

Warsaw Central School
District Level School
Emergency Response Plan

2019-20 School Year

Table of Contents

THE BASIC PLAN	2
Introductory Material	2
Purpose and Situation Overview	4
Concept of Operations	6
Organization and Assignment of Responsibilities	7
Direction, Control, and Coordination	10
Information Collection, Analysis and Dissemination	12
Training and Exercises	14
Administration, Finance and Logistics	15
Authorities and References	16
FUNCTIONAL ANNEXES	17
Shelter-in-Place	18
Hold-in-Place	18
Evacuation	19
Lockout	21
Lockdown	22
Crime Scene Management	23
Communications	23
Medical and Mental Health Emergency Annex	25
Accounting for All Persons	25
Reunification	26
Continuity of Operations Plan (COOP)	27
THREAT AND HAZARD SPECIFIC ANNEXES	28
Active Shooter Threat	29
Bomb Threat	31

THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The District Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating, training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

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Brian Meyers	WyCo Emergency Coordinator	WyCo Bureau of Emergency Management	585-786-8867

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption.

Send Building Level Safety Plans to:

**New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226**

**Or by email to:
info@safeschools.ny.gov**

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the emergency response plan, including appendices and annexes, are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Plan Review and Updates

[8 NYCRR Section 155.17 \(b\)](#) requires the School Safety Team to review its ERP annually and update it by October 1st as needed.

2. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

The School Safety Team has completed a thorough threat assessment to identify circumstances in the school or near campus that may present unique problems and/or potential risk to people or property.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> ● Earthquakes ● Tornadoes ● Lightning ● Severe wind ● Hurricanes ● Floods ● Wildfires ● Extreme temperatures ● Landslides or mudslides ● Winter precipitation ● Wildlife
Technological Hazards:	<ul style="list-style-type: none"> ● Explosions or accidental release of toxins from industrial plants including: ● Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills. ● Hazardous materials releases from roadways & railroads ● Power failure ● Water failure
Biological Hazards:	<ul style="list-style-type: none"> ● Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis ● Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> ● Toxic materials present in school laboratories as listed above
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> ● Fire ● Active shooters ● Criminal threats or actions

	<ul style="list-style-type: none">● Gang violence● Bomb threats● Domestic violence and abuse● Cyber attacks● Suicide
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Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System. This chain of command is documented in the table included in Appendix B.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent

The Superintendent (or their designee) will serve as the **Incident Commander** and designates the Business Official (Safety Officer) and the Building Principal as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement, as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation in the Superintendent's absence

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Render first aid or CPR, if certified and deemed necessary
- Obtain first aid services for injured students from the school nurse or person trained in first aid
- Arrange for first aid for those who are unable to be moved

Teaching Assistants and School Monitors

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Guidance Counselors and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurses

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

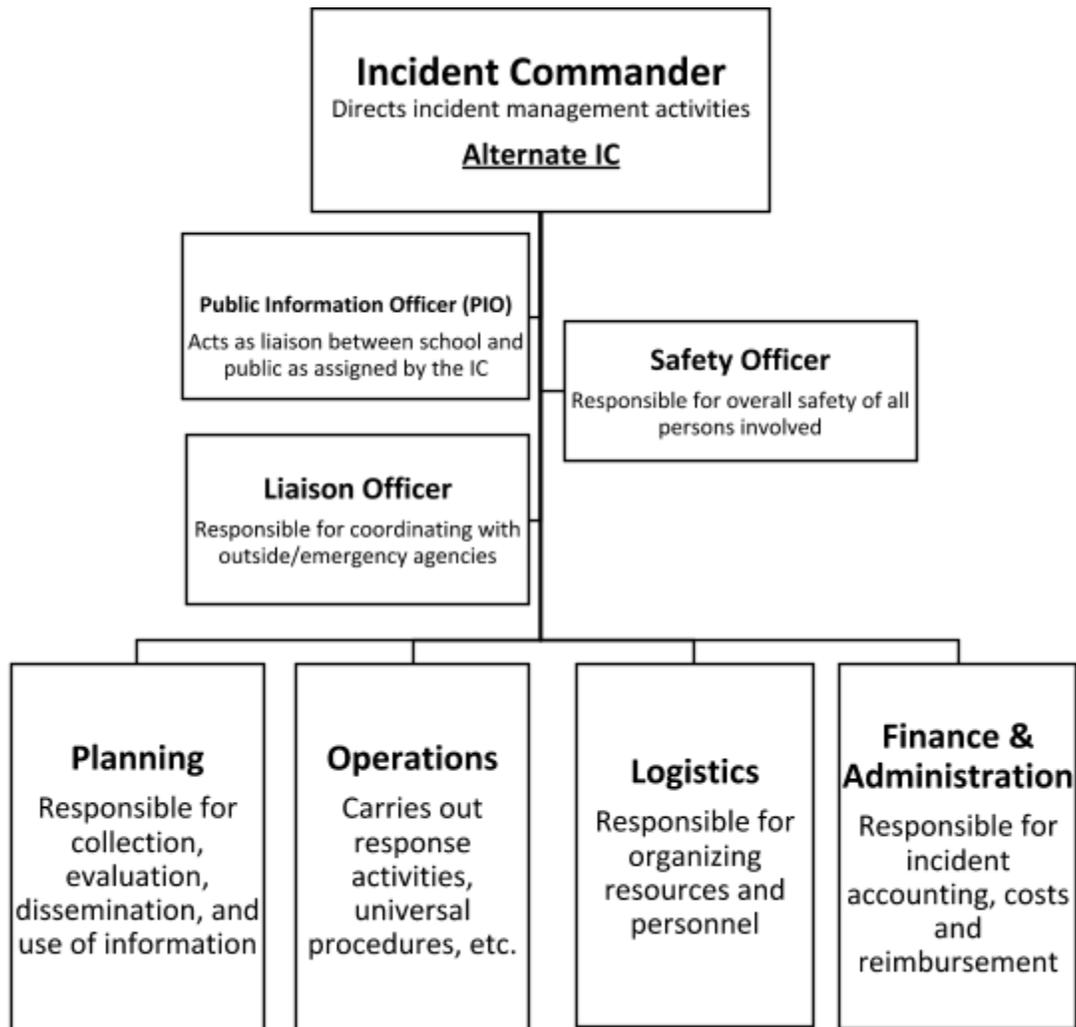
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

5. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. [8 NYCRR Section 155.17 \(e\)\(2\)\(ii\)](#) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and

facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

6. Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to

determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

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 exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and [8 NYCRR Section 155.17](#) require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command.
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administrator's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation ([required per 8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#))
- Lock-out
- Lock-down

These annexes contain elements required by [8 NYCRR Section 155.17](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

1. Shelter-in-Place

Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

2. Hold-in-Place

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

3. Evacuation

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Evacuation – Building Only

- Determine evacuation routes based on the location of the incident and type of emergency.
- Ensure all locations have designated secondary escape routes.
 - Designate alternate routes
 - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
 - Disabled/wheelchair accessible routes
 - Address the needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
 - Students self-evacuate through nearest evacuation route or exit.
 - Students report to the nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you (Gotta Go Bags).
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuation – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Pre-plan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location		Address	Facility Contact Name and Number
MHS	[REDACTED]	[REDACTED]	[REDACTED]
Elementary	[REDACTED]	[REDACTED]	[REDACTED]

Emergency Personnel Staging Area	[REDACTED]	[REDACTED]	[REDACTED]
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- Notify all assembly areas to evacuate to offsite location.
- Method of Travel - Students will travel by bus to the off-site locations.

Evacuation – Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn the lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

5. Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Execute Lockdown

- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown. Teachers are expected to execute lockdown protocols outlined in provided plan:

6. Crime Scene Management

Purpose

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in [8 NYCRR Section 155.17 \(e\)\(2\)\(viii\)](#).

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

7. Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\)\(iv\)](#)), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in parental relation ([8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#)).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the District Clerk and located in the Superintendent's Office.

Communication with Parents

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
 - Information will be included in the school newsletter and website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information via Blackboard Connect, school website and other means to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, website address or recorded hotline where parents can receive updated

incident information.

- o Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.

Pre-designated Media sites

	Alternate Location	Address and description
LOW IMPACT	[REDACTED]	[REDACTED]
HIGH IMPACT	[REDACTED]	[REDACTED]

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

8. Medical and Mental Health Emergency Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. [8 NYCRR Section 155.17 \(e\)\(2\)\(vi\)](#) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

9. Accounting for All Persons

Purpose

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

Actions

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

10. Reunification

Purpose

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Actions

Designate Reunification Site

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

11. Continuity of Operations Plan (COOP)

Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

THREAT AND HAZARD SPECIFIC ANNEXES

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications of appropriate personnel and law enforcement officials. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.

- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.