for any reason should return to the classroom.

**Shelter-in-Place ends when the Principal/Administrative Designee or First Responder signals that the threat has been neutralized.**

### **Hold-In-Place**

(Instances of serious illness or injury requiring outside medical assistance, Physical Altercation)

Initiate Hold-In-Place:

Announce “Hold-In-Place” over intercom

- Student and Staff movement in the hallways is suspended, students and staff already in the halls will return to their classroom.
- Instructions regarding transferring classes from specials and the cafeteria will be given via intercom

Administration will respond to the incident and will determine when the incident has been resolved/when it is safe to resume movement.

- Once the situation has been resolved, Administration will request that an announcement lifting the Hold-In-Place be made.
- Staff will be given instructions on how to proceed

## **Lockout**

(Instance of external threat)

Initiate Lockout:

- Announce “Lockout” over the Intercom
- All Students and Staff outside of the building are to return to the building immediately
- All External doors and windows are to be locked
- Building entry is limited based on a “one-on-one” basis, and only through a monitored pre-designated entry
- Classes are to continue, and teaching should not be interrupted.
- DO NOT respond to the fire alarm unless actual signs of a fire are present, or an announcement is made.
- Announcement will be made when Lockout has been lifted. This will only occur when the threat has been removed
- If there were no police officers present for the lockout, then the police will be notified that the Lockout has been lifted.

**Lockout will end only when the Principal, Administrative designee, or First Responder signals when the threat has been neutralized**

## **Lockdown**

(Threat exists within the building)

- Announce Lockdown- Call 911 and provide clear description of the situation with as many details as possible. Be sure to mention any weapons or injuries that may have occurred
- Remove all students from the hallway and areas near you and secure them in your classroom or office. This includes common areas and restrooms adjacent to classrooms.
- Lock classroom/office doors and have students sit along wall out of view of classroom window. Keep the room quiet and remain hidden.
- Do not attempt to cover windows.
- Leave lights and blinds as they were, unless the situation requires you to do otherwise.
- Take Attendance and document all students within your area as well as the last known location of any students assigned to your room, but not present.
- Attend to any injured and document them.



- Remain hidden and DO NOT LEAVE OR ALLOW ANYONE TO LEAVE.
- Do not allow anyone to enter the room or area you are located in. Keep Doors LOCKED.
- DO NOT communicate with anyone outside of the room.
- DO NOT answer the classroom phone.
- DO NOT respond to a fire alarm.
- DO NOT respond to any announcements, walkie-talkies, or other school-wide communications.

**LOCKDOWN will end only when the Principal, Assistant Principals, or a Member of the Buffalo Police Department open doors and ends the lockdown**

### **EMERGENCY SAFETY DRILLS**

**During annual emergency drills conducted with the Buffalo Police Department, or when drills are conducted without police supervision, the following materials are to be utilized:**

- **One Call System**

**The following materials are designed to inform and prepare students and parents for the seriousness of the drills and to help reduce the possibility of students experiencing trauma or fear when a drill occurs.**

### **Grade Level Scripts**

The Purpose of having Grade Level Scripts is to assist teachers in teaching their students about Lockdown procedures as well as help lessen the potential for trauma responses that could be caused by the drills.

Safety Drills- Kindergarten to Fourth (4<sup>th</sup>) Grade

Directions: Utilize this lesson to assist in teaching your students about lockdown procedures and expectations.

Script:

Teacher:

“How many of you can remember a time when you ran ahead of a grown-up to the street corner, and they shouted ‘Stop!’ or ‘Freeze!’ and you’d have to wait for them at the corner before going in the street? (students respond through show of hands) “Can you tell me why they wanted you to stop?”

Steer Student Responses towards:

“There were cars you might not see, and drivers who might not see you. Your Grown-Up wanted to keep you SAFE.”

Teacher: “ Well sometimes, there may be dangers that you CAN’T see but the grown-ups know about, so they tell you to ‘STOP!’. For some kinds of danger, the grown-ups may tell you to be quiet, hide, and wait for them to say ‘All Clear, you can come out now.’ And it is important that we practice how to do that. “

“Just like how we practice fire drills so we know what to do in case there’s a fire, we are going to practice being safe when there’s trouble around. The bad thing may never happen, but when we’re prepared and practice how to protect ourselves, then we don’t have to worry that we won’t know what to do. Even the toughest grown-ups in the police and army practice what they’re going to do in a difficult situation.”

Can anyone tell me other things we do to be safe and prepared just in case something bad happens?”

**Steer student responses towards:**

Locking Doors, bringing an umbrella when rain is expected, wearing bicycle helmets, etc...

**Teacher:**

**(Focusing on bike helmets) “Can anyone explain why we wear Helmets when we ride our bikes?”**

**Steer student responses towards:**

**“We don’t expect to fall, but if we do, we’ll be protected. The we don’t have to worry”, “We can have the situation covered, and ride our bikes with out worrying about what will happen if we fall”, “Being prepared helps you feel safe”**

**Teacher:**

**Having a plan and practicing what to do in a Lockdown/Safety Drill means that we won’t have to worry about these things and we can focus on having fun and learning at school.”**

**Here are some steps of what we do during a lockdown drill:**

**P.A.L**

**P- Pause: First, Pause and take a deep breath. Breathing helps your mind work.**

**A- Adult: Wherever you are in the school, find a trusted adult. If you are in the classroom, stay there, find the teacher or another trusted adult in the room.**

**L- Listen: Listen to the adult’s instructions. The Adult will know what to do and will tell you. This is tricker than a fire drill because depending on where you are you may not go to the same place every time. You will know what to do if you LISTEN. Also, during this time, your teacher will lock the doors to the classroom.**

**When everything is safe, the adult will tell you that everything is “All Clear”, and we can go back to our regular school day.**

**We are all here to keep you safe. Practice means we are prepared and can feel confident.**

### **Debrief**

**It is also critical to debrief with younger students after lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.**

**Teacher:**

**“How did it feel doing the Lockdown Drill?”**

**“What Kind of thoughts came to your mind during/after the drill?”**

**“What helped you know that you were safe?”**

**“What might help you feel safer next time?”**

**“What can people do to calm ourselves down if we do start to feel scared?”**

**Self-Calming Techniques:**

**Teach Students how to calm themselves by focusing on the breath [Breathe in through nose, out through mouth].**

**Teach Self-affirmation Statements – \*These are meant to reassure students that they are safe with the adult in charge\* “The Door is locked and I’ll be safe” or “My teacher is here to protect me” teach students to silently repeat these statements in their mind.**

**Teach distraction techniques like counting or looking around the room reassuring objects.**

### Safety Drills- Fifth (5<sup>th</sup>) to Eighth (8<sup>th</sup>) Grade

Directions: Utilize this lesson to assist in teaching your students about lockdown procedures and expectations. If you need further support, feel free to contact your administrator or School Counselor.

Script:

Teacher:

“Today we are going to talk about safety. What are some things that we do to keep you safe at school?”

Steer Student Responses towards:

“Staff ID’s, Visitor Sign-in and Passes, Fire drills, outside doors are locked, etc.”

Teacher:

“Very Good. Let’s talk about how students should never open a door at school to let someone into the building. This is a hard one, because we are taught to be courteous and help others, but in school, all people who come to the building should go through the main office and check in. The rule is always ‘Safety First’ and today we are going to practice another way to keep you all safe. We are going to talk about a Lockdown Drill. Does anyone know what we need to do during a Lockdown Drill?”

Steer student responses towards:

“Listen to adult, follow directions, voices off, pay attention”

Teacher:

“Here are the steps of what er do during a lockdown drill: The acronym is PAL.”

P- Pause: First, Pause and take a deep breath. Breathing helps your mind work.

A- Adult: Wherever you are in the building, find a trusted adult. If you are in the classroom, stay there and find your teacher or another adult in the room. If you are outside, look for the teacher or another adult closest to you to tell you what to do and where to go.

L- Listen: Listen to the adult’s instructions. The adult will know what to do and will tell you. This is different from a fire drill because depending where you are, you won’t go to the same place each time. You will know what to do if you LISTEN. Also, during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult in charge will tell you that it is All Clear, and we can go back to our regular school day. Remember, we are all here to keep you safe. Practice means we are prepared and can feel confident that we all know what to do just in case.

Debrief:

It is also critical to debrief with students after all lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.

Teacher:

“What was it like to do this lockdown drill?”

“What kinds of thoughts came to your mind during/after the drill?”

“What helped you know that you were safe?”

“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

Self-Calming Techniques:

Teach Students how to calm themselves by practicing controlled breathing (Breathe in through the nose, out through the mouth).

Teach Self-Affirming statements: “The door is locked, and I’ll be safe” or “My teacher is here to protect me” and have students silently repeat these statements.

Teach distraction techniques like counting or looking around the room for reassuring objects to focus on.

## **Elopement**

**Elopers:** Students who are known to leave adult supervision without supervision. This poses a safety concern as these students are unaccounted for and may attempt to leave the building.

**Precautions for Elopers:**

1. Students who are known elopers should first have a parent meeting called to discuss concerns related to the student’s wandering. At this meeting, the school should receive consents for student to undergo a Functional Behavioral Assessment, which will then lead to the creation of a Behavioral Intervention Plan.

2. Parents/Guardians are included in the process of creating the BIP.
3. Building Staff are made aware of Elopers through the provision of a “Elopement Roster”, which will include: The student’s full name, grade level and homeroom, and photograph. This roster is not to be posted publicly.
4. Every teacher will have a copy of the elopement roster to go in their substitute folders.
5. In classrooms with known elopers, possible exit points should be closed and an alert system should be put in place (chimes or bells on the doors). This allows for teachers to engage with the rest of the class, while also allowing for them to be aware if a student attempts to leave the room without permission.

**Elopement Alert Procedures:**

1. Once it has been recognized that a student has wandered away from the supervised area, the main office is to be called, and the reporting adult needs to give the student’s full name, the last seen location, and a detailed description of their clothing.
2. If there are two adults in the room, one should attempt to follow the student.
3. The administration team will conduct a building wide search, beginning where the student was last seen, and fanning out from there.
4. A member of the office staff will watch cameras (paying close attention to building exit/entrance points).
5. If at any point there is a possibility that the student cannot be located, 911 will be called and a full account of events will be provided to local law enforcement.
6. If the student cannot be located inside of the building, some members of the administrative team will begin an external search of the building perimeter while the internal search continues.



7. The Student's parents will be contacted and informed of the elopement, the search, and the involvement of local law enforcement. Parents will be asked to assist in any manner possible.
8. Once the event has concluded, the school administrator will complete an incident reporting form.
9. A debriefing meeting will be held to discuss once the elopement has been concluded.

### **Emergency School Closings**

**In the event of an isolated \*emergency that requires the school building to close, the School Business Administrator and the Director of Building and Grounds will communicate regarding how to resolve the issue, and they will work with the Superintendent to discuss school closure. The Superintendent will then follow the Building Closure Protocols (sending One Call messages to parents, notifying staff, notifying local media of closure).**

**If classes are in session, and the building needs to close due to an isolated emergency, early dismissal protocols will be enacted, parents will be notified, and students will be released so the issue can be addressed.**

**\*Isolated emergencies can include, but are not limited to: Power Outages, water main breaks, gas leaks, heating issues, etc.)**

## **Incident Reporting**

In the event of a serious incident that requires a call to 911 (missing children, serious injuries/medical emergencies, bomb threats, possible weapon in the building, water main breaks, gas leaks, power outages, fires, etc.), the school administration and staff will follow safety protocols that have been put in place to protect students and staff. Once the safety of everyone in the building has been ensured, parents/guardians have been notified, and the Administrative team has held their post-incident debriefing meeting, then Incident reporting paperwork will be completed either by the Principal, or an designated member of the administration team.