

School Safety Plan



2020-2021 SCHOOL YEAR

Anticipated Date of BOE Acceptance 12/15/20

Table of Contents

THE BASIC PLAN	3
SECTION I: General Considerations and Planning Guidelines	3
A. Introductory Material	3
B. Plan Development Maintenance and Identification of School Teams	4
C. Purpose and Situation Overview	7
D. Concept of Operations	7
E. Plan Review and Public Comment	7
Section II: Risk Reduction, Prevention and Intervention	8
A. Prevention/Intervention and Strategies/Program Initiatives	8
B. Building Response Training - Training and Exercises	12
C. Early Detection of Potentially Violent Behaviors	14
D. DASA	14
E. Building Self-Assessment	14, addendum
F. District Self-Assessment	14, addendum
Section III: Response	14
A. Organization and Assignment of Responsibilities	14
B. Continuity of Operations - ICS Command Structure	18
C. Notification and Activation	21
D. Hazard Guidelines	24
E. Evacuation Procedures	25
F. Security and Crime Scene	27
Section IV: Recovery	28
A. District Support for Buildings	28
B. Continuity of Operations (COOP)	29
C. Disaster Mental Health Services	31
D. Administration, Finance and Logistics	31

Table of Contents

FUNCTIONAL ANNEXES	32
1. Shelter-in-Place	32
2. Hold-in-Place	33
3. Evacuation	34
4. Lockout	36
5. Lockdown	36
6. Medical and Mental Health Emergency Annex	39
7. Accounting for All Persons	39
8. Reunification	40
 THREAT AND HAZARD SPECIFIC ANNEXES	 41
1. Active Shooter Threat	42
2. Bomb Threat	44

THE BASIC PLAN

SECTION I: General Considerations and Planning Guidelines

A. Introductory Material

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.

Distribution of the Plans

The **district safety plan** is posted to the District website. **8 NYCRR Section 155.17 (e) (3)** mandates that a copy of the **Emergency Response Plan** 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. ***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.***

B. Plan Development Maintenance and Identification of School Teams

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a District Level School Safety committee 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 Committee** 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.

Name	Title	Agency
James Haugh	Superintendent of Schools	ERUFSD
Staci SanSouci	School Business Administrator	ERUFSD
David Rovitelli	Director of IT & Communications	ERUFSD
Casey VanHarssel	Principal 6-12	ERUFSD
Kevin D. Cafalone	MLA Supervisor/ Assistant Principal 6-12	ERUFSD
Marisa Philp	Principal PK-5	ERUFSD
Steve Clancy	School Resource Officer	ER POLICE
Angelo Pascazi	Maintenance Mechanic I	ERUFSD
Leanne Menaguale	CSEA Rep	ERUFSD
Paul Girouard	CSEA Rep	ERUFSD
Heather Clement	JR/SR High School Faculty Rep	ERUFSD
Tim Henry	School Board Representative	ERUFSD
Terrie Koch	Main Office Secretary PK-5	ERUFSD
GerriAnn Krick	Elementary School Faculty Rep	ERUFSD
Julie Covin	Nurse Grades 6-12	ERUFSD
Mike Romach	Safety Consultant/Community Rep	SWOOP1/Community
Mike Brandenburg	Police Chief	ER Police
Matt Dombrosky	Fire Chief	ER Fire
Susan Besio	Teacher/MLA Faculty Rep	ERUFSD

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to

help coordinate services between the agencies and school. Advanced planning should specify the type of communication and services provided by one agency to another.

District Emergency Response Team (DERT)

Name	Title	Agency
James Haugh	Superintendent of Schools	ERUFSD
Staci SanSoucie	School Business Administrator	ERUFSD
David Rovitelli	Director of IT & Communications	ERUFSD
Sarah Callahan	Executive Director of Teaching, Learning and Professional Development	ERUFSD
Casey van Harsseel	Principal 6-12	ERUFSD
Kevin D. Cafalone	MLA Supervisor/Assistant Principal 6-12	ERUFSD
Marisa Philp	Principal PK-5	ERUFSD
Jeffrey Onze	Athletic Director/Assistant Principal 6-12	ERUFSD
Steve Clancy	School Resource Officer	ER POLICE

Team ORANGE is a district-level group of staff members who are available for any assignment. Team Orange members often serve as road guards for the school body during an evacuation to an alternate site, and can plug holes in assignments for supervision, serve as communication runners, etc.

Name	Title
Shelley Whyte	Payroll & Benefits Coordinator
Susan Gambacurta	Assistant Treasurer
Michele Griffith	Accounts Payable Clerk
Jennifer Flanagan	Personnel Clerk / Registrar
Greg Spring	Custodian
Bill Ertle	Maintenance Mechanic I
Angelo Pascazi	Maintenance Mechanic I
Heather Merritt	Cleaner
Patrick Piccioli	Custodian
Leanne Menaguale	Teacher Assistant
Rebecca Buffum	Pupil Services Secretary
Yvonne Benson	Administrative Asst - Curriculum

Designation of School Teams

Elementary PK-5 Building Emergency Response Team (BERT) is responsible for the overall development, maintenance, and revision of the Building Emergency Response Plan (BERP) and for

coordinating training and exercising the Building ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Name	Title
Marisa Philp	Principal PK-5
Jared Snyder	Assistant Principal PK-5
Amanda Wigle	School Counselor
Terrie Koch	Elem. Secretary
Pamela Larsen	Teacher Assistant - Libr
Janet Smith	Teacher Assistant
Kym Goltermann	Teacher Assistant
Leanne Menaguale	Teacher Assistant
Donald Woodward	Teacher Assistant
Sharon Smith	Teacher Assistant
Tina Holmes	Teacher Assistant
Katie Cassavaugh	Teacher Assistant

JR/SR High School Building Emergency Response Team (BERT) - is responsible for the overall development, maintenance, and revision of the Building Emergency Response Plan (BERP) and for coordinating training and exercising the Building ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Name	Title
Casey van Harssel	Principal 6-12
Jeffrey Onze	Athletic Director / Asst Principal 6-12
Kevin D. Cafalone	MLA Supervisor / Asst. Principal 6-12
Adam Laycock	5-8 Counselor
Paul Girouard	Library Assistant
Mark Florack	Teacher Assistant
Robert Hendy	Teacher
Diane Koska	HS Secretary
Julie Covin	HS Nurse

C. 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.

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. Date of threat/hazard assessment 9/1/20

Develop Threat and Hazard Specific annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard Specific Annex section are examples of formats you may utilize while developing these ANNEXES.

The table on the following page provides a list of potential threats that schools should consider when conducting a threat/hazard assessment.

D. 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.

E. Plan Review and Public Comments

This plan shall be reviewed and maintained by the District Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan shall be made available for public comment 30 days prior to its adoption. This means that the school board may adopt the district wide plan only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

The plan must be formally adopted by the Board of Education. While linked to the District Wide School Safety Plan, Building 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-a.

The plan was originally submitted to a Public Hearing on November 10, 2020. The plan was approved by the Board of Education and will be approved on December 15, 2020 . The plan was submitted to

SED on November 3, 2020. The plan was submitted to the East Rochester Police Department, East Rochester Fire Department, Monroe County Sheriff's Department, Monroe County Emergency Preparedness Department, and the NYS Police on October 21-26 2020.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention and Strategies/Program Initiatives

Tier 1

Second Step Classroom Lessons

Second Step will be provided at 10 week (quarterly) intervals. Teachers will contact the service provider by a specified date at the EOY during schedule planning to provide the day of the week and time they would like Second Step.

***Second Step lessons may be delivered by the social work and/or psychologist intern(s).*

RESTORE Sexual Assault Services Presentations

RESTORE Lessons will be provided during a non-Second Step quarter. Teachers will contact Jared Snyder by a specified date to provide the day of the week and time they would like RESTORE to present.

***scheduling may vary each year dependent on RESTORE services.*

Tier 2

	Discretionary Individual Counseling	Discretionary Group Counseling	Needs-Based Classroom Counseling Lessons
Purpose	To help students develop skills to be successful and maintain themselves during the school day.	To help students develop and practice social skills in a small group setting with peers. There may be times where individual counseling is recommended first so that the student can learn skills before engaging in the small group setting.	To provide students in a classroom setting with more complex social/emotional lessons.
Duration	1-6 sessions with teacher/systems collaboration and	4-8 sessions with teacher collaboration	As needed per case.

	support team progress monitoring.	and support team progress monitoring.	
Referral Process	<p>Students are referred by parents, teachers, or themselves.</p> <p>Teachers will collaborate directly with assigned MH grade level go to (PK-K, Amy Walton, 1st-4th Amanda Wigle, 5th Adam Laycock) during team meeting/PLC collaboration times.</p>	<p>Students are referred by parents, teachers, or themselves.</p> <p>Teachers will collaborate directly with assigned MH grade level go to (PK-K, Amy Walton, 1st-4th Amanda Wigle, 5th Adam Laycock) during team meeting/PLC collaboration times.</p>	Teacher/Support Team member collaborative consultation.

Tier 3

IEP and 504 mandated social emotional counseling IEP and 504 mandated social skills support

Support Team Member Roles & Responsibilities

	ES Counselor 1st-4th MH Case Manager	ES Psychologist & Intern PreK/K MH Case Manager	MS Counselor 5th MH Case Manager	Shared Interns	ES Assistant Principal
Direct Student Support	<p>1st, 2nd, 3rd, 4th Grade Tier 2 & 3 Counseling Support (4 Grade Levels)</p> <ul style="list-style-type: none"> Focus: individual counseling (group counseling, 	<p>PreK & K Tier 3 Counseling Support (2 Grade Levels)</p> <ul style="list-style-type: none"> Focus: individual counseling (interns - group counseling) 	<p>5th Grade Tier 2 & 3 Counseling Support</p> <ul style="list-style-type: none"> Focus: individual counseling (group counseling, as needed - interns primary) 	<p>PreK-5 Tier 1, Tier 2, Tier 3 Counseling Support</p> <ul style="list-style-type: none"> Tier 1 Second Step/SEL lessons Tier 2 Small Group Counseling 	<ul style="list-style-type: none"> Tier 2 Behavior Consult (i.e., smile charts, etc.) Student Discipline

	as needed - interns primary)			<ul style="list-style-type: none"> • Tier 3 Individual Counseling 	
In-direct Student Support	<ul style="list-style-type: none"> • Collaboration with 1st-4th PLC (monthly) • Ongoing teacher consult • Parent Consultation • Collaboration with outside therapists to provide continuum of student supports/ interventions • New Entrants Social History (during school year) 	<ul style="list-style-type: none"> • New Entrants Social History (during school year) • Collaboration with PreK/K PLC (monthly) & AIS • Early Intervention consult • Parent Consultation • Ongoing teacher consult 	<ul style="list-style-type: none"> • Collaboration with 5th PLC (monthly) • Ongoing teacher consult 	<ul style="list-style-type: none"> • New Entrants Social History (during school year) 	<ul style="list-style-type: none"> • New Entrants Social History (during school year)
Management/ Coordination Roles	<ul style="list-style-type: none"> • Primary Project Supervisor • ER Connection Coordinator • Nazareth College Play Therapy Intervention Coordination and collaboration • 504 Coordinator 	<ul style="list-style-type: none"> • Cognitive, academic, behavioral, neuropsychological testing (CSE) • Intern Co-Supervisor with HS • 504 Chairperson • IST member • Diagnostic testing to inform 	<ul style="list-style-type: none"> • Foodlink Backpack & Snack Programs (Sept-June) 	<ul style="list-style-type: none"> • Family Engagement Wellness Activities (Fall, Spring) • PK/K Screening • Backpack supplies 	<ul style="list-style-type: none"> • Reading Assistance Dog Coordinator • Coordination of annual preventive education presentation RESTORE, NCMEC • EOY Transition folders

	<ul style="list-style-type: none"> • Coordination of new student screenings • Working with social work and psychology interns to touch base on counseling caseloads • IST member • School Tool scheduling (outside of summer work) • PK/K Screening • PBIS member 	<ul style="list-style-type: none"> • prescriptive instructional programming (IST) • BASC/BRIEF/ FBA/BIP point person • PK/K Screening • Parent Consultation • Classroom Observations (CSE) 			<ul style="list-style-type: none"> • PK/K Screening • PBIS member
Shared Responsibilities	<ul style="list-style-type: none"> • Consult with GMH • Crisis intervention / Threat Assessments, etc. • Home/School/Community collaboration • TCI support • Referrals to outside counseling or organizations 				

All school personnel are mandated reporters. If you have suspicion to believe a child is being abused or maltreated, call 1-800-635-1522 to report.

Please refer to the shared Google Doc on CPS reporting procedures.

Elementary Threat of Self-harm or Violence Assessment Guidance Document

In the event of a child reporting or making statements of self-harm or violence verbally or in writing...

1. Contact a Mental Health professional immediately.
 - a. This could be: Amanda Wigle or Amy Walton. If they are unavailable, contact the Main Office and they will reach someone immediately.
 - b. ****Do not leave voicemail or e-mail. Talk to someone live.****

- c. ****Do not wait until the end of the day to report this. Immediate action is required.****
 - d. It is critical that a trained Mental Health professional is involved to assess the severity of the situation. This could be a liability issue if not done properly.
2. A threat assessment will be completed by Amanda Wigle or Amy Walton. This will determine if a mental health arrest is necessary.
 - a. In the event of a Mental Health arrest, the Resource Officer will be called to determine if an ambulance or police presence is necessary.
 - b. The child/adult will be sent to Strong Memorial Hospital's Psych E.R. for assessment.
3. Communication will be forthcoming from the Mental Health professional to the applicable team members when a determination is made. Parents will be called and made aware by the Mental Health professional or principal.
4. Upon the return of the child/adult, discharge papers as well as a safety plan will be necessary for re-entry. A re-entry meeting will take place with the involved administrator and Mental Health professional.
5. Any student that is Mental Health Arrested (MHA), will have a:
 - a. designated check-in/check-out system,
 - b. Google document created to streamline ongoing communication between staff members for check-in/check-out documentation, conversations, and the safety plan.

Student Safety is Our First Priority! Collaboration is the Key

B. Building Response Training-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.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional **911 Emergency Dispatch Center prior to and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS - PLEASE WAIT.**” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Use this table to document training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved

C. Early Detection of Potentially Violent Behaviors

Risk Assessment Guide

D. DASA

The Dignity for All Students Act (DASA) provides all public school students with an environment free from discrimination and harassment and fosters civility in public schools. The Dignity Act states that no student shall be subjected to harassment, discrimination, bullying or cyberbullying by employees or students based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender/gender identity on school property, at a school function or off school property. Students are encouraged to report any violation of the aforementioned instances to school administration. DASA reporting forms can be found in school offices or on the district's website.

E. Building Self-Assessment Checklist

F. District Self-Assessment Checklist

Section III: Response

A. 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 / Principal

The Superintendent or Principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the superintendent or principal 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

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.
- 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
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants

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

Counselors, Social Workers & 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 Nurse/Health Assistant

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.

Implementation of the Incident Command System (ICS)

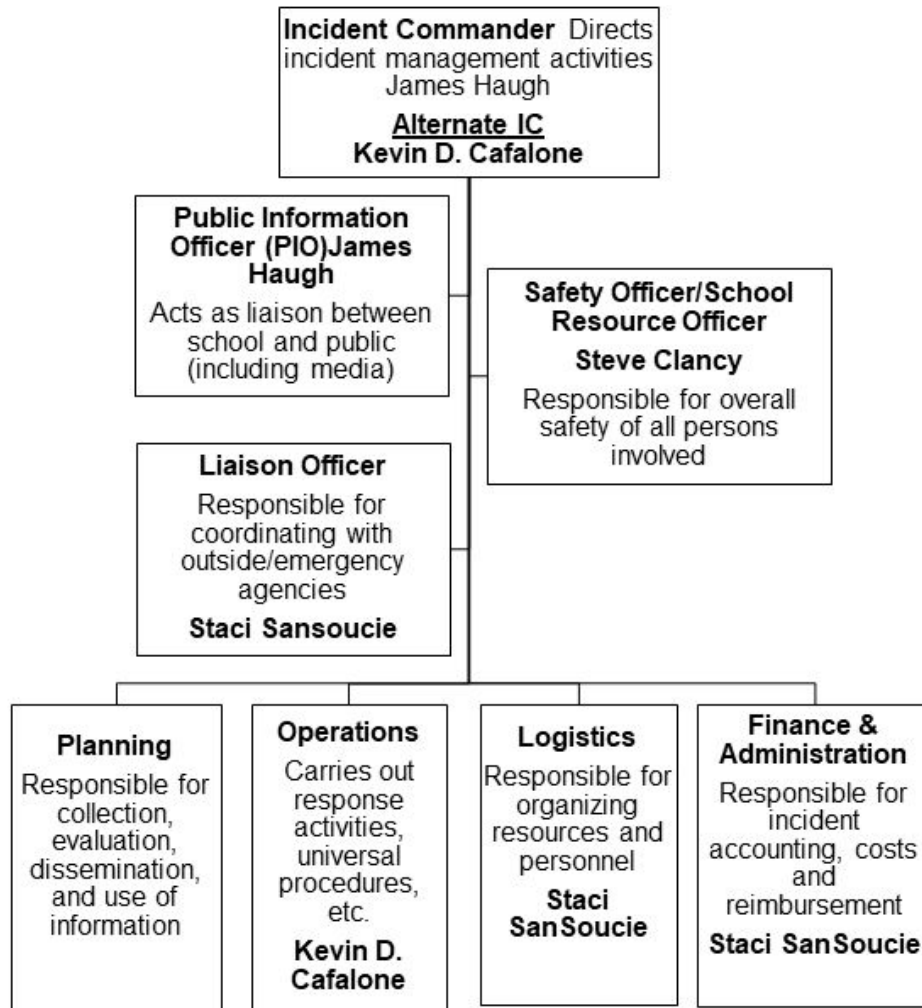
The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school’s jurisdiction. The Incident Commander will establish an Incident Command Post (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 shall be 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. Informing agency partners can take the form of telephone, radio systems, intercom, Emergency Alert System and others as appropriate.

B. Continuity of Operations-ICS Command Structure



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.

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

C. Notification and Activation

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 a 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 Superintendent and located in the District Office in electronic (shared drive) and hardcopy form.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Intercom or Public Address (P.A) System.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Intercom or Public Address (P.A.) System.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

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 Community Outreach Message (blackboard connect), school newsletters, letters sent home by the district.
 - 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 by means of the Community Outreach Message and/or the media 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, web site address or recorded hotline where parents can receive updated incident information.
 - 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.

- o Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
- o Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
- o High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites

Alternate Location		Address and description
LOW IMPACT	District Offices or (designated campus location)	222 Woodbine Avenue
HIGH IMPACT	Village of East Rochester Municipal Building	317 Main Street (Main Street @ West Commercial St)

- 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.

D. Hazard Guidelines

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

	<ul style="list-style-type: none"> • 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 • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, 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
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

E. Evacuation Procedures

Quick Reference Guide

Evacuations

Fire Drills & Attendance

Description of Roles

Incident Commander(s): The **Principal/Assistant Principal/Counselor** *is at the Command Post coordinating who is missing either via walkie or with the runners.*

Zone Leaders: A Zone leader's job is to account for their students, other homerooms and all applicable adults in their Zone. A missing adult, similar to a missing child, needs to be documented on Zone Leaders' attendance sheets for the runners. Teachers/Staff report to their assigned Zone Leaders with their attendance. In the event that walkies are not working, runners then take attendance sheets from Zone Leaders and run them to the Command Post.

Runners: Runners start at their zones and move their way towards the Command Post while collecting attendance sheets from Zone Leaders. The Runner's job is very important because it is a proactive measure just in case walkies are not working, etc. In the event that a Runner's walkie is not working, the runner brings all attendance sheets to the Command Post. In the event that we are missing a runner, another designee in the zone should take over his/her duties.

Homeroom/Special Area Teachers: If with their homeroom, homeroom teachers take attendance. *If they are missing a student then they hold up a red sign. (Absent students do NOT count as missing.) If they are not missing students then they hold up a green sign.* Zone Leaders will collect attendance sheets from missing classes first and report the missing to the Zone Leader with the walkie. After the drill is complete, please make sure that all attendance sheets are handed into the Zone Leaders.

**If not with their homeroom, teachers leave via the nearest exit and join their homeroom by walking outside around the building. This is especially the case in a true emergency where evacuation may be the end result. Special Area teachers should account for the teacher's homeroom just as the homeroom teacher would. (e.g., holding up green/red signs) In addition, if the Special Area teacher doesn't have the homeroom teacher with them then please count them as missing as well so we can account for the homeroom teacher's safety.*

Teachers/Other Staff Members with Children: Support Staff/Teachers who have children with them are to fill out an attendance sheet and give it to the nearest Zone Leader. These attendance sheets will be on a bright color so that they stand out as children who are with an adult (that may be reported missing by the Homeroom/Special Area teacher). If the child's teacher and the support teacher are in the same zone and are able to see one another then the child should be counted as present ~ NOT missing ~ on the homeroom attendance.

Evacuation (Fire Drill) Attendance Procedures

1. Every teacher/staff member with children has an attendance sheet that they fill out. Homeroom teachers indicate with a **red sign if they are missing children**. **If all children are accounted for then a green sign should be held up.** Zone leaders collect attendance from classes missing children first as well as from support staff/teachers. These are reported immediately to the Incident Commanders. After the incident commanders have the missing children/adult names then the Zone Leaders can gather the other attendance sheets to hand into the Main Office.
 - Zone Leaders are responsible for documenting their zone's adult attendance (who is missing only).
 - The Zone Leaders give attendance for their zone to one of the two runners if walkies aren't working.

2. Homeroom teachers are to join their classes outside if their classes are with a special area teacher or coming out of the cafeteria. (This is an important precautionary procedure just in case we need to evacuate the premises. It also helps us to account for all faculty.) Special Area teachers need to account for the homeroom teacher when they take attendance. **If the homeroom teacher is missing, this needs to be documented on the attendance sheet as a missing person.**
3. **Cafeteria:** Children will exit out the doors. Cafeteria supervisors will line children up outside in class order. Teachers are to meet their children outside and assist cafeteria supervisors in taking attendance.
4. **Evacuation while children are passing in the hallways, in bathrooms or not with an adult:** Children should be given **direct instruction** from their homeroom teachers (*from the beginning of the school year*) to **exit the nearest door** when they hear the fire alarm. Children should be instructed to **find the nearest adult outside** and give them their *name, grade and homeroom teacher's name*. The adult then writes this information down on their attendance that the **Zone Leaders** collect. In the event that walkies are not working, the **Runners** will then match up the attendance sheets to see if any missing children can be accounted for right away. Runners then run to the Incident Commander with children/adults *who are still missing*.

Important Reminders:

All staff/teachers should always have a fire drill folder that contains:

Up-to-date attendance rosters (*Special Area teachers should have one for each class they teach.*)

Homeroom teachers should also have copies of their students' Emergency Information Forms so they know who the child can be dismissed to.

F. Security of Crime Scene

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 remains 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.

Actions

Respond

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

Evaluate

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

Secure

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

Protect

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

Observe

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

Notify

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

Document

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

Section IV: Recovery

A. District Support for Buildings

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. Copies of these agreements are located in Appendix D.

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).

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.

B. 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

School policy and procedures for continuity of operations:

1. Reach out to Monroe 1 BOCES and first response agencies at the County level for assistance.
2. Designate a site to continue operations
3. Move necessary resources to the designated site and set up.
4. Contact and assign appropriate personnel to resume their operational roles.
5. Support the alternate site(s) for as long as necessary.

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.

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.

Distribution of the ERP shall be recorded in the following table:

Agency	Name of receiving party	Date
Village of East Rochester	Village Administrator	10/21/20
East Rochester Police Department	Police Chief	10/21/20
East Rochester Fire Department	Fire Chief	10/21/20
Rural Metro Services	Director of Operations/East Rochester Ambulance	
Monroe County Sheriff's Office	Zone A Captain	10/21/20
Office of Emergency Management	Director	10/26/20
New York State Police	Headquarters - Field Command	10/26/20

C. Disaster Mental Health Services

The district's Pupil Personnel Department including but not limited to administrators, social workers, psychologists and school counselors will work with the Monroe County Health Department, WorkFit and the EAP agency of record to provide

D. 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. Copies of these agreements are located in Appendix D.

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).

FUNCTIONAL ANNEXES

Quick Reference Guide

The information in this section was developed utilizing the Federal Emergency Management Administration'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 \(e\)\(2\)\(i\)](#))
- Lockout
- Lockdown

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).

Actions

Initiate Shelter-in-Place

- **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

- ☐ **YOUR ATTENTION PLEASE.**
- ☐ **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN-PLACE.**
- ☐ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- ☐ ***Provide specific incident instructions***

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.

Additional Considerations for Shelter-In-Place

The Building Level Safety Team should consider the following when reviewing the current plan 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:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

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.

Actions

Initiate Hold-in-Place

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**
 - **YOUR ATTENTION PLEASE.**
 - **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
 - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
 - *Provide specific incident instructions*

Instructions

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

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

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.

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.

- ☐ **YOUR ATTENTION PLEASE.**
- ☐ **WE NEED TO EVACUATE THE BUILDING.**
- ☐ **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
- ☐ **TEACHERS TAKE YOUR CLASS ROSTER**
- ☐ **TAKE ATTENDANCE WHEN SAFE TO DO SO**

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex (es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures

Staff with radios or cell phones

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans)
- 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 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 the 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 the designated evacuation assembly area.

Designated Evacuation Assembly Areas (On School Grounds)

- Elementary: The same assembly areas around the building as used for fire drills:
 - Loop
 - Playground
 - Along east side of building
 - Along Fairport Road
- High School and Middle Level:
 - Main Parking Lot
- District Office
 - Loop
- 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. Preplan 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.
- Notify all assembly areas to evacuate to an offsite location.
- Method of Travel

Primary Offsite Location – Students/Staff will walk and follow designated color routes to their destination.

Secondary Offsite Location – Students/Staff will be provided transportation by bus.

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, and 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 lockdown is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions

Initiate Lockout

- **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.
(DO NOT USE CODES, COLORS OR CARDS)
 - ☐ **YOUR ATTENTION PLEASE.**
 - ☐ **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
 - ☐ **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
 - ☐ **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

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 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.

Actions

Initiate Lockdown

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.

A lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Leave lights on and blinds as they are. Do not cover the door window.**
- 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:
 - o Do not allow anyone, under any circumstance, to leave your secured area.
 - o Do not answer or communicate through your door or classroom phone.
 - o Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - o Do not respond to fire alarms unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - o Document and attend to any injuries to the best of your ability.
 - o Take attendance and include additions and missing students' last known location.
 - o Do not respond to the Public Address (P.A.) system or other announcements.
 - o If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - o Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
 - Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

6. 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.

Actions

Medical Emergency:

Contact the nurse at and provide as much information as possible (location, nature of injury, persons involved, etc.).

Contact the main office if you are not able to contact the nurse and to inform them of the situation.

The nurse and administration will determine the most appropriate steps.

If necessary, students and staff will be asked to remain in place to keep halls clear for medical response personnel.

If 911 is called, the main office will act as liaison.

The District Level School Safety Committee 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:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

7. 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 District Level School Safety Committee 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.

District Procedures for Accountability and Search Efforts for Missing Persons:

Attendance is taken at the conclusion of every event or movement. Missing persons are reported immediately to administration. Administration shall assign, direct and instruct appropriate personnel to search for those who are missing. Once found, the missing person(s) are to be reported immediately to the appropriate administrator. The missing person(s) are escorted to where they are supposed to be and presented to the appropriate supervisor. If internal efforts are unsuccessful in locating any missing person, then emergency first responders are notified to assist in the search.

Parents shall be notified in the event there is an extended search.

8. 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

- Use the table below to designate Primary and Secondary Reunification sites.

Pre-designated Reunification Sites

Will be announced to the public as necessary

School policy and procedures for reunification:

1. Establish Crowd Control.
2. Communicate Reunification Procedures and locations to the Public.
3. Have student lists updated and readily accessible.

4. Release students only to authorized parents or guardians.
5. Record each student leaving district custody, when, and to whom.
6. If deemed safe to do so, arrange transportation to the neighborhoods for 6-8 students, who can then walk to their homes, as per normal practice.

The District Level School Safety Committee 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.
- Establish a mental health area and direct staff to escort the 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 the 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.

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 to the main office and to 911 should be made if 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 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 the 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 the 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.

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone

Building-Level Emergency Response Plan

Self-Assessment

for use by School and District Administrators

Name of School: _____ School Institution Code: _____
Name of District: _____ District Institution Code: _____
Date Self-Assessment was Completed: _____ Self-Assessment Completed by: _____

Instructions: This Self-Assessment may be used by administrators to review the **Building-Level Emergency Response Plan** for compliance with Education Law §2801-a and Commissioner's Regulation §155.17. Included are a listing of items that are required at a minimum, with space to identify if required components are: in place, partially in place, or not addressed. Additional information and resources are available at: <http://www.p12.nysed.gov/ssss/ssae/schoolsafety/save/>.

Note: this document is intended for internal use only. The school should retain this document with a copy of the School's Building-Level Emergency Response Plan, do not submit this document to the State Education Department. Please do not disclose any confidential information in this document.

Statute and regulation require that the building-level emergency response plan be developed by the building-level emergency response team. Each building-level emergency response team shall be appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, chancellor or other governing body. Such building-level teams shall include but not be limited to representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, law enforcement officials, fire officials or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption. Building-level emergency response plans are to be submitted to State Police by submitting electronically via the New York State Education Department (NYSED) business portal.

The building-level emergency response plan shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include (at a minimum) the elements described on the following pages.

Required Component with Regulatory Citation	In Compliance/ Complete	Partial Compliance/ Partially Completed	No Evidence of Completion	Comments/Action Needed
Building-level Emergency Response Team and Building-Level Emergency Response Plan Development, Adoption and Submission to Local Law Enforcement and State Police				
<p>The Building-level Emergency Response Team was appointed by the School Principal on (date) _____</p> <p><i>CR §155.17(b)(12)</i></p> <p><i>Notes:</i></p>				
<p>The Building-level Emergency Response Team includes:</p> <ul style="list-style-type: none"> • representatives of teacher, administrator, and parent organizations; • school safety personnel; • other school personnel; • community members; • local law enforcement officials; • local ambulance; • fire officials or other emergency response agencies; • and any other representatives the school board, chancellor or other governing body deems appropriate. <p><i>CR §155.17(b)(12)</i></p> <p><i>Notes:</i></p>				
<p>The Building-level Emergency Response Team conducted an annual review and updates to the Building-level Emergency Response Plan on:</p> <p>(date) _____</p> <p><i>CR §155.17(a), CR §155.17(b)(12)</i></p> <p><i>Notes:</i></p>				
<p>The Building-level Emergency Response Plan was submitted to State Police by inputting</p>				

<p>information in the Safe Schools application via the State Education Department business portal on:</p> <p>(date) _____</p> <p>CR §155.17(c)(3)</p> <p>Notes:</p>				
<p>The Building-level Emergency Response Plan was submitted to the following Local Law Enforcement agencies:</p> <p>Law Enforcement Agency _____</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>(date) _____</p> <p>CR §155.17(c)(3)</p> <p>Notes:</p>				
<p>The Emergency response team is building-specific and has been designated by the building-level emergency response team. The Emergency response team assists the school community in responding to a violent incident or emergency and includes:</p>				

<ul style="list-style-type: none"> • school personnel; • law enforcement officials; • fire officials; and • representatives from local, regional and/or State emergency response agencies. <p><i>CR §155.17(b)(15)</i></p> <p><i>Notes:</i></p>				
<p><i>Plan Content: the following items are the minimum components required by statute and regulation for the Building-Level Emergency Response Plan</i></p>				
<p>i.</p> <p>The building-level emergency response plan includes policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, and includes, at a minimum, the description of plans of action for:</p> <ul style="list-style-type: none"> • evacuation; • sheltering; • lock-down; • evacuation routes; • shelter sites; • procedures for addressing medical needs; • transportation; and • emergency notification to persons in parental relation to a student. • <i>CR §155.17(c)(2)(i)</i> <p><i>Notes:</i></p>				
<p>ii.</p> <p>The building-level emergency response plan includes designation of an emergency response team, other appropriate incident response teams, and a post-incident response team.</p> <p><i>CR §155.17(c)(2)(ii)</i></p> <p>The Emergency Response Team is building-specific and has been designated by the building-level emergency response team. The Emergency Response Team assists the school community in responding to a violent incident or emergency and includes:</p> <ul style="list-style-type: none"> • school personnel; • law enforcement officials; • fire officials; and • representatives from local, regional and/or State emergency response agencies. <p><i>CR §155.17(b)(15)</i></p>				

Notes:				
<p>iii. The building-level emergency response plan includes floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area. CR §155.17(c)(2)(iii)</p> <p>Notes:</p>				
<p>iv. The building-level emergency response plan includes information about the internal and external communication systems in emergencies. CR §155.17(c)(2)(iv)</p> <p>Notes:</p>				
<p>v. The building-level emergency response plan includes definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS). CR §155.17(c)(2)(v)</p> <p>Notes:</p>				
<p>vi. The building-level emergency response plan includes a description of the plan for coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident. CR §155.17(c)(2)(vi)</p> <p>Notes:</p>				
<p>vii. The building-level emergency response plan includes a description of the procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response</p>				

<p>plan, including the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials. CR §155.17(c)(2)(vii)</p> <p>Notes:</p>				
<p>viii. The building-level emergency response plan includes a description of the policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property. CR §155.17(c)(2)(viii)</p> <p>Notes:</p>				
<p>ix. In the case of a school district, except in a school district in a city having more than one million inhabitants, emergency response plan includes certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency. CR §155.17(c)(1)(ix)</p> <p>Notes:</p>				
Informing Students and Staff of Emergency Procedures and Evacuation and Emergency Drills				
<p>By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures. CR §155.17(g)</p> <p>Notes:</p>				
<p>There is a plan in place for how the school building will comply with mandated drill requirements, as described below.</p> <ul style="list-style-type: none"> ○ Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day. (EL §807.1) ○ Eight evacuation drills and four lock-down drills each year, eight of the required 				

<p>drills must be completed by December 31 each school year. (EL §807.1)</p> <ul style="list-style-type: none"> ○ Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.(EL §807.1) ○ Drills will be conducted at different times of the school day. (EL §807.1) ○ Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. (EL §807.1) ○ The school board will ensure that information about drills be provided in the teacher's manual or handbook. (EL §807.2) ○ In addition to required lockdown and evacuation drills, at least one early dismissal drill will be conducted each school year that is no more than 15 minutes before the normal dismissal time, procedures must include <ul style="list-style-type: none"> ▪ notifying parents and guardians at least one week prior to the drill; and ▪ testing the usefulness of the communications and transportation system during emergencies. (CR §155.17(h)) ○ The following additional drill requirements apply for residential schools, summer school, after school programs, events or performances (EL §807.1-a) <ul style="list-style-type: none"> ▪ four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. (EL §807.1-a) ▪ at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school. (EL §807.1-a) ▪ for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency. (EL §807.1-a) <p><i>Notes:</i></p>				
<p><i>Additional Information:</i></p>				

**District-Wide School Safety Plan
Self-Assessment**
for use by School and District Administrators

Name of District: _____ District Institution Code: _____
Date Self-Assessment was Completed: _____ Self-Assessment Completed by: _____

Instructions: This Self-Assessment may be used by administrators to review the District-Wide Safety Plan for compliance with [Education Law §2801-a](#) and [Commissioner's Regulation §155.17](#). Included are items that are required at a minimum, with space to identify if required components are: in place, partially in place, or not addressed. Note: this document is intended for internal use only. Districts should retain this document in district records, do not submit this document to the New York State Education Department. Additional information and resources are available at: <http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/>.

Statute and regulation require that the superintendent, or superintendent's designee for each district, charter school and BOCES serve as the district chief emergency officer whose duties shall include, but not be limited to:

- (a) coordination of the communication between school staff, law enforcement, and other first responders;
- (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- (c) ensure staff understanding of the district-wide school safety plan;
- (d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- (e) assist in the selection of security related technology and development of procedures for the use of such technology;
- (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807;
- (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

In addition, the statute and regulation require that each district, charter school and BOCES in the State designate a District-Wide Safety Team that must develop and annually update and submit a District-Wide School Safety Plan to the school board for adoption.

Prior to adoption, the district must hold at least one public hearing that provides for school personnel, student, and public participation, and the plan must be made available for public comment for at least 30 days. The plan must be adopted by the school board **by September 1** each year. Within 30 days from adoption, and no later than October 1, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

Required Component with Regulatory Citation	In	Partial	No	Comments/Action Needed
---	----	---------	----	------------------------

	Compliance/Complete	Compliance/Partially Completed	Evidence of Completion	
Plan Development, Adoption and Submission of Building Level Plan to Local Law Enforcement and State Police				
<p>The District-Wide School Safety Team was appointed by the Board of Education on: (date) _____ <i>CR §155.17(b)(14)</i></p> <p>Notes:</p>				
<p>The District-Wide School Safety Team includes, but is not limited to representatives of:</p> <ul style="list-style-type: none"> • School board • Teacher organizations • Administrator organizations • Parent organizations • School safety personnel • Student* • Other school personnel <p><i>*At the discretion of the board of education, a student may be allowed to participate on the district-wide safety team, provided however, that no portion of a confidential building-level emergency response plan be shared with such student nor shall such student be present where details of a confidential building-level emergency plan or confidential portions of a district-wide safety plan be discussed.</i></p> <p><i>CR §155.17(b)(14)</i></p> <p>Notes:</p>				
<p>The District-Wide Safety Team conducted annual review and updates to the District-Wide Safety Plan on:</p> <p>(date) _____ <i>CR §155.17(a)</i></p>				

<p>Notes:</p>				
<p>The District-wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education</p> <p>30-day public comment period began on: (date) _____ and ended on _____</p> <p>CR §155.17(c)(3)</p> <p>Notes:</p>				
<p>At least one public hearing that provided for the participation of school personnel, parents, students and any other interested parties, was held prior to adoption of the plan.</p> <p>Date of Public Hearing: _____</p> <p>CR §155.17(c)(3)</p> <p>Notes:</p>				
<p>The district-wide safety plan was posted on the district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.</p> <p>Date District-Wide Emergency Plan was posted on District Website: _____</p> <p>URL of District-Wide Emergency Plan on District Website: _____</p> <p>CR §155.17(c)(3)</p> <p>URL was verified/checked to be sure the link is working _____</p> <p>Notes:</p>				

Plan Content: the following items are the minimum components required by statute and regulation for the District-Wide Safety Plan

<p>i. The plan includes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which may include threats of suicide <i>CR §155.17(c)(1)(i)</i></p> <p>Notes:</p>				
<p>ii. The plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school <i>CR §155.17(c)(1)(ii)</i></p> <p>Notes:</p>				
<p>iii. The plan includes appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) nonviolent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs <i>CR §155.17(c)(1)(iii)</i></p> <p>Notes:</p>				
<p>iv. The plan includes policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident <i>CR §155.17(c)(1)(iv)</i></p> <p>Notes:</p>				
<p>v. The plan includes a description of the arrangements for obtaining assistance during</p>				

<p>emergencies from emergency services organizations and local governmental agencies (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(v)</i></p> <p><i>Notes:</i></p>				
<p>vi. The plan includes the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(vi)</i></p> <p><i>Notes:</i></p>				
<p>vii. The plan includes the identification of district resources which may be available for use during an emergency (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(vii)</i></p> <p><i>Notes:</i></p>				
<p>viii. The plan includes a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(viii)</i></p> <p><i>Notes:</i></p>				
<p>ix. The plan includes policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal</p>				

<p><i>CR §155.17(c)(1)(ix)</i></p> <p><i>Notes:</i></p>				
<p>x. The plan includes policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide.</p> <p><i>CR §155.17(c)(1)(x)</i></p> <p><i>Notes:</i></p>				
<p>xi. The plan includes policies and procedures relating to school building security, including, where appropriate:</p> <p>a. the use of school safety or security officers and/or security resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and</p> <p>b. security devices or procedures</p> <p><i>CR §155.17(c)(1)(xi)</i></p> <p><i>Notes:</i></p>				

<p>xii. The plan includes policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information <i>CR §155.17(c)(1)(xii)</i></p> <p><i>Notes:</i></p>				
<p>xiii. The plan includes policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15th on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner <i>CR §155.17(c)(1)(xiii)</i></p> <p><i>Date Training was provided to staff on Building-level Emergency Response Plan, school violence prevention and mental health:</i></p> <p>_____</p> <p><i>Notes:</i></p>				
<p>xiv. The plan includes procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. <i>CR §155.17(c)(1)(xiv)</i></p> <p><i>Notes:</i></p>				
<p>xv. The plan includes the identification of appropriate responses to emergencies,</p>				

<p>including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings. <i>CR §155.17(c)(1)(xiv)</i></p> <p><i>Notes:</i></p>				
<p>xvi. The plan includes strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence. <i>CR §155.17(c)(1)(xvi)</i></p> <p><i>Notes:</i></p>				
<p>xvii. The plan includes a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity. <i>CR §155.17(c)(1)(xvii)</i></p> <p><i>Notes:</i></p>				
<p>xviii. The plan includes, in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster. <i>CR §155.17(c)(1)(xviii)</i></p> <p><i>Notes:</i></p>				
<p>xix. The plan includes (xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:</p> <ul style="list-style-type: none"> (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency 				

<p>response plans;</p> <p>(c) ensure staff understanding of the district-wide school safety plan;</p> <p>(d) ensure the completion and yearly update of building-level emergency response plans for each school building;</p> <p>(e) assist in the selection of security related technology and development of procedures for the use of such technology;</p> <p>(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;</p> <p>(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and</p> <p>(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.</p> <p>The District Chief Emergency Officer is (name) _____, appointed on (date) _____</p> <p><i>CR §155.17(c)(1)(xix)</i></p> <p><i>Notes:</i></p>				
Informing Students and Staff of Emergency Procedures and Evacuation and Emergency Drills				
<p>By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.</p> <p><i>CR §155.17(g)</i></p> <p><i>Notes:</i></p>				
<p>The district is aware of and has planned for how all school buildings will comply with mandated drill requirements, as described below.</p> <ul style="list-style-type: none"> ○ Procedures for review and the conduct of drills and exercises to test components of the emergency response plan, including for the regular school year, regular school day. (EL §807.1) ○ eight evacuation drills and four lock-down drills each year, eight of the required 				

<p>drills must be completed by December 31 each school year. (EL §807.1)</p> <ul style="list-style-type: none"> ○ four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. (EL §807.1) ○ Drills will be conducted at different times of the school day. (EL §807.1) ○ Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. (EL §807.1) ○ the school board will ensure that information about drills be provided in the teacher's manual or handbook. (EL §807.2) ○ In addition to required lockdown and evacuation drills, at least one early dismissal drill will be conducted each school year that is no more than 15 minutes before the normal dismissal time. Procedures must include <ul style="list-style-type: none"> ▪ notifying parents and guardians at least one week prior to the drill; and ▪ testing the usefulness of the communications and transportation system during emergencies. (CR §155.17(h)) ○ The following additional drill requirements apply for residential schools, summer school, after school programs, events or performances (EL §807.1-a) <ul style="list-style-type: none"> ▪ four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. (EL §807.1-a) ▪ at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school. (EL §807.1-a) ▪ for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency. (EL §807.1-a) <p>Notes:</p>				
<p>Additional Information:</p>				