

**Copenhagen Central
School**

**Building Level School
Emergency Response Plan**

2018-2019

March 2018 (revised)

Approved by the Board of Education March 26, 2018
July 25, 2018 (revised)

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

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

The 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.

Name	Title	Agency	Contact Information
Scott Connell	Superintendent	Copenhagen CS	688-4411
Nadine O'Shaughnessy	K-12Principal	Copenhagen CS	688-4411
Pamela Ratliff	Elementary Principal	Copenhagen CS	688-4411
Dale Clarke	Head Custodian	Copenhagen CS	688-4411
Robert Cooper	Teacher	Copenhagen CS	688-4411
Local Law Enforcement	Lewis County Sheriff's Dept.		376-3511
Local Ambulance	Lewis County Search & Rescue		376-7711
Shane Henry	Fire Chief	Copenhagen FD	955-2308
Elizabeth Harding	Parent		645-3010

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

Distribution of the Plan

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

Send Building Level Safety Plans to:

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

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

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

Record of Distribution

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

Agency	Name of Receiving Party	Date
NYS Police	Sgt Peter Fisher / Tim Roberts	7/25/18
Lewis County Emergency Management	Robert Mackenzie	7/25/18
Copenhagen Fire Dept. Chief	Shane Henry	7/25/18
Lewis County Sheriff		7/25/18
CCS District Superintendent	Scott Connell	7/25/18
CCS Head Custodian	Dale Clarke	7/25/18
Fire/Emergency Management	James Martin	7/25/18
CCS PreK – 5 Principal	Pamela Ratliff	7/25/18
CCS Building Principal	Nadine O’Shaughnessy	7/25/18
Business Official	Scot Luther	7/25/18
NYS Trooper	Vincent Lightcap	7/25/18

Plan Review and Updates

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

Revision/Update/ Amendment	Name	Date
Revision	Scott Connell	July 2018

2. Purpose and Situation Overview

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

The School Safety Team will complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods will be assessed for potential threats/hazards that may impact the site, staff, and students annually by January 1. The School Safety Team will develop Threat and Hazard Specific annexes to address each identified threat/hazard from their assessment.

Planning Assumptions and Limitations

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

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

3. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

4. Organization and Assignment of Responsibilities

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

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

Superintendent

The Superintendent (or their designee) will serve as the **Incident Commander** and designate three individuals to serve as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

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

Teachers / Substitute Teacher / Student Teachers

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

Responsibilities include:

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

Teaching Assistants

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

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Principal's Secretary/Office Secretaries

Responsibilities include:

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

Food Service/Cafeteria Workers

Responsibilities include:

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

Bus Drivers

Responsibilities include:

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

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

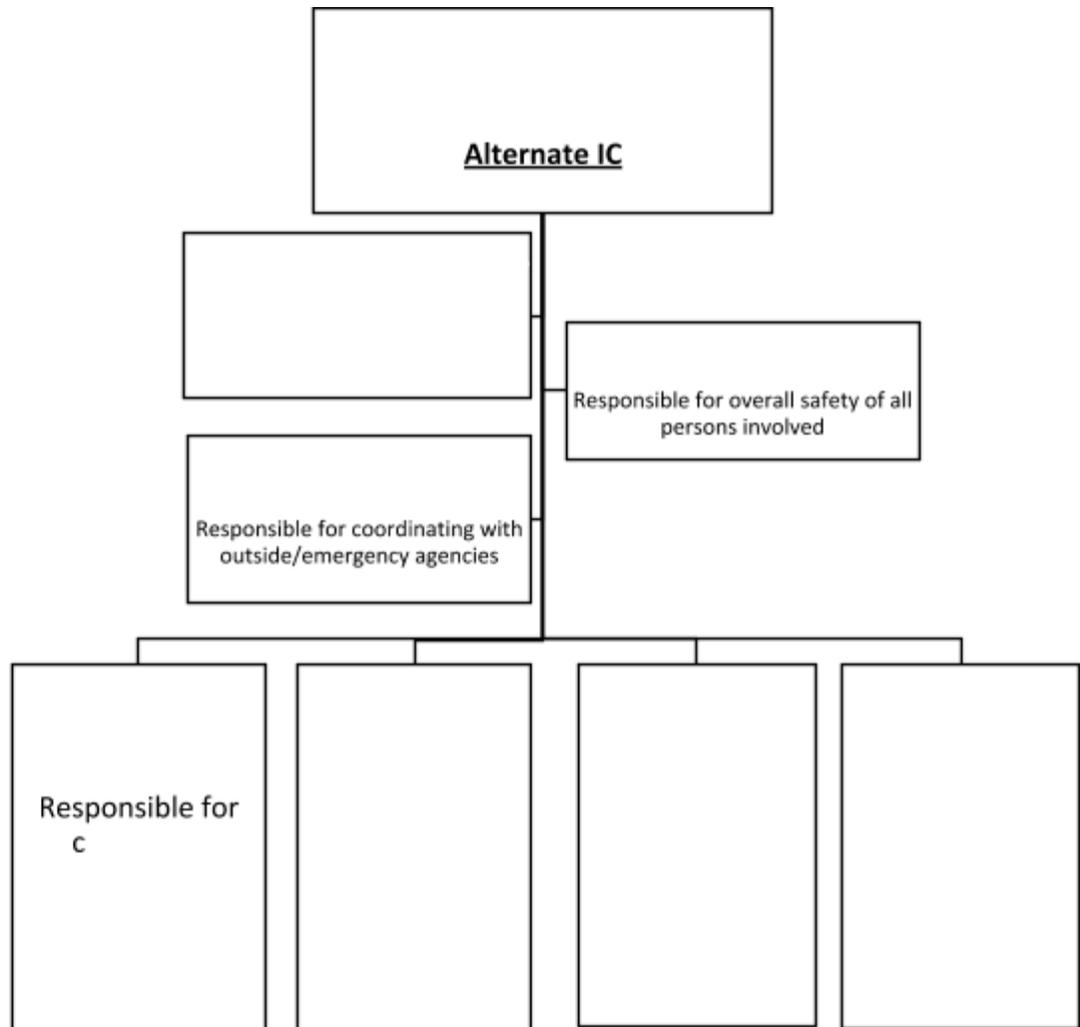
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other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

5. Direction, Control, and Coordination

School Incident Command System

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

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



See **Appendix B: Incident Command System** for a listing of individuals designated to fill the Command Staff roles.

School Incident Command System (ICS) Roles Defined

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

Incident Command

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

Responsibilities and duties include:

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

Operations Section

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

Responsibilities and duties include:

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

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

Planning Section

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

Responsibilities and duties include:

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

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

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

Finance/Administration Section

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

Responsibilities and duties include:

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

Coordination with Responders

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

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

Source and Use of Resources

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

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

See Appendix-D: Memoranda of Understanding, include copies of all MOU's.

6. Information Collection, Analysis and Dissemination

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

Types of Information

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

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

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

7. Training and Exercises

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

Training

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

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent

Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.

- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

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

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

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

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Lockdown/Evacuation Drill	Oct. 4, 2018	Copenhagen FD NYS Police Dept.
Lockdown Drill	December 1, 2018	
Lockdown Drill	Feb. 17, 2019	
Lockdown Drill	May 10, 2019	
Fire Drill	2x on Sept 8, 2018	
Fire Drill	2x on Sept 11, 2018	
Fire Drill	2x on Sept 15, 2018	
Fire Drill	2x on Sept 14, 2018	
Fire Drill	2x on May 4, 2019	
Fire Drill	2x on May 7, 2019	

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. There are no such agreements at this time.

Documentation

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

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

Incident Costs

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

Preservation of Records

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

9. Authorities and References

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

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

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management 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](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications

- Medical Emergency and Mental Health

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

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

1. Shelter-in-Place

Purpose

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

Actions

Initiate Shelter-in-Place

- **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**
 - **YOUR ATTENTION PLEASE.**
 - **We currently have a (weather, etc.) situation**
 - **At this time, please...(Do not leave the building, return to your room, etc.)**

Instructions

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

Additional Considerations for Shelter-In-Place

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

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.
- Annual review by school nurse confirming presence on campus of 24 hour supply of any required life sustaining medications for students
- Consult with Fire Dept and Red Cross for any required bedding

2. Hold-in-Place

Purpose

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

Actions

Initiate Hold-in-Place (CODE BLUE SITUATION)

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**
 - **YOUR ATTENTION PLEASE.**
 - **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE. This is a CODE BLUE SITUATION!**
 - **Identify location (In the gym, Upper Middle School hall, Room 211, Etc)**
 - **DO NOT announce the person name or what the problem is**
 - **EXCEPTION. If it is a situation that needs an AED of Medication for an allergic reaction**

Instructions

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

Execute Hold-in-Place

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

3. Evacuation

Purpose

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

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

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.
 - **YOUR ATTENTION PLEASE.**
 - **WE NEED TO EVACUATE THE BUILDING.**
 - **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
 - **TEACHERS TAKE YOUR CLASS ROSTER**
 - **TAKE ATTENDANCE WHEN SAFE TO DO SO**
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.

- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex(es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Staff with radios or cell phones

NAME	Radio or Cell Phone Number
Scott Connell	315-777-6796
Nadine O'Shaughnessy	315-771-8017
Pam Ratliff	315-408-2123
Scot Luther	315-527-3550
Dale Clarke	315-726-0201

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

Evacuation – Building Only

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

Designated Evacuation Assembly Areas (On School Grounds)

Building, Wing or Location	Assembly Area
PK-2	Adjacent to tennis courts and Primary Playground
3-4, PE, Cafeteria	In grassy area behind back parking lot.
MS Wing	Along Mechanic Street beyond Loud Street

, Library, Music, Tech, 5 th grade	Along Mechanic Street beyond faculty parking area.
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- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuation – (Off School Grounds)

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

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

Off Site Location		Address	Facility Contact Name and Number
PRIMARY	Bus Garage	Maple Avenue	Russ Groff 688-2922 (bus garage) 408-5287 (cell)
SECONDARY	Fire Station	NYS Route 12 (Main Street) Copenhagen, NY 13626	Shane Henry 955-2308 (home)

- Notify all assembly areas to evacuate to offsite location.
- Method of Travel –_Students will walk with their teachers to the designated location

Evacuation – Return to Buildings or Grounds

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

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

will then make the decision to allow students and staff to return to the building or grounds.

4. Lockout

Purpose

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

Actions

Initiate Lockout

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

Execute Lockout

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

5. Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The

primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

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

Actions

Initiate Lockdown

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

We are currently in a Lockdown Situation. (Message will be repeated twice.)

Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Leave lights on and blinds as they are. Do not cover door window.**

- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.

- Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – FIGHT!
 - Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.
- Technology Director or Assistant and Facilities Director or designee will take extraordinary measures to reach Front Sign with personal device to provide available building surveillance to emergency responders.

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

6. Crime Scene Management

Purpose

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

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

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.

7. Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\) \(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in 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 school superintendent and 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 **[and/or other means]** 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. Technology Director or Assistant and Facilities Director or Designee will take extraordinary measures to reach Front Sign with personal device to provide available building surveillance to emergency responders.

Internal Communications

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

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

Communication between School Officials and Staff Members

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

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- Intercom
- Bus radio or District radio (portables) systems
- Emergency Alert Systems (EAS)
- Website/Facebook

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:

- Phone Messenger/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.
- Local Media
- Emergency Alert Systems (EAS)
- Website
- FaceBook

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 the website and in the newsletter.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information via the school messenger system and on the website to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

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

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - 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	Watertowndailytimes.com	661-2396 Provide name, school district, password and specifics
HIGH IMPACT	WWNY TV Channel 7 WNYF FOX 28 TV- Automated Closing System. For closing school after we have opened, call the newsroom at 788-3805. Brian Ashley, Jack Miller and Scott Atkinson are the people we will most likely reach.	Organization ID# 1036 779-0776 <u>or</u> http://www.wwnytv.com/enterclosing <u>S</u> <u>or</u> 788-3805 or 788-3800 <i>Scott Atkinson's home for weekend calls 779-9086</i>
Additional	Community Broadcasters, LLC THE WOLF 95.3, 92.7 WQTKFM, MAJIC 103.1/104.3 FM, THE BORDER 106.7, 94 ROCK WOTT 94.1 FM, ESPN 1400 AM	755-1067 (after 8:00 a.m.) 782-1240 Fax no. 782-0312
	Newswatch 50 WWTI – TV CW 14/22	Organization number:- 609889 1-888-577-6956

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

8. Medical and Mental Health Emergency Annex

Purpose

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

Actions

1. Summon the school nurse - first person on the scene to identify the problem.
2. Nurse or trained personnel to comfort the person and administer appropriate first aid.
4. Summon ambulance, if deemed necessary by nurse.
5. Notify the building principal school nurse.
6. Notify parents or spouse - building principal or school nurse.
7. Notify superintendent or designee - building principal.

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

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

9. Accounting for All Persons

Purpose

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

Actions

Procedures for the following should be included:

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

10. Reunification

Purpose

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

Actions

Designate Reunification Site

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

Pre-designated Reunification Sites

	Location	Address	Name and Phone Number
PRIMARY	Bus Garage	Maple Avenue	Russ Groff 688-2922 (bus garage) 408-5287 (cell)
SECONDARY	Fire Station	NYS Route 12 (Main Street) Copenhagen, NY 13626	Shane Henry 955-2308

In the unlikely event that the Copenhagen Central School must implement its evacuation and reunification plan due to a school emergency, the following procedure for reunification will be followed.

- Parents will report to reunification center when notified by the school. They are asked to NOT call the school.
- When arriving on scene, parents/guardians will follow all directions of public safety officials.
- NO CHILD will be released until Emergency Service Personnel Commander has approved dismissal.
- Parent or guardian must present a valid ID and be the child's legal contact in order to sign a child out. No one other than the parent or guardian may pick up the child without previous, written permission.
- After appropriate documentation and sign-out, staff will notify student holding area and runner will accompany student to parent pick-up location.
- In the event that a student has been injured or transported to the hospital, parent will be accompanied to a Crisis Team Member so that all appropriate information can be given privately.

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.

- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

11. Continuity of Operations Plan (COOP)

Purpose

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

Actions

- In the event of an emergency, the administrator in charge or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
- After relinquishing command, the administrator in charge or his/her designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

THREAT AND HAZARD SPECIFIC ANNEXES

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

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

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

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

1. Active Shooter Threat

Purpose

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

Scope

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

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

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

Staff Actions

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

2. Bomb Threat

Purpose

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

Scope

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

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

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.

- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat

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

STORM-SNOW/ICE/WIND/HURRICANE

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 severe weather condition.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a severe weather condition.

Core Functions

Functional Annexes That May Be Activated

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

- Shelter-in-Place
- Evacuation
- “Go Home” plan
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

- The School Superintendent or his designee will monitor weather and road conditions and issue instructions.

Staff Actions

Response Action:

1. If school is in session, monitor weather and road conditions - building administrator.
2. Superintendent or designee to close school if conditions warrant.
3. Building administrator to institute "Go-Home" Plan.
4. If dangerous or impossible conditions preclude going home, provide shelter.
 - a. Continue program schedule, if possible.
 - b. Confine students to areas inside buildings.
 - c. If winds are high velocity and exposure to glass is great, route students to interior hallways or shelters until danger has passed
 - d. If confinement time to building will exceed normal departure schedule, notify parents and prepare for an emergency feeding.

Pre-plan Action:

1. If school is not open, make determination to remain closed -building principal or designee.

Recovery Action:

1. If school is destroyed, refer to Loss of Building Guidelines.

Note:

1. Since storm damage will be area- wide, county emergency services personnel will be operating on a priority basis. Call for assistance if the school situation is at a life safety level such as serious injury or rescue. Use local, in-house personnel first (see Roster of Emergency Personnel).

TORNADO

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 tornado.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a tornado.

Core Functions

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

- The School Superintendent or his designee will monitor weather and road conditions and issue instructions.

Staff Actions

Response Action:

1. Monitor any National Weather Service tornado watch/warning -building administrator.
2. If tornado warning is issued for the county, curtail all outdoor activities. Summon all persons into building(s) - building principle or designee.
3. If tornado is sighted in vicinity of school, institute tornado emergency plan:
 - a. Open all windows and doors to permit equalization of pressures - staff.

- b. 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.
- c. Teachers should take their roll books and account for their students in the shelter.
- d. If there is no time to go to the shelter:
 - * Squat on floor next to an interior wall away from windows with head down or...
 - * Get under desks, face down, flat on floor.
- e. After the tornado has passed, teachers will account for the students in their charge and report any injuries or missing students to the Command Post.
- f. If there is no damage to school property, resume normal activities.
- g. If building is damaged, determine whether students should be sent home or relocated to a secure area. Records will be kept of the relocation - building principal or designee.
- h. Superintendent or designee will be advised of status and situation - building administrator.

Recovery Action:

If building is damaged, refer to Structural Failure Guidelines.

FOR ADDITIONAL THREATS/HAZARDS, SEE APPENDIX H

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

Appendix A – Communications

Building – Administrative Staff

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
Scott Connell	Supt.	315-688-4411	315-777-6796	yes	
Nadine O'Shaughnessy	Principal	315-688-4411	315-771-8017	yes	no
Pam Ratliff	Principal	315-688-4411	315-408-2123	Yes	no

Building - Faculty

Room	Name	Grade	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
153	Robert Cooper		688-4411		Code Blue	yes
217	John Cain		688-4411		Code Blue	yes

Building – Support Staff

Room	Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
	Denean Clark	School Nurse	688-4411		Code Blue	Yes

District Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Rachel Guyette	Data Coord.	688-4411		

Transportation Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Russell Groff	Trans. Mgr.	688-2922	523-0630	

External Contact Numbers (Non-Emergency)

Name	Title	Primary Contact #	Safety Team Member
Shane Henry	Copenhagen Fire Department	955-2308	yes
Ambulance (Lewis County Search & Rescue)	Ambulance (Lewis County Search & Rescue)	376-7711	No
Hospital (Lewis County General)	Hospital (Lewis County General)	376-5200	No
Scott Connell Safety Officer	Telephone for School	688-4411	Yes
National Grid	National Grid	1-800-867-5222	No
Lowville State Police	Lowville State Police	376-6513	Yes
Tpr. Peter Fisher	Watertown State Police	782-2112	Yes
R.A. Mackenzie III	Fire and Emergency Management		Yes

Appendix B – Incident Command System (ICS)

COMMAND STAFF

Incident Commander

	Name	Title	Phone number
Primary	Scott Connell	Superintendent	315-688-4411
Alternate	Scot Luther	Safety Officer	315-688-4411

Safety Officer

	Name	Title	Phone number
Primary	Scot Luther	Business Official	315-688-4411
Alternate	Scott Connell	Superintendent	315-688-4411

Liaison Officer

	Name	Title	Phone number
Primary	Scott Connell	Superintendent	315-688-4411
Alternate	Scot Luther	Safety Officer	315-688-4411

Public Information Officer

	Name	Title	Phone number
Primary	Nadine O'Shaughnessy	Building Principal	315-688-4411
Alternate	Pam Ratliff	Elementary Principal	315-688-4411

Operations Section Chief

	Name	Title	Phone number
Primary	Nadine O'Shaughnessy	Building Principal	315-688-4411
Alternate	Pam Ratliff	Elementary Principal	315-688-4411

Logistics Section Chief

	Name	Title	Phone number
Primary	Scott Connell	Superintendent	315-688-4411
Alternate	Scot Luther	Safety Officer	315-688-4411

Finance and Administration Section Chief

	Name	Title	Phone number
Primary	Scot Luther	Business Official	315-688-4411

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title	Primary Contact #	Alternate Contact #
Scott Connell	Incident Commander (IC)	688-4411	315-777-6796
Scot Luther	Deputy Incident Commander	688-4411	315-527-3550
Nadine O’Shaughnessy	Operations	688-4411	315-771-8017
Scott Connell	Logistics	688-4411	315-777-6796
Scott Connell	Planning & Intel.	688-4411	315-777-6796
Scot Luther	Admin./Finance	688-4411	315-527-3550
Nadine O’Shaughnessy	Public Information Officer (PIO)	688-4411	315-777-6796
Scot Luther	Safety Officer	688-4411	315-527-3550
Scott Connell	Agency Liaison	688-4411	315-777-6796

Post Incident Response Team

Name	Title	Primary Contact #	Alternate Contact #
Scott Connell	Superintendent	688-4411	Cell 777-6796, home 788-5666
Nadine O’Shaughnessy	Principal	688-4411	315-771-8017
Denean Clark	School Nurse	688-4411	Cell 777-2002 Home 232-2719
Lewis County Hospital	School Doctor	376-5200	
Colleen Henigan	School Psychologist	688-4411	
Brigitte Gillette	School Counselor	688-4411	
Christina Petersen	School Counselor	688-4411	
Rachel Guyette	Data Coordinator	688-4411	
Brenda Shelmidine	Secretary	688-4411	

Pamela Ratliff	Elementary Principal	688-4411	315-408-2123
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Appendix D - Memoranda of Understanding (MOU)

There are currently no memoranda of understandings in place.

Appendix E - Master Class Schedule

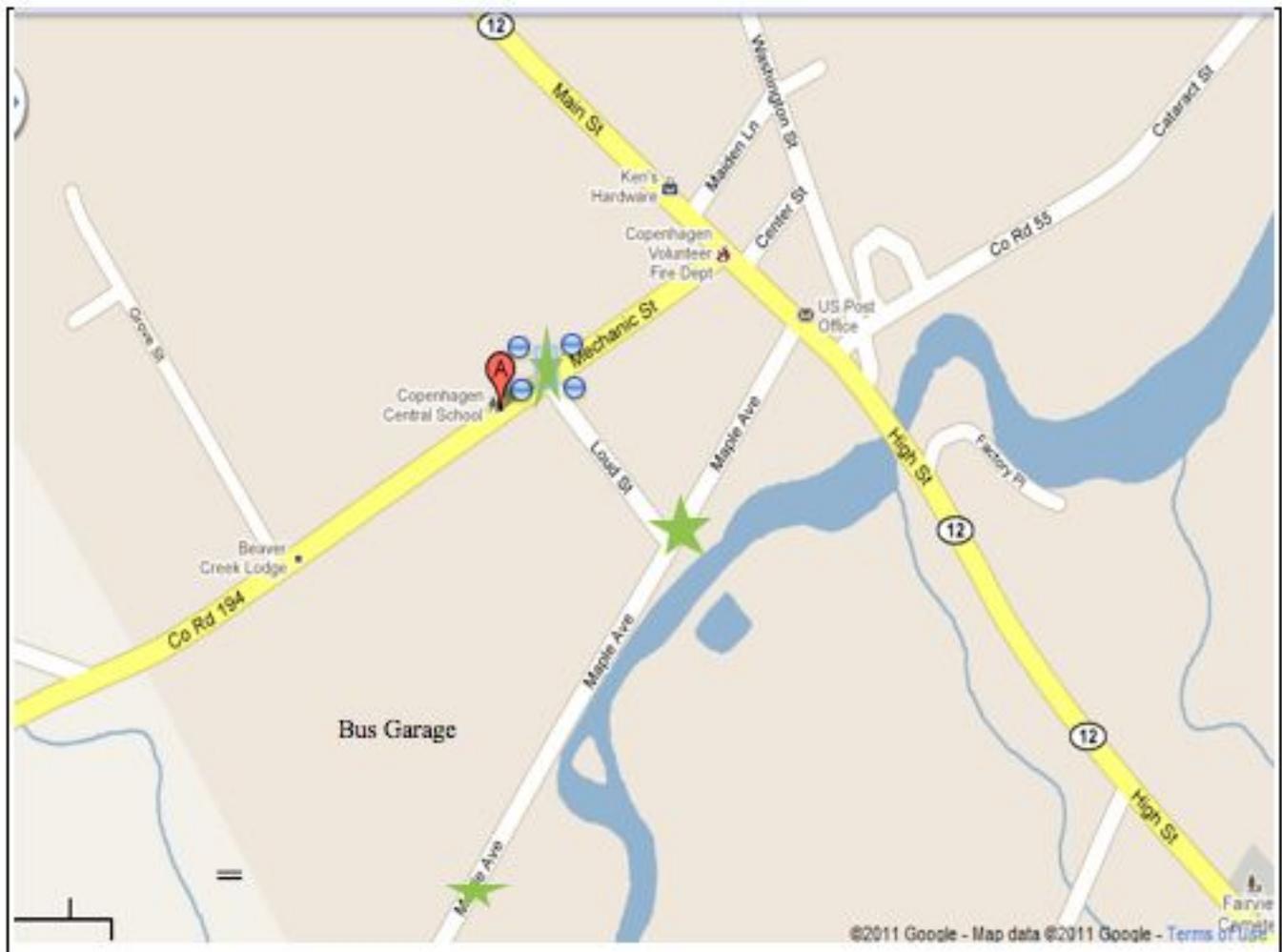
Copenhagen Central School 2016-2017 Semester 1

	Period 1 8:07 – 8:46	Period 2 8:49 – 9:27	Period 3 9:30 – 10:08	Period 4 10:11 – 10:49	Period 5 10:52–11:30 HS 10:40-11:22 MS	Period 6 11:14–12:02 (HS) 11:31-12:03 (MS)	Period 7 12:05 – 12:43	Period 8 12:46 – 1:24	Period 9 1:27 – 2:05	Period 10 2:08 – 2:47
Cain	PREP	US History		Found. of US History	SH	Lunch	LC	SPED US History	AP US History	
Castor	GC II AIS	6-2 AIS 6-1 AIS	7-1 AIS 7-2 AIS	Algebra II /Trig	Alg II/Trig	Intro CS	Lunch	6-1	AIS LC	Prep Prep 6-2
Gregory	LC	SAT Prep	English 9	LC	Prep Lunch	Lunch	MS SH	English 12 Café	SPED ELA	Prep LC
Cooper	Living Lab Living Lab	Anatomy	Chem Lab Living Lab	Prep	LE	Lunch	Living Lab Chem Lab	Chemistry	AP Bio	LE
Coulombe	SPED MS Hist.	LC ELA AIS	Prep LC	GH 9	GH 10	Lunch	GH 10	GH 9	US History LC Prep	
Day	6-2	6-1 AIS 6-2 AIS	6-1	PREP	Lunch	7-2	7-1 AIS 7-2 AIS	7-1	8-2	8-1
Griffin	PS	LC	English 10 English 11	Prep	LC	Lunch	AP English AIS	AIS	English 10 English 11	
Hall	Elem. Chorus 3		Piano	Chorus 2 Elem.	HS SH		6-1	MS SH MS SH	Elem.	Elem. Elem.
Harvey	7-2 4 th Band	7-1 Lessons	Lessons	Band I Band II	Lessons Lessons	HS SH HS SH	Lunch Lessons	Prep SH	Elem. Prep (B,D)	Elem. Lessons Band II
Herbert	8-1	6 th Math AIS	8-2	Prep	HW Lunch Detention	Lunch	Spanish I	6-2 6-1	7-1	7-2
Hovendon	Photo	Ceramics	JCC Draw JCC Paint	LC SH	MS SH MS SH	Adv. Studio Art	Lunch	8-2 LC	Prep 8-1	Studio Art LC Prep
Jolliff	Personal Finance	DBK MS SH	SH CFM	Accounting	DBK	Lunch	8-2 8-1	Cafe SH	LC Prep	6-2 CFM 6-1
Goodnough				Virkler	HS PE Café	HS Health Prep	8-2 Prep 8-1	7-2 7-1	Prep LC Health	
Martin	HS SH ESL	MS SH ESL	Spanish III	Prep	Lunch	Spanish II	Spanish IV	Spanish III	LC SPED Span.	Spanish II
Randall	Health 7-1	HS PE 7-2	HS PE	HS PE MS SH	Lunch Café	HS PE PE	6-2 Lunch	HS PE 8-1	8-2 PREP	PREP 6-1 HS PE
Schermerhorn	E. Science	E. Science	ES Lab ES Lab	Env. Science	CIS	App. Sci.	Lunch	Prep	ES Lab	Physics Physics Lab
Scott	7-1 Tech 7-2 Tech	7-2 Science 7-1 Science		Prep Muncy	Lunch	8-1 Science 8-2 Science		6-1 Science 6-2 Science		SPED Science Prep
Smykla	6-1	6-1 AIS 6-2 AIS	6-2	PREP	Lunch	7-1	7-1 AIS 7-2 AIS	7-2	8-1	8-2
Spooner	GC I Prep	Acc. Math	7-1 AIS 7-2 AIS	Algebra	Pre-Algebra	Lunch	Prep GC I	Algebra	7-2	7-1
Staab	8-2	8 th AIS GC II	8-1	Geometry	Math 099 125	Lunch	AIS	Math 099 125	Geometry	Prep
Wilson	7-1 7-2	EYW	RT Prep	Prep RT MS SH	RT DE	RT DE	Lunch	Prod. Systems	8-1 8-2	MS SH DDP RT Prep
DL	Pre-Calc/Calc M,W,F		American Gov't/Macro T,Th		Intro to Sociology M,W,F - 11:15-12:10					
Learning Center-159	Gregory	Coulombe Cain	Hovendon Coulombe	Gregory	Griffin		Cain Hovendon	Jolliff Castor	Martin Coulombe	Hovendon Gregory
MS SH		Martin-130 ACE Jolliff-211 BDF		Colton-220 Dorchester/ Randall-209 Hovendon-103		Gregory-220 BDF	Hall-319 ACE			Wilson-305 ACE
SH Café Phone 1020	Dorchester/ Martin-ACE Dorchester- BDF	J. Harris	Jolliff Hovendon	R. Carroll	Cain, A-F, 217 Hall, ACE, 319		Dorchester A-F, 211/220 Jolliff BDF-211	G. Snyder	J. Harris	J. Harris

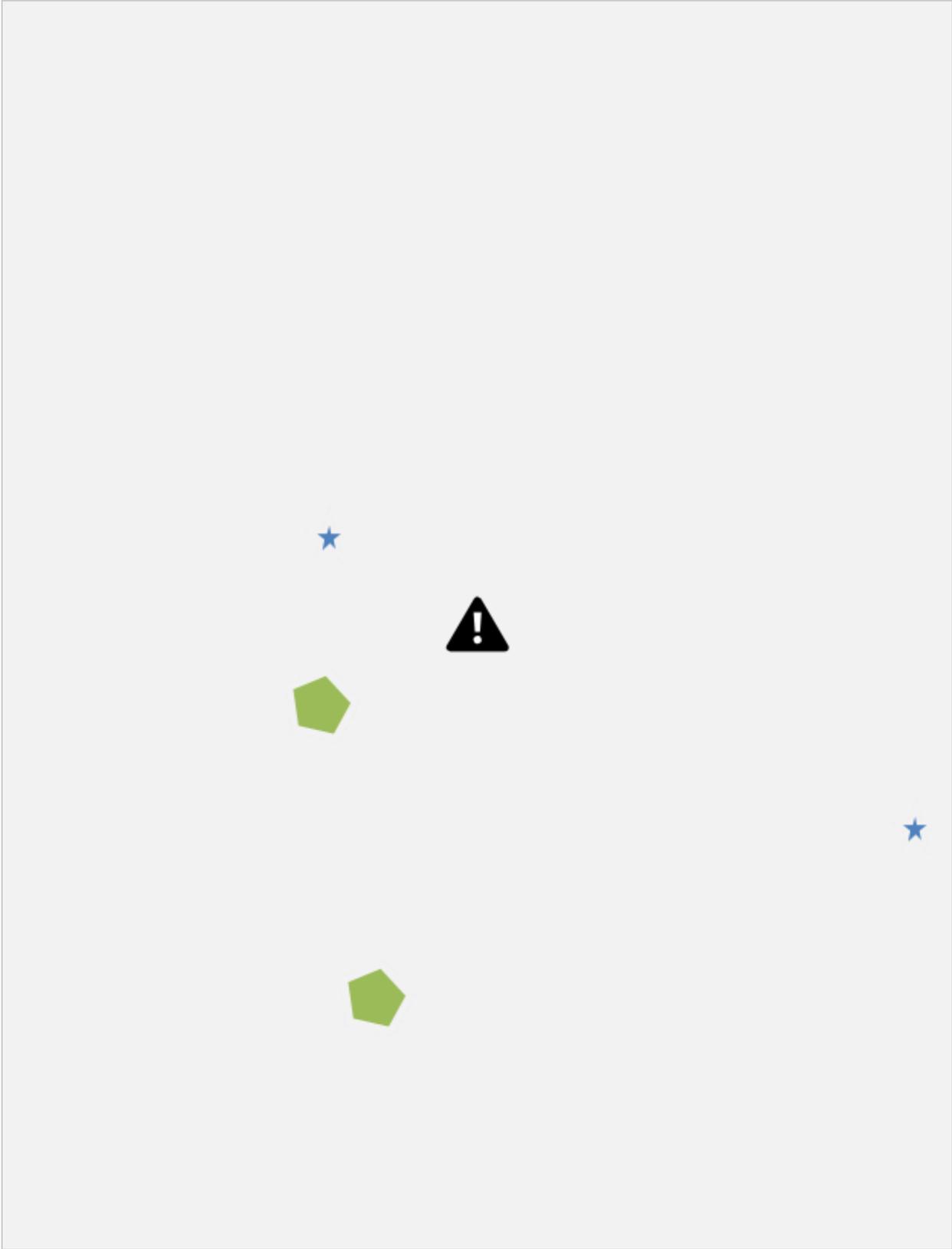
Appendix F – Building/Grounds/Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) 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.

Copenhagen Central School Evacuation Route



- indicates where the roads will be blocked
- Corner of Mechanic/Loud Street
- Corner of Maple Avenue/Loud Street
- Maple Avenue after the Bus Garage



Appendix G – Student/Staff/Guest with Special Needs

Student/Staff/Guest

Room #	# With Special Needs	Description of needs
		At this point, there are no known students with physical special needs that may jeopardize their safety. Students who temporarily have special needs due to illness or injury will be assisted by Mr. Randall or Miss Curtis since they will be aware of the needs based on PE excuses.

Appendix H – Additional Threats/Hazards

Epidemic

Response Action:

1. School nurse identifies the problem.
2. School nurse notifies public health officials, building principal, superintendent and school physician.
4. School personnel will follow directives of school physician and public health officials.

SCHOOL BUS ACCIDENT AND/OR FIRE

Response Action:

1. Bus driver to notify school district administration. If needed, request emergency assistance - ambulance, fire department rescue, police and spare vehicle to transport uninjured students.
2. Move students away from danger area - bus driver, students, person(s) at scene.
3. Administer first aid to injured students - bus driver, students, person(s) on scene.

Recovery Action:

Call tow truck, if needed. Business office to contact insurance company. Complete necessary documents pertaining to the accident.

ELECTRICAL SYSTEM FAILURE

Response Action:

1. 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 - first person on the scene.
 - a. Notify building principal and O & M personnel.
2. Shut off power and evaluate the problem. Determine estimated period of time the utilities will be shut down - O & M personnel.
3. Determine whether classes may continue without the specific utility - building principal.
4. If decision is made for "Go-Home" procedure:
 - a. Notify home schools, staff, parents and students.
5. Notify superintendent or designee - building principal.
6. Evaluate problem and commence appropriate remedial action - O & M personnel.
 - a. Advise building principal and superintendent if situation will be of extended duration.
7. Resume normal activities once the power is restored. Notify staff, students and parents - building principal.

Remedial Action:

1. Complete corrective action so that electrical system operates properly.

Pre-plan Action:

1. Emergency power supplies should be maintained on standard maintenance program and tested monthly.
2. Generators should provide alternate power source for critical services like electrical controls, freezers and communication centers.

PROPANE LEAK

Response Action:

1. Upon discovery or detection of a gas leak:
 - a. Notify O & M personnel - shut off gas supply.
 - b. Notify building administrator.
2. Evaluate problem and access expert help from the fire department or local gas supplier - O & M personnel.
3. Route students to the safest alternative shelter or make decision on "Go-Home" plan - building principal.
 - a. Notify staff, parents or students.
4. Notify superintendent or designee -building administrator.

Remedial Action:

1. Complete corrective actions so that gas leak is corrected. Resume building operation.

Notes on Propane Leaks:

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

LOSS OF BUILDING

Response Action:

1. Contact the State Education Department on potential relocation of school programs - superintendent.
2. Relocate educational program(s) displaced by a emergency which renders all or parts of the building unusable for school purposes - superintendent and building principal.
 - a. Surplus existing teaching areas:
 - * within building
 - * in separate school district(s).
 - b. Double session - obtain approval from State Education Department, Bureau of School Supervision, (518) 474-5894.
 - c. Temporary quarters - obtain approval from State Education Department, Bureau of Facilities Planning, (518) 474-3906 of building
 - * rented within a community
 - * manufactured buildings rented or purchased.
2. Revise pupil transportation system as necessary.
3. Notify staff, parents and students.

Remedial Action:

1. Assess damage - insurance company adjuster.
2. Clean-up - following insurance company concurrence.
3. Ascertain insurance settlement, if any.
4. Develop architectural/engineering solution as needed (pursuant to State Education Department requirements) and cost estimates.
5. Develop instructions to contractors - plans and specifications; bid procedures, if not a formally declared emergency.

6. Progress work in accordance with procedures for any public capital construction project.

THUNDERSTORM/LIGHTNING STORM

Response Action:

1. Monitor National weather advisories for proximity of the thunderstorm - building administrator.
2. Curtail all outdoor activities, if conditions warrant.
3. Summon all persons into building(s)- building principal or designee.
4. Continue monitoring of storm - building administrator.

WATER CONTAMINATION

Response Action:

1. Upon discovery or detection of suspected water contamination:
 - a. Notify building administrator.
 - b. Notify O & M personnel.
 - c. Notify superintendent and/or designee.
2. Notify the Health Department and follow their instructions.
3. Potable water is mandated for drinking and sanitizing associated with kitchen operations. If water is not suitable for drinking, cease operation of building unless equivalent provisions are made, such as bottled water and single-service disposable cups.
 - a. Superintendent and/or designee to notify staff, parents and students.

Recovery Action:

1. Complete work as directed by Health Department.

2. Once water supply is potable, notify staff, parents and students. Resume building operation.

TOXIC MATERIAL SPILL

Response Action:

1. Upon discovery or detection of any spill of a hazardous substance or petroleum product, call the Sheriff's Office and report as much accurate information as possible - emergency coordinator or designee. Depending on the nature of the spill, both the local Fire Department and the local Hazardous Material Response Team will respond.
 - a. If over 25 gallons of a reportable substance is spilt, call the DEC Hotline 800-457-7362 and the local DEC office (607-652-7364) to report the spill.
2. Advise superintendent or designee of the situation - building administrator. Also advise, Chemical Hygiene Officers of the situation.
3. If fire personnel say that no evacuation is necessary, keep students and staff away from the event area - staff.
4. If fire personnel directs an evacuation, cease building operations and activate "Go-Home/Early Dismissal" procedure.
Notify home schools of the situation - building administrator.
5. If personnel have been exposed to any of the hazardous materials, they must be checked out by competent emergency medical technicians. Secure any medical assistance and ambulance service through the dispatcher.

Recovery Action:

If the spill occurred on campus, the local fire department and Hazardous Material Response Team will work to contain and control the spilled material. It will be the responsibility of the school district to meet with the DEC spill officer to develop a plan for clean-up. The school will have to hire a firm to clean and decontaminate the area according to the DEC instructions.

If the spill occurred off campus but close to the school building, follow the directives of the local emergency management officer and fire department.

After consulting with fire and environmental officials, reopen school and resume classes.

Blood Borne Pathogens

Response Action:

1. Upon discovery or detection of any blood, individuals performing First Aid will put on gloves prior to intervening and contact school nurse.
2. School nurse will assist in disposal of sharps, in a manner consistent with the NYS Department of education regulations.

NUCLEAR INCIDENT

Response Action:

1. Upon being notified of a problem, follow directions of the County Director of Emergency Management. Institute "Shelter" or "Go-Home" procedure as advised - building principal or designee.
2. Set up Command Post and communication center .
3. Tune to local radio and/or TV station for news.
4. Advise superintendent or designee of status.
5. Resume normal activities when so advised by local emergency management office.

Recovery Action:

Because of the regional implications of a nuclear transport accident, as well as a reactor accident, regional and state officials will be involved in providing information for school officials. It would be expected that the County Health Department would provide detailed information from State Health Department Officials to determine when radiation levels are low enough for area schools to resume operation.

Notes on Nuclear Accidents:

1. Transportation accidents involving nuclear materials are rare and physical disruption of nuclear containers is virtually unheard of due to construction of said containers.
2. Postal regulations permit only grades I, II and III to pass through mails.
3. Nuclear materials are labeled with standard symbols and letters.
4. Airborne radioactive materials cannot be monitored with local equipment unless fallout occurs.
5. The local Health Department has jurisdiction in the event of a peaceful nuclear incident.

EXPLOSION

Response Action:

1. Upon occurrence of an explosion in a building, sound the building fire alarm immediately - first person on the scene.
 - a. Notify the building principal and O & M personnel.
2. Begin evacuation of building in accordance with the established emergency evacuation plan - all staff.
3. Summon the fire department -building administrator.
4. Determine if there are injuries. Request adequate number of ambulances through the fire department - school nurse or designee.
5. Upon their arrival, advise fire department of the situation and follow their instructions - building principal.
6. Notify the superintendent or designee.
 - a. Make decision on "Go Home Plan" - superintendent.
8. Notify home schools, staff, parents and students.

Recovery Action:

Appropriate fire, NYSEG and O & M personnel will clear buildings for clean up and repair by Buildings and Grounds. Superintendent and building principle will determine if school can be continued in that building, pending repairs.

Notes on Explosion:

1. Explosions are often followed by secondary explosions and/or fire. Students should be removed from exposure to possible flying glass (at least 1000 feet from building).
2. 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.
3. 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.

FIRE DRILL, FIRE ALARM, CARBON MONOXIDE or FALSE FIRE

Response Action:

All fire drills will be announced. Upon sounding of announced fire alarm, all staff and students should follow posted directions for evacuation of the building. This should be done in a quietly and orderly manner. A final check will be made of the building bathrooms and hall areas by the O & M staff and administrative staff.

1. Upon sounding of an **unannounced** fire alarm system:
 - a. Teacher/supervisor of class will open the door and check the halls for 15 seconds. Teacher will pull students in the hall into their room and check for smoke. If teacher sees or smells smoke, or after 15 seconds they will line students up at the door inside the room and follow posted directions for evacuation of the building. This should be done in a quietly and orderly manner. A final check will be made of the building bathrooms and hall areas by the O & M staff and the administrative staff.
2. Staff members should:
 - a. Leave all lights on;
 - b. Close all windows and doors;

- c. Take attendance book outside with them;
 - d. Walk with students to assigned area away from the building and off the driveway;
 - e. Check attendance and report any missing students or employees to the building principal or designee. Principal or designee will report to Superintendent and Fire Department description and last know location of students that are unaccounted for.
 - f. If students are away from their class when the fire alarm is sounded, they should report to teacher in their evacuation area. This teacher will insure communication to responsible teacher that the student is accounted for.
3. O & M staff or appointed person to investigate the source of alarm and confirm that there is or is not evidence of fire in the area (check annunciator panel for zone).
 - a. Trained personnel investigate source and contain fire, if possible or practical.
 - b. Keep building principal advised of the situation.
 4. Telephone the fire department to confirm the alarm. Report location and extent of fire, if known.
 5. Upon their arrival, advise the fire department of the situation and follow their instructions.
 - a. Superintendent or designee will meet Fire Chief or Designee at Loud Street Entrance and advise them of the situation.
 4. If fire drill or false alarm, once "all clear" signal is given by O & M personnel, resume building operation - use the public address system to inform staff and students.
 5. If false fire alarm, building principal to investigate who activated the alarm system.
 - a. Institute administrative procedures to determine and/or apprehend the person(s) who activated the alarm system.

Recovery Action:

If building is cleared for reentry by the Fire Chief, then students and staff will be permitted to reenter and resume classes. If building has been damaged, damage will be assessed, and fire

officials will make a determination whether any portion of the building can be occupied. If building must be closed for repair or rebuilding, superintendent and building principal will make alternative plans for school housing until such time as the building is ready for service.

Pre-plan Action:

1. School district personnel should be trained in the use of portable fire extinguishers in the area where they work.
2. A log of fire events should be kept. Include date, time, nature, extent of the damage, circumstances of the fire and the name of the person reporting the fire.
3. At least twelve fire alarm drills will be held each year, eight between September and December.

Notes on Fires:

1. Smoke and toxic fumes are the most dangerous elements in school fire. It is for this reason that evacuation must take place quickly and orderly. Doors and windows must be closed to prevent the spread of smoke and gases during evacuation. Open doors cause drafts which accelerate the rate of fire extension and move smoke throughout the building.
2. Temperatures in a fire may exceed 1,200 degrees F at ceiling level. The best air is found about one foot off the floor. Crawling on all fours is an effective means of travel if caught in a fire. Heavier poisonous gases settle near the floor. Hot gases move toward the ceiling.
3. The Fire Chief or his delegate has complete jurisdiction at a fire alarm. School officials do not have the authority to return students or staff to a building where an alarm has been activated until the fire department permits them to do so.

ROOFING FAILURE

Response Action:

1. Upon discovery or detection of a roof leak, notify O & M personnel.
2. Evaluate problem and notify building principal - O & M personnel.
3. Cease building operation, as appropriate - building principal.
 - a. Notify staff, parents and students.
4. Notify superintendent or designee - building principal.

Remedial Action:

1. Complete corrective actions so that roof is water tight. Resume building operation when safe to do so. Notify staff, students and parents.

WATER/SEWAGE SYSTEM FAILURE

Response Action:

1. Upon discovery or detection of a water/sewage problem, notify O & M personnel.
2. Evaluate problem and notify building principal - O & M personnel.
3. Cease building operation, as appropriate - building principal.
 - a. Notify staff, parents and students.
4. Notify superintendent or designee - building principal.

Remedial Action:

1. Complete corrective actions so that the water/sewage system operates properly. Resume building operation. 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.

Potable water is mandated for sanitizing associated with kitchen operations.

STRUCTURAL FAILURE

Response Action:

1. Upon discovery of an imminent structural failure or actual collapse, notify O & M personnel.
2. In the event of an actual collapse, seek IMMEDIATE shelter either in room or hallway. Get under desks or tables. Avoid glass windows, heavy fixtures, shelved equipment and objects that might fall.
3. Evaluate problem insofar as possible - O & M personnel. Notify building administrator.
4. Notify the Sheriff's Office in any way possible.
5. Set up a Command Post in a visible and secure location.
 - a. Each teacher should attempt to account for his/her students who were in his/her care at the time of the collapse.
6. Request an appropriate number of ambulances from the Sheriff's Office to serve the injured - school nurse or building principal.
7. Activate pre-plan for alternative shelter for students, if weather conditions warrant.
8. Activate the "Go Home" plan for students who have been checked out as healthy and uninjured - building principal. Record each student's location or destination through the teachers.
9. Notify superintendent or designee of status and situation -building principal.

Recovery Action:

1. Students and staff should be reassigned by the superintendent or designee to another building until corrective actions can be completed so that the building can be cleared for use.

Once certified by a qualified source (e.g., engineer), resume normal activities.

HOSTAGE

Response Action:

1. Identify hostage situation - first person on the scene.
2. Notify the building administrator. A lockdown procedure will be initiated (Appendix 10.)
3. Immediately notify police of the situation and follow their instructions - building administrator.
4. Inform superintendent of situation and actions taken -building administrator.
5. Upon arrival of police officials, implement the following response actions as necessary:
 - * isolate area of building involved
 - * notify parents or spouse
 - * public information statements
6. The police will determine the termination of the emergency.

INTRUDER

Response Action:

1. Identify the intruder - first person on the scene.
2. Notify the building administrator. A lockdown procedure will be initiated (Appendix 10.)
3. Advise police of situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff - building administrator.
4. Based on advice of police, confront the intruder - building administrator.
5. Escort intruder out of the building - building administrator.

6. If intruder refuses to leave, maintain surveillance and summon police - building administrator.
7. Police or building administrator to determine the termination of the contingency.

FLOOD

Response Action:

1. During periods of flood watches, emergency coordinator and/or building administrator to monitor weather and road conditions for updated information.
2. Close school if conditions warrant - superintendent and/or designee.
3. Institute "Go-Home" Plan -building administrator, superintendent, transportation supervisor.
4. If dangerous or impossible conditions preclude going home, provide shelter. Remove students to higher portions of the building. If necessary, relocate students to alternate shelter (communicate with transportation director).
5. Notify parents.
6. De-activate any electrical equipment that is in danger of being inundated by the flooding.
7. Activate emergency pumping procedures through building and grounds department, as needed.

Recovery Action:

1. If building is flooded refer to Loss of Building Guidelines.

Pre-plan Action:

1. If school is not open, make determination to remain closed.

KIDNAPPED PERSON

Response Action:

1. Identify kidnapping incident - first person on the scene.
2. Notify building administrator. A lockdown procedure will be initiated (Appendix 10.)
3. Immediately notify the police. Advise them of the situation and follow their instructions - building administrator.
4. Notify the superintendent - building administrator.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquiries.
6. Police to determine the termination of emergency.

Pre-plan Action:

Develop attendance procedures to account for pupils and for unscheduled releases during school.

DROUGHT

Response Action:

1. Upon declaration of Alert, Warning, Emergency, or Drought status by the local water commissioner, institute water conservation suggestions as outlined in "Water Conservation Guidelines", State Education Department, July 1981 - superintendent.
 - a. Notify Operations & Maintenance personnel.
2. If water is unavailable, superintendent or designee to close school.*
3. Superintendent to notify State Education Department, Educational Management Services at (518) 474-6541 and the local office of disaster preparedness.

* Note: A drinking water supply is mandated and water is required for sewage system operation.

EARTHQUAKE

Response Action:

1. Seek IMMEDIATE shelter either in room or doorway. Get under desks or tables. Do not try to leave building. If outdoors, get away from the building, utility poles and trees. If in a moving vehicle, stop and remain inside until shaking is over.
 - a. Avoid glass windows, heavy fixtures, shelved equipment and objects that might fall.
2. Check for injuries and provide first aid - staff. Check for fires and fire hazards, shut off valves on damaged water, gas and electric lines - buildings and grounds department.
3. Each teacher should attempt to account for the students in his/her care during the time of the earthquake.
4. Decide if shelter or evacuation procedures should be initiated - building administrator.
5. Set up a Command Post in a visible and secure location. Be prepared for aftershock and aftercrisis counseling.
6. Since the emergency crews will be busy throughout the area operating on a priority basis, inform the Fire Dispatcher of the status of the school with as realistic damage report as possible. Include number of injured, missing, those known trapped. It may be necessary to send a messenger to the closest fire station should communications be disrupted.
7. Keep records of location for each student dispatched to alternative shelter - staff.

Recovery Action:

Depending on the severity of the earthquake, the superintendent or designee and appropriate civil authorities will determine whether students should be sent home immediately or held, pending clearing of roads, establishing calm, etc. Buildings and Grounds personnel will determine whether buildings are safe for occupancy. The superintendent and appropriate building administrators, with directives from the State Department, will make plans for the gradual reopening of school as conditions permit.

ENERGY LOSS OR REDUCTION
GOVERNMENTALLY IMPOSED FUEL SHORTAGE

Response Action:

1. Upon notification of problem:
 - a. Determine the extent to which schools can operate - superintendent or designee, transportation supervisor, O & M personnel.
 - b. Contact prime supplier to determine availability of fuel - business official.
 - c. Implement procedures for reducing fuel consumption further - business official, building administrator, transportation supervisor, O & M personnel.
2. Inventory of fuel supplies by location - O & M personnel.
3. Contact local director of disaster preparedness - building principal.
4. If necessary, superintendent or designee to implement plan for alternative school day or alternative building use schedule. (Shorter day, shorter periods, no after-school activities, etc.)
5. If necessary, close school(s).

Pre-plan Action:

1. Maintain a fuel supply by location. Include alternative fuels.

Unruly Student

Response Action:

1. Identify incident - first person on the scene.
2. Notify building response team via intercom stating “Mr. Smith please report to location needing assistance. A hold in place procedure will be initiated in local area (Appendix 9.)
3. Building response team provides appropriate response. End hold in place when appropriate.

4. Notify the police and parents as needed. Advise them of the situation and follow their instructions - building administrator/counselor.

5. Notify the superintendent - building administrator.

Pre-plan Action:

Develop attendance individual behavior plans for potential students.