

School ERP - 2021

Building Profile - Building

Page Last Modified: 07/23/2021

County

TIOGA

Local Education Agency (LEA)

CANDOR CSD

Building Name

CANDOR ELEMENTARY SCHOOL

Address

2 ACADEMY ST
CANDOR 13743

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Building Profile - Contact Information

Page Last Modified: 10/25/2021

Building Contact Information

Office Name	Phone number (10 digit number including area code. Do not include dashes or other characters)	Ext. #
Candor Elementary	6076593935	(No Response)

District Contact Information

Department/Office Name	Phone number (10 digit number including area code. Do not include dashes or other characters)	Ext. #
District Office	6076595010	(No Response)

School ERP - 2021**Building Profile - Floor Plans and Area Maps**

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Building Floor Plans and Area Maps

Education Law 2801-a and Commissioner's Regulation 155.17 require procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

Upload PDF files that contain building floor plans, maps or images of school grounds and local road maps. File names should describe the content of the file and the entity it is being submitted for, i.e. joneschoolfloorplan.pdf.

Google maps and other similar applications provide easy tools to obtain satellite images of school grounds and surrounding areas.

Maximum file size is 5 MB, only .pdf files are accepted.

Building-Level Floor Plans

Upload a PDF file that contains floor plans of the school building, include the following:

- All labels typed
- Include school name and address
- Include a key to define any symbols used
- Include a compass indicating North
- Each floor should be a separate page
- Building entrances labeled (including service entrances)
- Windows and interior doors graphically shown
- Rooms labeled with room number
- Common areas and administrative offices labeled by use
- Location of water, gas and electrical shutoffs clearly noted

Candor District Buildings 2020 - Google Maps.pdf

Candor Elementary School Floor Plan 2020.pdf

Area Map

Upload a PDF file containing a map of the school grounds and immediate surrounding area.

Map/Image of grounds should include the following:

- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

Map/Image of surrounding areas should include the following :

- Labeled streets
- Labeled buildings
- Include key to define any symbols used
- Include a compass indicating North

Candor_District_Buildings_2020_-_Google_Maps.pdf

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Building Profile - External Building Contact Information

Page Last Modified: 12/12/2021

In an Emergency Call 9-1-1

Local PD submission

Education Law 2801-a and Commissioner's Regulation 155.17 require that every school submit a copy of the school Building-Level Emergency Response Plan to state and local police. In the space provided below, enter the name of the local law enforcement agency (or agencies) that you submitted a copy of your ERP to, for example Albany County Sheriff, or your local city or town police department, etc.. Include the date the plan was submitted, contact name, and non-emergency telephone number. Enter as many as are applicable. There is space to include up to 3 local law enforcement agencies, report as many as are appropriate. It is not necessary to include state police.

	Law Enforcement Agency Name	Date Submitted	Non Emergency Contact Number (10 digit number including area code. Do not include dashes or other characters.)	PD NonEmergency Contact Name
Local PD Info (1)	Candor Police Department	12/11/2021	6076597966	Brian Henry
Local PD Info (2)	(No Response)	(No Response)	(No Response)	(No Response)
Local PD Info (3)	(No Response)	(No Response)	(No Response)	(No Response)

Emergency Responder Non-Emergency Numbers

	Phone number (include 10-digit telephone number including area code. Do not include dashes or other characters.)
State Police	6075658581
Sheriff's Dept.	6076871010
Local Police	6079729165
Fire Dept	6076595600
EMS	6076595529

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
NYSEG	8005721111

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Building Profile - Incident Command System Roles

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Incident Command System Roles Instructions

Education Law 2801-a and Commissioner's Regulation 155.17 require a definition of a chain of command consistent with the Incident Command System.

The primary roles in the Incident Command System include the following:

- Incident Commander - directs incident management activities.
- Public Information Officer - acts as a liaison between school and public (including media).
- Liaison Officer - responsible for coordinating with emergency agencies.
- Safety Officer - responsible for overall safety of all persons involved.

For more information about ICS, an online training on the Incident Command System for Schools is available from the New York State Center for School Safety at: <https://www.nyscfss.org/erp-login>.

Enter names and telephone number of staff who have been designated to perform Incident Command System (ICS) roles in the event of an emergency. If possible, include an alternate staff person.

	Staff Person Assigned to this Role	Telephone Number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Name	Alternate Staff Person Telephone Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Cell Number (10 digit number, include area code, no dashes or other characters)
Incident Commander	Katie Volpicelli	6073514176	6073514176	Katie Volpicelli	6073514176	3153826823
Public Information Officer	Amy Shepardson	6076593935	6072391846	Amy Shepardson	6073514176	6076593935
Liaison Officer	Jackie Winnick	6076593935	6079727389	Jackie Winnick	6073514176	6076593935
Safety Officer	Craig Bennett	6076595020	6076595020	Craig Bennett	6073514176	6076595020

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Building Profile - Building Level Emergency Response Team

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Building-Level Emergency Response Team

Building-Level Emergency Response Team

Provide names, titles and contact information for the individuals that are part of your building-level emergency response team below. Note that the statute requires your team include a representative on your team for each of the titles listed below.

	Name	Title	Office Number (10 digit number, include area code, no dashes or special characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Teacher	Karlie Both	Teacher	6076593935	6076593935
Administrator	Katie Volpicelli	Principal	6073514176	6076593935
Parent Organization	Jackie Winnick	Parent	6076593935	6076593935
School Safety Personnel	Craig Bennett	Dean of Students	6073514176	6076595020
Other School Personnel	Kristin Myers	Nurse	6076593935	6076593935
Community Member	Denise Ahart	Community Member	6076593935	6076593935
Local Law Enforcement	Brian Henry	Police	6076597966	6076597966
Fire Official	Jon Roman	Fire Department	6076595600	6076595600
Other Emergency Response Agency	State Police	State Police	6073474440	6073474440
Bus Driver/Monitor	Holly Carling	Transportation	6076593115	6076593115

Additional Building-Level Emergency Response Team Members

Provide names, titles and contact information for members of your building-level emergency response team not already included above.

Name	Title	Office number	Cell Number
Katie Volpicelli	Principal	607-659-3935	607-351-4176

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Building Profile - Emergency Response Team

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Emergency Response Team

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Bern Smith	Director of Operations	6076595010	6072279917
Lonny Seely	Head of Maintenance	6076595020	6072392991

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Building Profile - Post Incident Response Team

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Post-Incident Response Team

Post-Incident Response Team

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Brent Suddaby	Superintendent	6076595010	6076586588
Lonny Seeley	Head of Maintenance	6076595010	6072392991

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Building Profile - Additional Building Personnel

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Additional Building Personnel

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Kim Nichols	Administrator	6076595010	6077611722

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Campus Profile - Campus Profile

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Campus Profile

Enter the total number of school buildings on campus

3

Indicate the number of non-school buildings on the campus and provide a brief description of that building and its purpose (district offices, maintenance shed, bus garage, concession stand, etc.)

There is a school concession stand (~30x60) adjacent to our stadium field.

Describe other physical characteristics of the school campus such as location of playgrounds or athletic fields, school bus loading and unloading area, parent pick-up and drop-off points, etc. Do not include links.

We have an elementary school playground to the west and north of campus. We have a stadium field to the NE of the High School.

Provide a brief description of the area surrounding the school campus.

For example: State Highway on the western boundary of the campus, a creek to the south, forested hills to the east and a residential neighborhood to the north. Do not include links.

CCS is located in the center of the Village of Candor. We are bordered by Main Street (Rt 96) and the Catatonk Creek. To the north, we have an access to Kinney Street. To the South, the Village owns a small park. The Candor Ambulance Garage shares our school driveway/access road.

Provide a brief description of the access/egress routes into the campus, include vehicular and pedestrian routes. (i.e. Vehicular access - main entrance from Main St.) Do not include links.

We have three points of access to the school. A driveway to the south of the high school - this is shared with a medical facility and the ambulance garage. We have a main driveway off of Main Street (Rt 96) and an access road of Kinney Street in the Village of Candor.

School ERP - 2021

Functional Annexes - Introduction

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Introduction

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

School ERP - 2021

Functional Annexes - Shelter In Place

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Shelter-In-Place

Purpose

This annex focuses on 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).

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).

How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.

How to move students when the primary route is unusable.

How to locate and move students who are not with a teacher or staff member.

School ERP - 2021

Functional Annexes - Shelter In Place

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Provide a description of your Shelter-in-Place Annex below.

Purpose

This annex focuses on 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).

Shelter in Place

PURPOSE The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk.

Shelters may change depending on the emergency. 1. RESPONSIBILITIES 2. School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES, STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building

Notify district office the school is SHELTERING-IN-PLACE,

- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "TheSHELTER-IN-PLACE has concluded please continue on to your scheduled classes - the current period will be announced ".

Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors

Close classroom doors and windows when leaving.

- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.

Custodians

Shut off utilities as directed by School Incident Commander/Principal or public safety official Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.

Post Shelter-in-Place cards at the primary entrance to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

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Functional Annexes - Hold in Place

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Hold-in-Place

Definition

This annex focuses on courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.

Provide a description of your Hold-in-Place Annex below.

Hold in Place

PURPOSE The hold-in-place procedure holds students, staff and the public inside their current location during a medical behavioral or other Non threatening situations. 1. RESPONSIBILITIES 2. School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone

YOUR ATTENTION, PLEASE. WE ARE IN A HOLD IN PLACE

- Teachers are to hold students in their current class until the Hold in place is called off.
- Building principal clears the hold in place through the following announcement

THE HOLD IN PLACE HAS BEEN LIFTED< PLEASE CONTINUE WITH YOUR REGULAR SCHEDULE

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Functional Annexes - Evacuation

Page Last Modified: 02/08/2022

Evacuation

Purpose

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.

How to evacuate when the primary evacuation route is unusable.

How to evacuate students who are not with a teacher or staff member.

How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

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Functional Annexes - Evacuation

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Provide a description of your Evacuation Annex below.

Purpose

This focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger

Evacuation

PURPOSE 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 (playground, football stadium, or off-site location in the community). 1. RESPONSIBILITIES 2. School Incident Commander/Principal

- 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 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 or by a public address system or bullhorn. Make the following announcement: 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 AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine evacuation routes based on the location of the incident and type of emergency.

Communicate changes in evacuation routes based on location and type of emergency.

- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by the bell system, radio transmission, public address system, designated staff, or bull horn. Teachers/Staff
- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal.

Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.

- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.
- Help those needing special assistance.

Do not lock classroom doors when leaving, close the door and turn off the lights. Do not stop for student or staff belongings.

Take class roster, phone lists, first-aid kit and other emergency supplies with you.

- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.

Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).

- When outside the building or inside the building evacuation location, check for injuries.

Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal. Wait for additional instructions.

Office Staff

Take visitor log and student sign out sheet to evacuation assembly area.

- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff

On-site evacuation assembly areas

Evacuation

Evacuating from

Evacuating to

Candor High School

Candor Elementary School

Off-site evacuation locations

Candor Bus Garage

163 Spencer Road

Holly Carling

607-659-3115

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Functional Annexes - Evacuation

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On-site evacuation assembly areas

Evacuating from	Evacuating to
Candor Elementary	Candor High School

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number (10 digit number, include area code, do not include dashes or other characters)
Candor Elementary	Candor Bus Garage	Holly Carling	6076593115

School ERP - 2021**Functional Annexes - Lockout**

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Lockout**Purpose**

This annex focuses on the courses of action schools 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

How to curtail outdoor activities and quickly move students and staff indoors.

How to ensure all student and staff are inside before locking doors.

How to ensure the continuation of normal school activities.

How should staff or students report suspicious activity should it be observed.

Describe your Lockout Annex below.**Lockout**

PURPOSE Lockout is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockout is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise. 1. RESPONSIBILITIES 2. School Incident Commander/Principal

" Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKOUT.

" Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.

" Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site

Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).

" Notify district office.

Teachers

" Clear the hallway and bathrooms by your room, moving everyone into the classroom,

" Lock your doors.

" Move any large objects in front of the door to barricade the door. All moveable items such as chairs should be used as well.

" Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom

" Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.

" Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.

" Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

Office Staff

Stay by the phones to wait for additional procedures from district office and Incident Commander. Remotely check status of classrooms via PA, telephone, computer, or other method. Assist the principal or Incident Commander to establish the school command post.

Custodians

" Close and lock all delivery doors.

" Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door. If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

School ERP - 2021Functional Annexes - Lockdown

Page Last Modified: 02/08/2022

Lockdown**Purpose**

This annex focuses on the courses of action schools will execute to secure school buildings 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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

How a lockdown will be initiated. Codes should not be used. Announcements should be clear and concise and provide the location of the threat if known.

Additional measures could include sounds, lights, and electronic communications such as text messages.

How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.

How to lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, break room).

How to react if an intruder gains access to a room in lockdown.

How to silently communicate essential information with staff and administrators. Consider sharing staff cell phone contacts and establishing an emergency group to quickly allow for silent communication in a lockdown or other emergency.

How students and staff will know when the building is safe. A lockdown should only end when the classroom is physically released by law enforcement.

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Functional Annexes - Lockdown

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Describe your Lockdown Annex below.

Lockdown

PURPOSE 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. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise

1. RESPONSIBILITIES 2. School Incident Commander/Principal

" Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

" Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.

" Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.

" Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).

" Notify district office.

Teachers

" Clear the hallway and bathrooms by your room, moving everyone into the classroom.

Lock your doors

" Move any large objects in front of the door to barricade the door. All moveable items such as chairs should be used as well.

" Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom. . Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.

" Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.

" Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

Office Staff

" Stay by the phones to wait for additional procedures from district office and Incident Commander.

" Remotely check status of classrooms via PA, telephone, computer, or other method.

" Assist the principal or Incident Commander to establish the school command post.

Custodians

Close and lock all delivery doors.

Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door. If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

Lockdown rally points

Lockdown

Lockdown rally point description Main office

Lockdown rally points

Lockdown rally point description
Elementary Office and Multi Purpose Room

School ERP - 2021**Functional Annexes - Crime Scene Management**

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Crime Scene Management**Purpose**

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

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.

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.

School ERP - 2021

Functional Annexes - Crime Scene Management

Page Last Modified: 02/08/2022

Describe your Crime Scene Annex below.

Crime Scene Management

Crime Scene Management Purpose This outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property. 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.

Crime Scene

1. Purpose: the purpose of this is to ensure that there are procedures in place to protect staff/students and school property in the event an incident/crime occurs. If the incident results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with the law enforcement official who will be the Incident Commander with jurisdiction at the scene. 1. RESPONSIBILITIES:

If time permits, notify the Principal/ School Incident Commander/ School Resource Officer (SRO) and follow their instructions.

School Incident Commander/Principal notifies Superintendent and may issue LOCKDOWN or other appropriate procedures, depending on conditions, and/or as instructed by law enforcement. 1. Principal/School Incident Commander

Call 9-1-1 immediately [insert the actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate.

Announce LOCKDOWN or other procedure if conditions warrant. Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas. Isolate the area and try to determine if weapons are involved, if possible. Redirect any buses en-route to the school to an alternate location. Notify Superintendent and activate communication plan. Ensure detailed notes of events are taken.

1. Teachers and Staff

Teachers and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.

Everyone should remain in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.

" OTHER PROCEDURES (that may be activated depending on conditions)

Active Shooter Evacuation Family Reunification Medical Emergency. Mental Health and Healing

School ERP - 2021Functional Annexes - Communications

Page Last Modified: 07/23/2021

Communications**Purpose**

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).

How to ensure relevant staff members can operate communications equipment.

How the school will communicate with students, families, and the broader community before, during, and after an emergency.

How to account for technology barriers faced by students, staff, parents, and guardians.

How to effectively address language access barriers faced by students, staff, parents, and guardians.

How the school will handle the media (e.g., district or school Public Information Officer [PIO]).

How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).

How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Describe your Communications Annex below.

Communication and student reporting will be done through the Navigate Prepared software.

School ERP - 2021

Functional Annexes - Public Health, Medical, and Mental Health

Page Last Modified: 07/23/2021

Public Health, Medical, and Mental Health Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

What the role of staff members is in providing first aid during an emergency.

Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.

Which staff have relevant training or experience, such as in first aid or CPR?

How the school will secure a sufficient number of counselors in the event of an emergency.

How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.

How the school will support the needs of students identified by the threat assessment team.

School ERP - 2021

Functional Annexes - Public Health, Medical, and Mental Health

Page Last Modified: 07/23/2021

Describe your Public Health, Medical, and Mental Health Annex below.

Functional Annexes - Public Health, Medical, and Mental Health

Public Health, Medical, and Mental Health Annex Purpose This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Public Health, Medical, and Mental Health

Purpose: the purpose of this is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency. 1.

RESPONSIBILITIES 2. School Staff

Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.). Immediately notify the School Incident Commander/Principal. Assess the seriousness of the injury or illness.

Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury, and age of the victim(s).

Protect yourself against contact with body fluids (blood borne pathogens). Administer appropriate first-aid according to your level of training until help arrives. Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.

If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

School Incident Commander/ Principal

Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders. Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred. Assign a staff member to meet emergency medical service responders and lead them to the injured person. Assign a staff member to remain with the injured person if they are transported to the hospital.

If the injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, including type of injury or illness, medical care given and location where the injured person has been transported.

Ensure student or staff medical information from administrative records is sent to the hospital. Notify the school counselor or crisis response team and provide a brief description of the incident. Advise faculty and staff of the situation, as appropriate. Develop and maintain written documentation of the incident

Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING

PURPOSE Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts. RESPONSIBILITIES Principal or District Authority Should Implement the Following Actions.

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma,

Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma. Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.

Mental health experts will review and provide input into the plan.

- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.

Issue prepared statements for media, parents and other community inquiries,

- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.

Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.

- Provide guidelines and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for counseling.

- Restore regular school functions as efficiently and as quickly as possible.

Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.

- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Teacher and Staff

- Seek counseling services if experiencing difficulty coping with the incident

School ERP - 2021

Functional Annexes - Public Health, Medical, and Mental Health

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Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel.

- Be prepared for outbursts and disruptive behaviors
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.
- OTHER SPECIAL PROCEDURES Hospital/Funeral Arrangements
- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.

Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident. Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.
- Donate all remaining memorial items to charity.

School ERP - 2021

Functional Annexes - Accounting for All Persons

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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.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

How staff will determine who is in attendance at the assembly area.

What to do when a student, staff member, or guest cannot be located.

How staff will report to the assembly supervisor.

How and when students will be dismissed or released.

Describe your Accounting for All Persons Annex below.

Staff will use Navigate Prepared system for attendance allowing the district to account for all students. The district is currently practicing and establishing procedures and protocols to account for all students and staff with the Navigate Prepared software.

School ERP - 2021

Functional Annexes - Family Reunification

Page Last Modified: 02/08/2022

Reunification

Purpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.

How to verify that an adult is authorized to take custody of a student.

How to facilitate communication between the parent check-in and the student assembly and reunion areas.

How to ensure students do not leave on their own.

How to protect the privacy of students and parents from the media.

How to reduce confusion during the reunification process. How frequently families will be updated.

How to account for technology barriers faced by students, staff, parents, and guardians.

How to effectively address language access barriers faced by students, staff, parents, and guardians

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Functional Annexes - Family Reunification

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Describe your Family Reunification Annex below.

Reunification Purpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Family Reunification

PURPOSE The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed. 1. RESPONSIBILITIES 2. School Incident Commander/Principal

" After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre designated relocation site(s).

" Follow predetermined procedures for releasing students.

" Notify a contact person at the relocation site(s) to prepare for arrival of students.

" Designate a Reunification Site Commander.

" Request the District Office to send personnel to staff the reunification site(s).

" Follow predetermined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

Reunification personnel

" Establish a command post.

" Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.

" Check identification of all non-uniformed personnel who arrive to assist.

Secure a holding area for arriving students and staff away from waiting family members.

" Set up an adult report area for parents/guardians to sign-in and to check identification.

" Set up a student release area where students will be escorted to meet their parent/guardian and sign out

" Set up 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 away from other parents,

" Set up a media staging area and notify the school media liaison of the location.

Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.

" Only 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.

Teachers

" Provide a list of evacuated students to the reunification site staff upon arrival.

" Ensure special needs students and staff are assisted. Request help if needed. . Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

OTHER PROCEDURES

" Outline procedures for releasing students.

" Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

" Store information in a secure and readily accessible location.

" Outline parental notification methods. The content, organization, and terminology provided in this Flipchart is from the Federal Emergency Management Agency's Sample School Operations Plan and the Guide for Developing High-Quality School Emergency Operations Plans .

School ERP - 2021

Functional Annexes - Security

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Security Annex

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.
- How to make sure the building is physically secure (including implementation of Crime Prevention through Environmental Design [CPTED]).
- How to get students to and from school safely (including traffic control and pedestrian safety).
- How to keep prohibited items out of school.
- How to respond to threats identified by the behavioral threat assessment team.
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws. More information on FERPA and HIPAA can be found in “A Closer Look, Information Sharing”.)

Describe your Security annex below.

Purpose

This focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The District is currently a single point of entry school with an advanced security door lock program, and an advanced camera system and a ballistic main entry doors .

School ERP - 2021

Functional Annexes - Cybersecurity

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Cybersecurity Annex

Provide a description of your cybersecurity annex below. *Please Note: The Cybersecurity Annex is recommended, but not required for the 2021-22 school year.

(No Response)

School ERP - 2021

Threat/Hazard Specific Annexes - Introduction

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Introduction

Threat- and Hazard-Specific Annexes

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

Threat and Hazard Types and Examples

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Severe wind • Extreme temperatures • Landslides or mudslides • Winter precipitation
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, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks

School ERP - 2021

Threat/Hazard Specific Annexes - Example Active Shooter Annex

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School ERP - 2021

Threat/Hazard Specific Annexes - Example Bomb Threat Annex

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Threat and Hazard Specific Annexes

Group 1

Name of Threat or Hazard Annex

Active Shooter

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Response Procedures

PURPOSE An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

1. RESPONSIBILITIES
2. School Incident
Commander/Principal

Direct staff to call 9-1-1 [Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.

Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.

Direct office staff to maintain contact with teachers reporting pertinent emergency information via [identify means- phone, email, texting - used by school]. Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols. Refer media to: District Spokesperson Determine appropriate procedure(s): LOCKDOWN, INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).

Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.

Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives. Ensure that any buses en route to the school are redirected to a designated relocation site.

Teachers and Staff

Initiate LOCKDOWN procedure if instructed by School Incident Commander/ Principal or law enforcement Incident Commander.

If you are the first to note indication of an armed intruder, immediately CALL 911, then notify the School Incident Commander/Principal and go to LOCKDOWN

Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room Assess your ability to EVACUATE the building.

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform. . If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.

If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

OTHER PROCEDURES . After the active shooter/intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY

REUNIFICATION

If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.

The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.

The School Incident Commander will request bus transportation or alternate transportation to the relocation site.

The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.

Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport

The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes notify area mental health agencies to provide counseling and mental health services at the relocation site. The School Incident Commander will debrief appropriate school personnel. The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Group 2

Name of Threat or Hazard Annex

Bomb Threat

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Response Procedures

Response

Procedures.

Purpose: the purpose of this is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing. 1. RESPONSIBILITIES 2. Staff Who Received a Message That a Bomb Has Been Placed in

School.

Make a record of the exact wording of the threat.

Ask in a clear and calm voice: Where the bomb is located: What does it look like: What materials are in the bomb (type of bomb); How is it activated; When will the bomb explode; Who is calling, name and address, Did you place the bomb, Why are you doing this.

If the threat is made by phone, listen closely to caller's voice and speech patterns and to noises in the background. Make a record of that information.

If the threat is made by phone and the caller hangs up, immediately dial *57 [or the appropriate number] to trace the call. Notify the Incident Commander/Principal or designee and/or call 911.

School Incident Commander/Principal.

Notify law enforcement, fire and emergency services by calling 911 [insert the actual sequence to dial 911 from your phone system] if not already notified.

Assign staff to meet and brief emergency responder agencies. Notify staff through the Public Address system:

YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.

. If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D

below.

IF EVACUATION occurs, students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. [Consult with Fire and Police officials.]

Arrange for person who found a suspicious item to talk with law enforcement official. Notify the Superintendent. Active communications plan to inform parents, media, and community of incident as determined in consultation with law

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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enforcement. Teachers and staff

Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal. If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located. Account for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and exit routes to the assembly area. Open classroom windows and leave classroom doors open when exiting. Take roll after being EVACUATED. Be prepared to report the names of any missing persons to school administration. Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered. If given the "All Clear" signal, return to the building and resume normal operations.

Incident Commander/Law Enforcement, Fire & Emergency Agencies Once emergency responders are on scene, decisions must be made to: EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.

Speak to staff who received the threat and obtain information. Search the building. If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.

If a suspicious item is located order an EVACUATION, if that has not already occurred. No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.

After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site . If danger is over, notify staff and students of the termination of the emergency and to resume normal operations. The content, organization, and terminology provided in this Flipchart is from the Federal Emergency Management Agency's Sample School Operations Plan (2011) and the Guide for Developing High-Quality School Emergency Operations Plans

Group 3

Name of Threat or Hazard Annex

Bus Accident

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Response Procedures

Response

Procedures.

PURPOSE School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguishers, flashlight and batteries, emergency warning devices (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are

to:

Provide a standardized approach in the management of school bus accidents.

Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources. 1. RESPONSIBILITIES 2. Bus Driver

Call bus garage or appropriate school personnel by [radio or other established means per policy] and 911 emergency services (police, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, and hazards, and resources needed.

Set parking brake, turn off the ignition switch, and activate hazard lights. Remain calm and reassure students and/or other passengers. Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation. Use or deploy warning devices as appropriate.

Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.

Provide first-aid as needed. Regularly update school or emergency personnel on situation and conditions.

If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.

Protect the passengers and vehicle from further accidents and injuries.

Protect the scene from traffic and people so that evidence is not destroyed Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.

Cooperate with directions of emergency responders. Complete an incident report after the incident is resolved.

Principal/ School Incident Commander

Dispatch appropriate transportation or other staff to the accident location. Assess level of support or resources needed and make it available.

School ERP - 2021

Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or other, as appropriate.

Ensure that special health or medical information is provided to appropriate medical providers. Instruct designated staff to accompany injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures should be activated.

Determine if MENTAL HEALTH AND HEALING procedures are needed.

OTHER PROCEDURES OF GENERAL OPERATIONS

Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting). Communication with parents and child care providers is critical since a late school bus always arouses some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification. All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals. The number of ambulances utilized and hospital destinations will be determined by the on-scene emergency services personnel. The following guide can be utilized to determine the mode of transport:

Triage

Priority

Mode of

Transport

Red

Immediate

Ambulance/Helicopter

Yellow

Delayed

Ambulance

Green

Black

NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort will be made to avoid unnecessary

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transport of the children to area hospitals. In that event, the school representative at the scene will have the option having custody and control of the children (under 18 years of age), to sign a release form declining hospital transport. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury, AND have no complaints of injury. The School will provide, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the School's designee at the accident scene. No bus drivers are to be included on the list. In the event that a list has not been provided, the Incident Commander may verify the authority of any representative by contacting the appropriate school/district office. Anyone claiming to be the School designee but whose name is not included on the list, or whose authority cannot be verified, will not be permitted to sign the refusal. Any child not listed on the release form will be transported to a hospital for further evaluation. In the event that the School representative signs the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident will be dispatched to the scene to continue the student transportation. In the event that the School representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:

A driver and school bus, which was not involved in an accident, will be dispatched to the scene on the request of the Incident Commander and School

EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers and an ambulance will follow the bus to the hospital. . In the event that a passenger's condition suddenly deteriorates, the bus will be stopped, the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.

Additional ambulance(s) may be assigned to the bus based on need and available resources.

The content, organization, and terminology provided in this Flipchart is from the Federal Emergency Management Agency's Sample School Operations Plan and the Guide for Developing High-Quality School Emergency Operations Plans

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or other
Black	Deceased	Coroner

Group 4

Name of Threat or Hazard Annex

Chemical or Hazardous Materials

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Response Procedures

Response

Procedures.

PURPOSE Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident, water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill. SPECIFIC SCHOOL INFORMATION Currently, [list chemical used on the premises) are all used and stored on school grounds as follows: [provide locations and specific information as relevant]. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The school siren acts as a warning system to notify staff/faculty and students of a hazardous condition. Decontamination equipment and personal protective equipment are located in a storage unit next to [insert location of the equipment),.

[Candor School District] is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill [list the conditions from the hazards assessment in the basic plan].

The School Incident Commander/Principal will determine if and when the following operational functions or procedures may be activated in the event of an external chemical or hazardous spill:

Continuity of Operations (COOP). Evacuation Family Reunification Medical Emergency Mental Health and Healing. Reverse Evacuation. Shelter-in-Place.

Or, if there is an internal chemical spill, whether the following procedures may be activated:

Evacuation Family Reunification Medical Emergency Mental Health and Healing.

1. RESPONSIBILITIES 2. Procedures for an External Chemical or Hazardous Spill The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified Hazmat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with that Incident Commander.

If the chemical spill is external, the following steps will be taken by the school.

School Incident Commander/Principal

Call 911 and notify local law enforcement and emergency responders. Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER-IN-PLACE. Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate. Take appropriate action to safeguard school property.

Notify appropriate school personnel (Superintendent/Policy Group) of the status and actions taken and keep them updated of any significant changes.

Activate internal and external communications plan. Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.

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AAAAAA

If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and cars. AAAAAA

Notify relocation centers and determine an alternate relocation center if necessary. Disseminate information about the incident and follow-up actions such as where students/school has relocated and institute

FAMILY AAAAAA

REUNIFICATION

procedures. AAAAAA

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the AAAAAA All Clear" signal after the threat has

passed. AAAAAA

Determine whether school will be closed or remain open. Implement additional procedures as instructed by the School and/or emergency Incident Commander Document all actions

taken. AAAAAA

Teachers and

Staff AAAAAA

Move students away from immediate vicinity of

danger. AAAAAA

Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately AAAAAA

Execute SHELTER-IN-PLACE when instructed by the Incident Commander. Remain with students throughout the incident. Report any missing or injured students to the Incident Commander. Remain in a safe area until the

AAAAAA All

Clear AAAAAA signal has been issued. AAAAAA

In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is

issued. AAAAAA

Document all actions

taken. AAAAAA

Procedures for an Internal Chemical or Hazardous Spill The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident

Commander. AAAAAA

AAAAAA

If the chemical spill is internal, the following steps will be taken by the school. AAAAAA

AAAAAA

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Person Discovering the Spill
 Alert others in the immediate area and leave the area. Close windows and doors and restrict access to affected area. Notify Principal/teacher/safety officer or call 911, if appropriate. Do not attempt to clean the spill. Seek first-aid if contact with spill occurs.

Incident Commander
 Actions
 Notify the local fire department and local/state departments of public health. Provide the following information: School name and address, including nearest cross street(s). Location of the spill and/or materials released; name of substance, if known. Characteristics of spill (color, smell, visible gases). Injuries, if any. Determine what procedures should be activated, such as EVACUATION. Notify local law enforcement of intent to evacuate. Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION. Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate Notify the Principal, Superintendent/Policy Group of the status and actions taken, and keep them updated of any significant changes. Activate internal and external communications plan. Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal the threat has passed.

Address cleanup needs and actions with appropriate fire, safety and/or emergency services personnel. Determine whether school will be closed or remain open.

Document all actions taken. Teachers and Staff
 Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone. Report location and type (if known) of the hazardous material to Incident Commander.

Execute EVACUATION and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.

Take class roster, first-aid kit and any other supplies or resources relevant to the incident. Check that all students have left the building. Students are not to be left unattended at any time during EVACUATION. Upon arrival at evacuation sites take attendance. Notify Incident Commander or designee of any missing or injured students. Remain with students throughout the incident. Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.

Document all actions taken.

Group 5

Name of Threat or Hazard Annex

Explosion

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Use alternate escape routes if the regular route is blocked or there is a safety hazard. Assist or designate others to assist students with functional needs. Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.

Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.

Keep class together and wait for further instructions. Remain in a safe area until the "All Clear" signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.

No one may re-enter building(s) until it is declared safe by the fire department.

Group 6

Name of Threat or Hazard Annex

Severe Weather

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Response Procedures

Severe Weather Response

Procedures. Purpose: the purpose of this annex is to have procedures in place when a Severe Weather Watch or Warning has been issued in the area near the school.

1. RESPONSIBILITIES 2. School Incident Commander/ Principal When a Severe Weather Watch has been issued.

Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television) Bring all persons inside building(s). Be prepared to move students from mobile classrooms into the building. Close windows and blinds.

Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from

windows. Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows, Review DROP COVER and HOLD" procedures with students. Assign support staff to monitor all entrances and weather conditions.

When Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school. Announce SHELTER-IN-PLACE alert signal. Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting. Ensure that students are in DROP, COVER and HOLD positions until the danger passes. Direct students and staff outside to REVERSE EVACUATE into the building.

If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.

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Relocate students and staff from any mobile classrooms in the building.

Remain in a safe area until the warning expires or until emergency personnel have issued an "All-Clear".