

# **District Level School Emergency Response Plan**

**2016 - 2017**

**October 3, 2016 – Board of Education Meeting**

## **Plan Development and Maintenance**

8 NYCRR Section 155.17 (b) and 155.17 (c) (11) – requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, 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 Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

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. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

## **Distribution of the Plan**

8 NYCRR Section 155.17 (e) (3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption and before October 15<sup>th</sup>.

## **Send Building Level Safety Plans to:**

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

**or by email to: [info@safeschools.ny.gov](mailto:info@safeschools.ny.gov)**

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

## **Record of Distribution**

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area

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Public Plan  
NYS BLS ERP version 1 – 10/2016

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:

<b>Agency</b>	<b>Name of Receiving Party</b>	<b>Date</b>
Superintendent of Schools	Chris Byrne	
NYS Police Pulaski	Sgt Peter Will	
NYS Police Fulton	Sgt Phillip Cady	
NYS Police Hastings	Sgt Edward Carroll	
Palermo Volunteer Fire Department	Chief Andy Dennery	
Phoenix Volunteer Fire Department	Chief John McDonald	
Phoenix Police	Chief Martin Nerbur	
Donald Forbes, Fire Coordinator	Oswego County Emergency Response Training Center	
Cayuga BOCES	Mark Snyder	
School Resource Officer	Ellie Brown, Mike Quigley	
Director of Facilities	Keith Watkins	
Principal – Maroun Elementary	Brett Doody	
Asst. Principal – Maroun Elementary	Stacie Shaffer	
Principal – EJD Middle School	Sue Anderson	
Assistant Principal – EJD Middle School	Barb Kowalski	
Principal – JCB High School	Thom Bailer	
Assistant Principal – JCB High School	Patrick Fitch	
Athletic Director	Steve Musso	
Transportation Supervisor	Joe Hammond	
Technology Director	Ted Love	
Director of Instruction	Robert Edwards	
Assistant Superintendent	Karl Seckner	

**Plan Review and Updates**

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by September 1<sup>st</sup> or as needed.

Each update or change to the plan is recorded below:

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Public Plan  
NYS BLS ERP version 1 – 10/2016

<b>Revision/Update/Amendment</b>	<b>Name</b>	<b>Date</b>
Update	Plan Update	August, 2016
Update	Plan Update	August 2016

## Purpose and Situation Overview

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

### Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	Earthquakes, Tornadoes, Lightning, Severe wind, Hurricanes, Floods, Wildfires, Extreme temperatures, Landslides, Mudslides, Winter precipitation, Wildlife
Technological Hazards:	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:	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:	Fire, Active shooters, Criminal threats or actions, Gang violence, Bomb threats, Domestic violence and abuse, Cyber-attacks, Suicide

### Planning Assumptions and Limitations

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.

## **Concept of Operations**

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

### **Implementation of the Incident Command System (ICS)**

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

## **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.

The **Incident Commander** can designate a minimum of two qualified individuals to serve as alternates. At all times, the Incident Commander retains the ultimate responsibility for the overall safety of students and staff. Responsibilities may 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
- Coordinate/cooperate with emergency responders

### **Teachers / Substitute Teachers / Student Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise. Responsibilities may 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
- 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 and 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 may include assisting teachers as directed and actions to ensure the safety of students.

### **Counselors, Social Workers & School Psychologists**

Responsibilities may 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 may 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 may 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 may include:

- Answer phones
- Provide for the safety of essential school records and documents
- Monitor radio emergency broadcasts
- Provide assistance and execute assignments as directed by the Incident Commander



### **Food Service / Cafeteria Workers**

Responsibilities may 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 may 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 may include:

- Execute assignments as directed by the Incident Commander

### **Students**

Responsibilities may include:

- Cooperate during emergency drills, exercises, and during an incident
- Follow directions given by facility 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 may include:

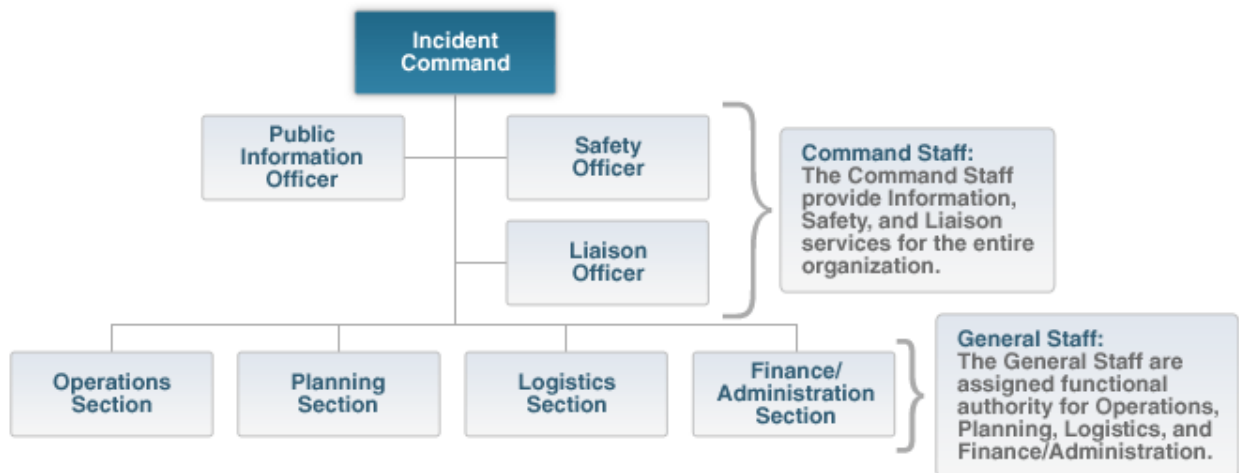
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other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

## Direction, Control, and Coordination

### School Incident Command System

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

## **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](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://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 evacuation drills and 4 (announced or unannounced) lockdown drills).
- 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).

Lockdown drills will be conducted internally to ensure that school staff has 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, LOCKDOWN, 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.

## **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).

## **Authorities and References**

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

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

## **Functional Annexes**

The information in this section was developed utilizing the Federal Emergency Management 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))
- **Lock-out**
- **Lock-down**

These annexes contain elements required by 8 NYCRR Section 155.17.

- 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

## **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**





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### **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.

### **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**

[REDACTED]

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

[REDACTED]

## **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, 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**

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

**Evacuation – Building Only**

[Redacted text block]



### **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 have communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to off-site location.
- Method of Travel – Walk or 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, 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.

## **Lockout**

### **Purpose**

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

## **Actions**

### **Initiate Lockout**

[REDACTED]

### **Execute Lockout**

[REDACTED]

## **Lockdown**

### **Purpose**

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that post 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**

[Redacted text block]

**Execute Lockdown**

[Redacted text block]



## **Crime Scene Management**

### **Purpose**

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

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

### **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 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 police.



## **Communications**

### **Purpose**

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e) (2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in 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 of Schools and the President of the Board of Education, and are located in the District Office.

### **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:

- 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:

- Text-Messaging System/E-mail System: A text-messaging or email 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.

### **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 on our district website.
- Be prepared with translation services for non-English speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
  - Disseminate information by media outlets 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 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.
  - 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.
  - 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.
  - 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	Phoenix Central Schools District Office	116 Volney Street, Phoenix, NY 13135

<b>High Impact</b>	Town of Schroepfel	69 Co Rt 57A, Phoenix NY
<b>High Impact</b>	Sweet Memorial	Co Rt 57 Phoenix NY

- 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 ERA 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

## 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

#### Introduction

Where individuals require medical attention as a result of accident or injury general first aid should be provided by qualified persons until more expert help is secured. Each building should maintain a listing of the staff members who are qualified to provide first aid (i.e., First Aid, CPR, EMT, etc).

#### Reporting a Medical Emergency

When confronted with a medical emergency it is important to call, or have someone call, 911 to summon local emergency responders before taking any other action. Give the location of the emergency, give clear instructions and include readily noticeable markers that will help them spot the scene. Then, if feasible, survey the scene, give the dispatcher information about what happened and inform of hazards such as fire, fumes, or electrical wires, the number of injured persons, the current condition or symptoms, and any actions taken so far. Assign someone to meet the emergency responders.

## **What to Do Until Help Arrives**

If it is safe to reach the victim, and the victim has stopped breathing, determine responsiveness. If the victim appears unconscious, gently tap a shoulder and shout “are you okay?” **If unresponsive, notify the School Nurse immediately.** Provide details about the condition of the victim. Call 911 and bring the AED. During office hours the building custodial staff has been trained to provide CPR in an emergency.

Below is a summary of medical emergency assistance protocols that can be employed while waiting for emergency response personnel to respond

### **To Stop Bleeding:**

Apply direct pressure to the wound. You should always wear latex or rubber gloves. Maintain the pressure until the bleeding stops. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

### **Choking:**

Stand behind the person. Place the thumb side of one of your fists against the person’s abdomen, just above the navel and well below the end of the breastbone. Grasp your fist with your other hand, give an abdominal thrust. Repeat until the object comes out.

### **Medical Needs – Automated External Defibrillators (AED’s):**

AED’s are located throughout the District.

### **Day Time School Hours**

Anyone in need of an AED should call “911” and summon for an AED trained person to the location. Bring the AED to the site of the emergency and respond to victim until 911 emergency responders arrive.

### **After School/Evening Hours**

Anyone in need of an AED should call “911” and summon a trained person to come to the emergency location with an AED. The trained person should respond to the victim until 911 emergency responders arrive.

### **Medical Needs – Students with an Allergy**

If a student displays signs and symptoms of an allergic reaction and/or reports an exposure to their allergen, school personnel should immediately implement the school’s policy on allergy anaphylaxis which should require that immediate action be taken, such as:

- Notify the school nurse (if available), locate student's epinephrine immediately, administer medication and call 911.

#### Important Considerations:

- Know your school's emergency procedures and protocols in advance of an emergency and be prepared to follow them.
- In the presence of symptoms, **Give Epi-Pen Without Delay!** Do not wait!
- Note time administered
- Use a calm and reassuring voice with the student and do not leave him/her unattended.
- Do not attempt to stand the student up or ask them to walk around (this may increase the danger to the student in the event of a reaction).
- Call 911 and request that epinephrine is on board (epinephrine lasts for approximately 15 – 20 minutes after which an additional dose may be required).
- Have ambulance dispatcher repeat back the school address and specific entrance that should be used and have someone meet them at the door to escort them to your exact location.
- Gather accurate information about the reaction and the student to give to ambulance personnel when they arrive.

#### Epi-Pen Directions for Use:

- Unscrew the yellow or green cap off of the Epi-Pen or Epi-Pen Jr. carrying case and remove the Epi-Pen or Epi-Pen Jr. auto injector from its storage tube.
- Grasp unit with the black tip pointing downward.
- Form fist around the unit (black tip down).
- With your other hand, pull off the gray safety release.
- Hold black tip near outer thigh.
- Swing and jab firmly into outer thigh until it clicks so that unit is perpendicular (at a 90 degree angle) to the thigh. (Auto-injector is designed to work through clothing).
- Hold firmly against thigh for approximately 10 seconds. (The injection is now complete. Window on auto-injector will show red).
- Remove unit from thigh and massage injection area for 10 seconds.
- Call 911 and seek immediate medical attention.
- Carefully place the used auto-injector (without bending the needle), needle-end first, into the storage tube of the carrying case that provides build-in needle protection after use. Then screw the cap of the storage tube back on completely, and take it with you to the hospital emergency room.

*Note: Most of the liquid (about 90%) stays in the auto-injector and cannot be reused. However, you have received the correct dose of medication if the red flag appears in the window.*

#### Other Things to Consider:

- **NEVER** put thumb, fingers, or hand over the black tip. The needle comes out of the black tip. Accidental injection into hands or feet may result in loss of blood flow to these areas. If this happens, go immediately to the nearest emergency room.
- Epi-Pen and Epi-Pen Jr. should be injected only into the outer thigh (see “Directions for Use”).
- **DO NOT** remove gray safety release until ready to use.

#### Immediately After Use:

- Go immediately to the nearest hospital emergency room or call 911. You may need further medical attention. Take your used auto-injector with you.
- Tell the doctor that you have received an injection of epinephrine in your thigh.
- Give your used Epi-Pen/Epi-Pen Jr to the doctor for inspection and proper disposal.

## 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

- Depending on the incident, take attendance and report 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.

## 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

- Transport students following an evacuation to the reunification site(s).
- Notify the contact person at the relocation site(s) to prepare for the arrival of students. Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Designate a Reunification Coordinator. Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- Designate of a holding area for arriving students and staff away from waiting family members.
- Designation of an adult report area for parents/guardians to sign-in and to check identification.
- Establish a student release area. Students will be escorted to meet their parent/guardian and sign out.
  - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
  - Release students to authorized persons after checking proof of identity and signing a student release form.
  - Instruct parents/guardians to leave the site to make room for others once they have signed out their student.
- Establish a mental health area and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist, or other designee, will coordinate this activity with emergency response personnel. Provide 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 student.

## **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**

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.



- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

## **Threat and Hazard Specific Annexes**

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information. Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan.

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 updates as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

## **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 is on school grounds or in the school building.

### **Scope**

This 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**

[Redacted]

**Activating the Emergency Response Plan**

[Redacted]

**Incident Commander Actions:**

[Redacted]

**Staff Actions:**

[Redacted]



## **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:

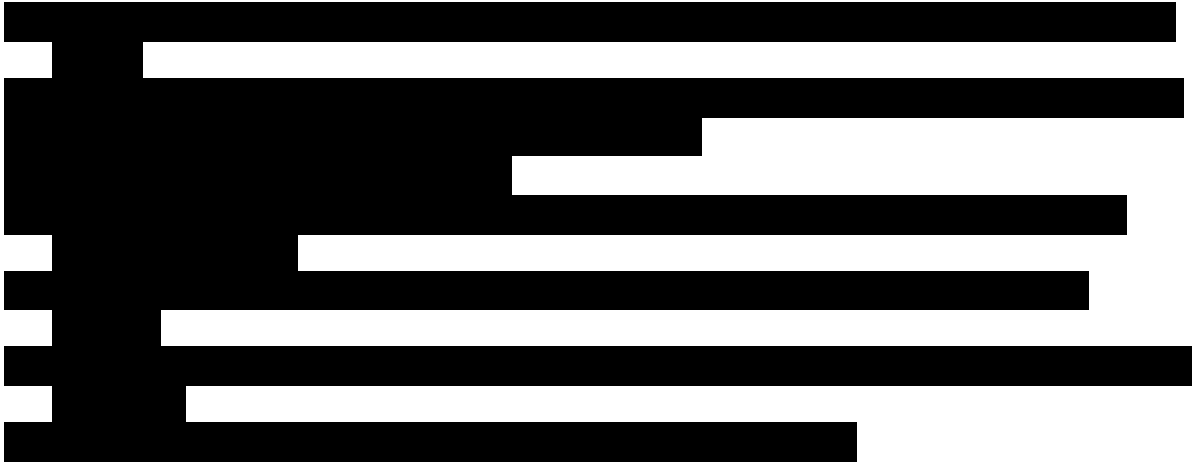




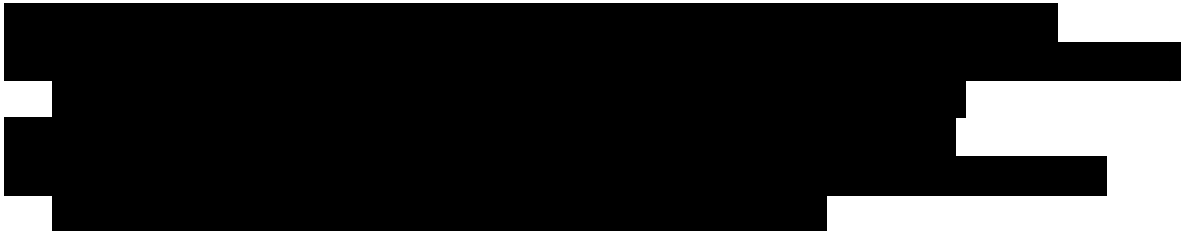
**Activating the Emergency Response Plan**

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:**



**Staff Actions:**



**Actions of Individual Receiving Bomb Threat:**



**Weather Related Hazards**

### **Severe Storm:**

In the event of high winds/tornado conditions, large assembly areas, i.e., Cafeteria, should not be used due to the fact that large roof spans are vulnerable. Interior walls of classrooms and/or interior hallways should be used to shelter occupants.

- If a severe storm or other weather-related emergency is forecast or has hit the area, the superintendent of schools will determine if school will open for the day.
- Use media outlets to disperse information.
- If a storm develops during the day, our primary means of warning of a severe storm or other weather-related emergency will be by the Weather Alert Warning radio. The Incident Commander will determine the action to be taken.

### **Lightning Strikes:**

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object which stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna, or a human body. The time reference from seeing the stroke of lightning to hearing the thunder is a Flash-To-Bang measurement of lightning distance. For each five second count, lightning is one mile away. So, 25 seconds = five miles away, 20 seconds = four miles away. At a count of 15 seconds (three miles away) take immediate defensive actions. There are four types of lightning conduction: direct, contact voltage, side flash, and lightning channels.

- If outdoors, avoid water, hilltops, and trees. Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc. Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters, or isolated trees. If any vehicle is nearby, get inside (cloak of metal not the tires that give the protection, closing windows completely).
- If outdoors, in a level field far from shelter and if you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward. **Do Not Lie Flat On the Ground!**
- Call 911, identify the problem and give building address.
- Avoid touching any metal structures/objects connected to the building that has been struck.
- Avoid touching the telephones, computer terminals, and anything metal/electrical inside and outside of the building; however, if the opportunity exists, turn off or unplug all electrical devices.
- Stay away from windows.
- Avoid plumbing and plumbing pipes/fixtures.
- Do not handle flammable materials.

### **Drought:**

- Upon declaration of Alert, Warning, or Emergency by the local water commissioner, notify district personnel about water conservation.
- If water is unavailable, the school must be closed. A drinking water supply is mandated and water is required for sewage system operation.
- Notify State Education Department of the closure.

**Flood:**

- During periods of flood watches, monitor weather and road conditions for updated information.
- Close school if conditions warrant.
- If dangerous or impossible conditions preclude students and staff going home, provide shelter. Remove students to higher portions of the building. If necessary, relocate students to alternate shelter.
- Notify parents.
- Deactivate any electrical equipment that is in danger of being inundated by the flooding.
- Activate emergency pumping, as needed.

**Snow, Wind, Ice, Hurricane:**

- If school is in session, monitor weather and road conditions.
- Close school if conditions warrant.
- If dangerous or impossible conditions preclude students and staff going home, provide shelter.
  - Confine students to areas inside buildings
  - If winds are of high velocity and exposure to glass is great, route students to interior hallways or shelters until danger has passed.
  - If confinement time to building will exceed the normal departure schedule, notify parents and prepare long term sheltering.

*Note: Since storm damage will be area-wide, county emergency services personnel will be operating on a priority basis. Call 911 if the school situation is at a life safety level such as serious injury or rescuer.*

**Thunder/Lightning:**

- Monitor National Weather advisories for proximity of the thunderstorm.
- Curtail all outdoor activities, if conditions warrant.
- Summon all persons into building(s).
- Continue monitoring of storm.

**Tornado:**

- Monitor any National Weather Service tornado watch/warning.
- If tornado warning is issued for the county, curtail all outdoor activities. Summon all persons into buildings.

**If a tornado is sighted in vicinity of school, institute the following:**

- Proceed to an interior room such as an Auditorium or take shelter in hallways at the lowest floor of the building away from windows and out of large rooms such as the Cafeteria.

- Teachers should take attendance and account for their students.
- If there is no time to go to the shelter: Squat on the floor next to an interior wall away from windows with your head down.
- After the tornado has passed, teachers will account for all students and report any injuries or missing students to the Command Post.
- If there is no damage to school property, resume normal activities.
- If building is damaged, determine whether students should be sent home or relocated to a secure area.

## Building System Incidents

### Fire Alarms:

Whenever the fire alarm sounds, including drills, it must be taken seriously at all times. From the time the alarm sounds until occupants are back in the building, there should be no talking or horseplay, etc.

### In Case of Fire:

Activate the nearest fire alarm pull station while en-route to the nearest exit. This will automatically alert the Fire Department to respond. **DO NOT** attempt to extinguish a fire.

The following building evacuation procedures are to be used whenever the fire alarm is sounded or in any emergency that requires the evacuation of the building:

- All occupants must evacuate the building, regardless of the time of day, according to the posted evacuation route for their room/area and as described below unless otherwise directed.
- **IF YOUR EXIT IS BLOCKED – USE THE NEAREST OPEN EXIT.** At the sound of the fire alarm or notice to evacuate, teachers will lead their classes out of the building as per posted route map in each room. Teachers shall take the student attendance lists with them. If it is possible, close all windows/doors (unlocked) upon exiting and turn the lights OFF. The Building Response Team and custodial staff shall check lavatories and other unsupervised areas to ensure all occupants have evacuated. The Incident Commander will notify the responding Fire or Police Official of any missing persons upon arrival. Upon completion of evacuation, staff shall return doors to closed position. Teachers will direct groups out of the building to assembly areas a safe distance, at least 300 feet, from the building and remain with students until called back into the building.
- If class is in session, students must stay with teacher. If between classes, students must evacuate the building using the nearest exit and remain with the nearest adult.
- Teachers shall check attendance to be sure everyone in their class is accounted for. Missing students are to be reported and accounted for.
- Running, pushing, and other horseplay are not to be permitted.

- The Building Principal, or designee, will verify that employees have exited the building. Missing persons will be reported to the emergency responder upon arrival.

Re-entry to the building is prohibited until the all clear has been given to the agency in charge.

### **Carbon Monoxide Alarm:**

- Any district staff that notices a carbon monoxide alarm (beeping) will immediately notify the Building Administrator of the carbon monoxide alarm and the location of the detector in alarm.  
*(Please refer to the manufacturer specifications on the product that has been installed in your district buildings. There may be a numerical value shown on the detector as well, please also refer to the manufacturer specifications for this type of product. The audio alarm might be a loud beeping pattern. The pattern might consist of 4 short beeps, followed by 5 seconds of silence, followed by 4 short beeps with a corresponding red LED flash. This cycle will continue for 4 minutes and then change to 2 patterns once a minute there after).*
- The Building Administrator, or designee, shall activate the fire alarm system at the nearest pull station in order to evacuate the building and notify the fire department of the situation by calling 9-1-1. The Building Administrator shall notify the Superintendent.
- Immediately upon hearing the fire alarm, faculty and all others in the building shall evacuate the building via their pre-arranged evacuation route posted in each room, unless otherwise instructed by the Building Administrator.
- In case of inclement weather, the Building Administrator will notify the Transportation Department, of the need for buses.
- Teachers in rooms adjacent to restrooms will be sure that everyone in these rooms has received the warning and evacuates. Upon reaching assembly point, the students shall be sent to the area where his/her own room has assembled, if safety permits.
- When the fire alarm has sounded, the teacher shall take the attendance for the group in the room. Upon arrival at the pre-arranged assembly point, the teacher will check the attendance sheet to ensure no one is missing. A report will then be given to the Building Administrator at a designated point.
- Upon reaching the designated assembly area, staff/students shall await further instructions.
- The Building Administrator shall designate door guards to ensure no one returns to the building.
- The fire department will investigate the cause of the alarm. The fire Chief, or designee, will inform the Building Administrator as to the safety of returning to the building.
- If students are to be transported home, the District Superintendent will contact parents through news media or public information designee and/or technological means.



- Teachers shall take attendance before students begin loading on the buses to assure that all students are accounted for.

**Fluorescent Light Ballast Short-Out/Burnt Odor, Little or No Smoke:**

Upon discovery or detection, do the following immediately:

- Move all persons out of the room.
- Turn off lights.
- Open windows in room/area.
- Close door(s).
- Notify Building Administrator.

**Fluorescent Light Ballast Short-Out/Fire and/or Heavy Smoke:**

Upon discovery or detection, do the following immediately:

- Move all persons out of the room.
- Activate Fire Alarm.
- Turn off lights.
- If possible, open windows in room/area.
- Close door(s).
- Notify Building Administrator.

**Water Contamination:**

- Upon discovery or detection of suspected water contamination, notify the Building Administrator.
- Contact the Health Department and follow their instructions.
- Ensure that portable water is provided for drinking and sanitizing is available. If water is not suitable for drinking, cease operations of building unless equivalent provisions are made, such as bottled water and single-service disposable cups.

**Sewage:**

- Upon discovery or detection of a water/sewage problem, notify the Building Administrator.
- Evaluate problem.
- Cease building operations, as appropriate.
- Notify staff, parents, and students.

**NOTE:** Drinking water and water for sewage system operation is mandated. If water system is totally inoperative or inadequate for occupancy use, cease operation of building unless equivalent provisions are made. Portable water is mandated for sanitizing associated with kitchen operations.

**Electricity:**

- Upon discovery or detection of an electrical system failure, sound the fire alarm if there is any question as to the safety of building occupants and notify the Building Principal.
- Determine the estimated period of time the utilities will be shut down.
- Determine whether class may continue without the specific utility.
- If decision is made to close building, notify staff, parents, and students.
- Evaluate problem, commence appropriate remedial action.

**Gas/Propane Leak:**

- Upon discovery or detections of gas leak, call 911 and shut off gas supply.
- Evaluate problem and access expert help from fire department or local gas supplier.
- Route students to the safest alternative shelter and make decision on remaining open or closing.

**NOTE:** Do not permit unauthorized personnel to find the leak. If possible, open as many windows and doors as you can to ventilate the building during the evacuation.

**Leaking Roof:**

- Upon discovery or detection of a roof leak, notify the Building Administrator.
- Evaluate problem.
- Cease building operations, as appropriate.

**Explosion:**

- Upon occurrence of an explosion in a building, sound the building fire alarm and notify the Building Administrator.
- Call 911.
- Begin evacuation of building in accordance with the established evacuation plan.
- Determine if there are injuries.
- Upon their arrival, advise fire department of the situation and follow their instructions.
- Non-district agencies will clear buildings for clean-up and repair. They will also determine if school can be continued in that building, pending repairs.

**NOTE on Explosions:**

- *Explosions are often followed by secondary explosions and/or fire. Students should be removed from exposure to possibly flying glass (at least 1000 feet from building).*
- *An explosion will probably not set off an automatic fire alarm. It is important to confirm that the local alarm has been sounded and that the fire department has been notified.*
- *Upon a fire alarm, the fire department cannot be refused admission to a building; only the fire department can determine that a fire is out or that the building is safe for occupancy.*

### **Energy Loss Reduction Governmentally Imposed Fuel Shortage:**

- Upon notification of problem, determine the extent to which school can operate.
- Contact prime supplier to determine availability of fuel.
- Implement procedures for reducing fuel consumption further.
- If necessary, superintendent or designee will decide to implement plan for alternative school day or alternative building use schedule; shorter day shorter periods no after-school activities, etc.
- If necessary, close school.

### **Structural Failure:**

- Upon discovery of an imminent structural failure or actual collapse, notify Building Administrator.
- In the event of an actual collapse, call 911 and evaluate the situation to either evacuate or to seek immediate shelter either in room or hallway. Get under desks or tables. Avoid glass windows, heavy fixtures, shelved objects and objects that might fall
- Evaluate problem from a safe distance.
- Account for all students and staff.
- Call 911.
- Students and staff should be reassigned to another building until corrective actions can be completed.
- Once certified by a qualified source (e.g. engineer), resume normal activities.

### **Loss of Building:**

- Notify the State Education Department.
- Contact other School Districts on potential relocation of school programs.
- Assess damage.
- Clean-up site.
- Develop architectural/engineering solution as needed (pursuant to State Education Department requirements) and cost estimates.

## **Acts of Violence**

### **Threats of Violence – Implied or Direct:**

Any student, staff member, visitor, or parent, upon receiving information that a person is threatening to commit an act of violence or is in possession of a weapon, is to:

- Assume the threat is serious
- Immediately report this information to an Administrator.

Threats of violence may necessitate commencement of Lockdown or Lockout procedures.

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

**Any student, upon receiving information that a person is threatening to commit an act of violence, shall:**

- Assume the threat is serious;
- Immediately report the threat to a parent, guardian, school staff, Administrator, or law enforcement officer; and
- Be available and cooperative in providing a statement or information, with the understanding that the report student will remain anonymous to the greatest extent possible.

**Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:**

- Assume threat is serious;
- Immediately report the threat to a staff member, Administrator, or law enforcement officer; and
- Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.

**Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:**

- Assume threat is serious;
- Immediately report the threat to a school Administrator/designee; and
- Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.

**Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:**

- Assume threat is serious;
- Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
- Immediately notify law enforcement to assess the given threat, and;
- Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received.

Once the threat assessment is complete, all involved parties shall convene privately to discuss the threat and consider options for follow-up action.

If it is agreed that the threat **is** credible:

- The Administrator will immediately consult with or summon appropriate law enforcement and take appropriate action;

- The Administrator will activate student release, if necessary;
- The students' parents or guardians shall be notified in accordance with the appropriate school policy and/or Code of Conduct.

If it is agreed that the threat **is not** credible, the school Administrator shall institute any further action deemed necessary and as specified in the schools Code of Conduct.

### **Assaults and Fights:**

- Assess the situation
- Call 911 to request police assistance immediately when assailant is armed, if assailant is an outsider, or if the situation warrants.
- Determine if the threat is still pending, is the incident over?
- Is there a continued danger to the individuals already involved or to any other potential victims?
- Determine the identity, number and location of victims.
- Determine the need for first aid and medical response.
- Move others to safety.
- If the assailant has not been contained and continues to be a threat to others, initiate Lockdown or Lockout procedures as appropriate, and call 911.

Intervening and managing physical altercations and/or fights require making a judgment call. There may be several goals at one time and individual circumstances will determine the priorities of your interventions. The primary goals should be safety, effective communication, mobilization, containment, assessment, and follow-up.

Interventions may include:

- Disperse the crowd or bystanders and ensure the safety of the students
- Call for help and assistance in managing the incident
- Focus on diffusing the fight
- Separate the individuals fighting by telling one to go into a nearby room or other location
- Attend to medical needs
- Use common sense when intervening with individuals who are dangerous
- Convene Crisis Response Team
- Provide first aid for victim(s) using medically trained staff. Call 911 for medical assistance if warranted
- Direct someone to the main entrance to direct the ambulance staff to the victim
- Interview participants and/or bystanders to gather information on the event. The police will need details/take statement(s) as Assault/Battery are chargeable offenses
- The parents, guardian (or spouse/family member of employee) of any participants should be notified as soon as possible
- The Superintendent's Office should be contacted as soon as possible for events involving serious injury or criminal acts. The Superintendent, or designee, will handle all media and community inquiries into the event(s)

- Convene Crisis Response Team as needed to inform staff/students and coordinate counseling services as the situation warrants

**Dangerous Persons:**

These procedures are a guide in responding to a situation in which a student, staff member, or outsider is armed, has assaulted or threatened another person, or is behaving irrationally. The first person to meet the individual suspected of being a threat should use common sense and remain calm. ***If the person is armed, then they are in control, and staff should do what they request.***

General procedures for responding to a dangerous person:

[REDACTED]

**Hostage Situation:**

If there is a hostage situation, the procedures for Dangerous Person, above, will be followed. This means all staff/students/visitors are to take refuge. Follow Lockdown Procedures. If the danger is confined, responding law enforcement agencies may recommend an orderly evacuation of certain sections/areas away from the danger.

Identify hostage situation

[REDACTED]

[REDACTED]

Upon arrival of police officials, implement the following response actions as necessary:

[REDACTED]

**Kidnapped Person:**

Identify kidnapping incident

- Notify an Administrator
- Call 911
- In coordination with police, notify parents or spouses of individuals who are or could be kidnapped
- Prepare an official response for the media
- Police will determine the termination of the emergency.

**School Bus Accident and/or Fire**

**Driver immediately should:**

- Turn off engine and turn on emergency flashers. Keep passengers on bus unless there is a danger of fire, overturning, or further collision in which event the bus shall be evacuated.
- Contact the Transportation Center and describe the situation.
- Maintain an open channel. Request emergency assistance.
- Call 911 if Transportation Center cannot be reached.
- Stay calm and reassure passengers. Provide assistance to injured persons.
- Place emergency reflectors in front of and behind disabled bus from 100 to 300 feet away.
- Provide the Transportation Center with a list of all occupants of the bus.

**Transportation Center Should:**

- Contact 911
- Notify Superintendent
- If injuries are reported, call 911 and notify the Superintendent
- Arrangements should be made to contact the district physician. Depending on the severity of the accident, the physician may come to the scene of the accident or to the school where children will be delivered. If the physician has been called to the scene of the accident or to the school, he/she will examine all occupants of the bus.
- Building Administrator(s) of school(s) affected – if injuries are reported, someone from the school shall go to the scene of the accident whenever possible.
- Transportation Center Representative should go to the scene of the accident.

### **Action items following an accident:**

- District personnel shall obtain and write down names, addresses, license numbers, and insurance data
- Of those involved in accident and of witnesses.
- The District shall notify parents of all injured occupants of the bus.
- The District will designate a staff member to handle incoming calls from parents.

### **Recovery & Resources:**

- Form of communication between bus and District.
- First Aid and bodily fluid clean-up kit.
- Emergency Responders – 911.
- Emergency road reflectors.
- District personnel may call a tow truck, contact insurance company, and complete necessary reports.

## **Biological/Hazardous Material/Nuclear Spill or Event**

### **Hazardous Material Spill in the Building:**

#### **Spills Restricted to Classroom or Shop Area:**

- Determine the impact on students and the need to evacuate the area
- Notify Building Principal(s), or program supervisor(s). Remove students to fresh air or safe area. Notify the Head Custodian to turn off air HVAC and vent classroom to outside of building.
- Keep classroom doors closed to prevent the spread of gases into the building.
- If spill is manageable, follow the manufacturer recommendations and clean up the spill.
- When classroom has been determined to be safe to reoccupy, re-admit students and resume class.

#### **Spills That Cannot Be Contained or Managed Within a Confined Area:**

- Staff Member is to evacuate students and other staff from the affected area to a safe area.
- Notify Building Principal(s), or program supervisor(s).
- Teacher, Building Principal or program supervisor(s), evacuate surrounding classrooms/areas.
- If a spill is in an open area, i.e., common area, hallway, determine ability to isolate and ventilate using fire doors and floor fans.
- In the event of a full building evacuation, all students and staff evacuate and an announcement will provide staff and students with directions and area to be avoided.
- Call 911 and pull fire alarm.
- If it is deemed that re-entry is not possible, activate off-site evacuation protocols.



- Parents will be notified of the situation by the district.

### **Hazardous Material Spill Off-Site**

- Upon being notified of an off-site hazardous material spill or release, directions will be provided by the County Emergency Management, Local Fire Chief, and/or Law Enforcement Agencies.
- If evacuation is recommended, early dismissal procedures will be activated and parents or guardians will be notified.
- When advised to do so by fire and emergency management officials, normal operations will be resumed.

### **Radiological Emergency Planning (Oswego County Office of Emergency Management, 2013)**

Radiological planning for schools is one part of the Oswego County Radiological Emergency Preparedness Plan (REPP):

- Details Oswego County's program for protecting people in the event of an emergency at one of the three nuclear power plants. Carefully planned and coordinated actions. Revised and tested annually, graded by the federal government once every two years.
- Oswego County has the responsibility to safeguard the health and safety of all people in Oswego County. Decisions rest on the Chairman of the Oswego County Legislature, the chief elected official in the county, who is in consultation with plant officials, state and federal officials, county commissioners and department heads, and other agency and emergency response personnel. County and State also provide independent assessment of any radioactive release.
- Objectives of the REPP: to protect people living or working near nuclear power facilities, with special emphasis on the 10-mile radius surrounding the plant (called the Emergency Planning Zone or EPZ); and to allocate and deploy resources in response to such an emergency.
- In the event of an emergency at one of the three nuclear power plants, plant officials will immediately notify state and county officials.

### **Decisions on protective actions are based on:**

- Guidelines from the Environmental Protection Agency regarding release of radioactivity
- Plant conditions
- Projections of the effect the release could have on the body
- Time required to notify the public
- Wind speed and direction
- Road and weather conditions
- Expected duration of the release

In the event of a nuclear emergency that may warrant protective actions for the public, the school superintendents will be notified by county officials. Superintendents in turn notify their principals and administrative staff.

An alternate method of notification would be the tone-alert weather radio provided to each school in the district. In the event of an incident at the power plant, the alarm signal on the tone-alert weather radio would sound and would be followed by a message stating there is an incident and people should turn their AM/FM radios to an Emergency Alert System Station.

**Actions that might be taken:**

- Schools dismissed, students sent home according to district policy.
- Schools requested to Shelter-In-Place: students and staff remain indoors, close off outside sources of air as in a chemical emergency.
- School is closed and students and staff relocated – that is, sent to New York State Fairgrounds in Syracuse (our plan is for this to happen BEFORE an evacuation of the general public is necessary)
- Administration of KI (potassium iodide) according to district plan.

**In event of relocation of schools:**

- Plans stipulate evacuation of school children and staff would take place as a precautionary measure before general evacuation would occur to ensure safety.
- To get it done early and free resources (buses) should they be needed later
- District busses used first
- Arrangements will be made for additional buses through county officials at EOC
- Parents/community notified, AFTER EOC, that students and staff are en route to fairgrounds – notified through reports issued by County Spokesperson at the Joint Information Center in Fulton, opened for the emergency
- Parents will be instructed to **NOT** go to the school but to go to the fairgrounds to meet their children
- Directions to fairgrounds have been provided to District Transportation Centers
- Parents meet children at Reception Center – districts use own procedures for releasing children
- School staff should bring with them rosters and important information.
- KI administered according to district plan.

**Biological Agent or Poisonous Substance Threat:**

If you receive a letter, package, or container claiming to be infected with Biological Agent (e.g. Anthrax) or a Poisonous Substance, or a phone call saying there is such an item present at your location, your first action should be to contain the threat to as few people and as small an area as possible. This is accomplished by the following:

- Immediately isolate the threat. **DO NOT** move the letter, package, or container from its original location.

- Move people away from the immediate area and **DO NOT** allow **ANYONE** to touch or move the item.
- Close doors and windows to the area and lock the room, if possible, to avoid others accidentally contacting the item. Those individuals originally present when the item was discovered should remain nearby and not in contact with uninvolved individuals. They will not receive an additional exposure if the item remains undisturbed.
- Call 911 and advise the operator of your situation. Remain on the line until instructed to hand up.
- It is not necessary to confine students to classrooms, evacuate the building, or directly send students to a predetermined assembly area within the school unless these actions aid the response efforts of the emergency service responders or these efforts will eliminate possible exposure to the threat if it is widely disseminated through the building or its location within the school is unknown. If the potential exists for a distribution through the building, the air circulation system(s) will be shut down and the area or building evacuated.
- The heating, ventilation, and air conditioning systems within the building will be shut down if the package/container was found within the HVAC system.
- Individuals who came in direct contact with the item should be advised not to eat, drink, smoke or chew, rub their eyes, ears, nose or mouth, or place their hands near their face.
- Law enforcement and/or health officials will advise if any additional precautions need to be undertaken by any potentially exposed individuals or if specific cleanup procedures should be utilized.