Marlboro Central School District
Emergency Response Plan

2018-19 School Year

Board of Education approval date 8/23/2018

NYSED Date of Acceptance
Marlboro Elementary School 10/11/2018
Marlboro Middle School 10/11/2018
Marlboro High School 10/11/2018
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.

The following table shall be completed with the names and titles of the Building Level School Safety Team members. The table may be expanded as needed to include all members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Agency</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Brooks</td>
<td>Superintendent of Schools</td>
<td>Marlboro CSD</td>
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</tr>
<tr>
<td>James Kuha</td>
<td>Board of Education Trustee</td>
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<tr>
<td>Antonio Perugino</td>
<td>Board of Education Trustee</td>
<td>Marlboro CSD</td>
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<tr>
<td>Russel Conley</td>
<td>Board of Education Trustee</td>
<td>Marlboro CSD</td>
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</tr>
<tr>
<td>Frank Milazzo (alt.)</td>
<td>Board of Education Trustee</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Michael Bakatsias</td>
<td>Assistant Superintendent</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Rosanne Mele</td>
<td>Director of Student Services</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Robin Hecht</td>
<td>Director of Instruction</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Patrick Witherow</td>
<td>Director of Business</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Larry Cavazza</td>
<td>Director of Facilities</td>
<td>Marlboro CSD</td>
<td>Intentional Blank</td>
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</tbody>
</table>
Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

**Distribution of the Plan**

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

**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.

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

Each update or change to the plan shall be recorded in the following table.

<table>
<thead>
<tr>
<th>Revision/Update/Amendment</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Template</td>
<td>Michael Bakatsias</td>
<td>August 11, 2017</td>
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<tr>
<td>Updated Plan</td>
<td>Michael Bakatsias</td>
<td>July 31, 2018</td>
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<table>
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<tr>
<th>Agency</th>
<th>Name of Receiving Party</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Board of Education</td>
<td>Board Clerk</td>
<td>8/24/2017</td>
</tr>
<tr>
<td>Board of Education</td>
<td>Board Clerk</td>
<td>8/23/2018</td>
</tr>
</tbody>
</table>
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.

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. Date of threat/hazard assessment Click here to enter a date.

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

The table on the following page provides a list of potential threats that schools should consider when conducting a threat/hazard assessment.
## Threat, Hazard Types, and Examples

<table>
<thead>
<tr>
<th>Threat and Hazard Type</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Natural Hazards:**                         | • Earthquakes  
• Tornadoes  
• Lightning  
• Severe wind  
• Hurricanes  
• Floods  
• Wildfires  
• Extreme temperatures  
• Landslides or mudslides  
• Winter precipitation  
• Wildlife  |
| **Technological Hazards:**                   | • Explosions or accidental release of toxins from industrial plants  
• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills  
• Hazardous materials releases from major highways or railroads  
• Radiological releases from nuclear power stations  
• Dam failure  
• Power failure  
• Water failure  |
| **Biological Hazards:**                      | • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis  
• Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli*  
• Toxic materials present in school laboratories  |
| **Adversarial, Incidental, and Human-caused Threats:** | • Fire  
• Active shooters  
• Criminal threats or actions  
• Gang violence  
• Bomb threats  
• Domestic violence and abuse  
• Cyber attacks  
• Suicide  |
THREAT ASSESSMENT GUIDELINE

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g., students, staff, teachers, and others) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant. The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service’s National Threat Assessment Center (NTAC). They were developed primarily for preventing the assassination of public officials so they may not be applicable to all school building situations.

To identify threats, school officials are advised to:

- Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions.
- Avoid “profiling” or basing assumptions on socio-psychological characteristics. In reality, accurate “profiles” for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and many individuals who commit violent acts do not match pre-established profiles.
- Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets.
- Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal.
- Potential aggressors may have engaged in “attack-related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack.
- They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

- What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- What has the individual communicated to anyone concerning his/her intentions?
- Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
- Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
- Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that he individual has acted- on those beliefs?
- How organized is the individual? Is he/she capable of developing and carrying out a plan?
Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?

- Corroboration: What is the individual saying, and is it consistent with his/her actions?

- Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?

- What factors in the individual’s life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

**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 District / School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school’s readiness to respond to incidents.
3. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

This chain of command shall be documented in the table included in Appendix B.

Initial Response

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

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP. Refer to Building Level ERP for more site specific information.
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 included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school as necessary.

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 of Schools**

The Superintendent (or their designee) will serve as the Central Communicator for the district and designate a minimum of (two) qualified individuals to serve as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent retains the responsibility for providing Principals with the resources needed for the overall safety of students and staff.

Responsibilities include:
- Provide direction and review regarding 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
- Maintain communication with Principals and other responders to provide updates of the situation

**Principal**

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

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

**Teachers / Substitute Teacher / Student Teachers**

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

Responsibilities include:
- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
MARLBORO CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN
FOR OFFICIAL USE ONLY

- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

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

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

School Nurse/Health Assistant
Responsibilities include:
- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

School Monitor
Responsibilities include:
- Assist Principal in supervising areas of building or students
- Provide direction to students and staff as described in this ERP for the incident type
- May assist in tasks to maintain communication for the Incident Commander
- Execute assignments as directed by the Incident Commander

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

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

Food Service/Cafeteria Workers

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

Bus Drivers

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

Other Staff

Responsibilities include:
- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:
- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by 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](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhse.nys.gov](http://www.dhse.nys.gov). Or by contacting your local emergency management agency.
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Type of Training/Drill</th>
<th>Date of Training/Drill</th>
<th>Agencies Involved</th>
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<tbody>
<tr>
<td>Threat Assessment</td>
<td>May 11, 2017</td>
<td>NYS Police, Marlborough PD, Craig Vedder</td>
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<tr>
<td>Review Plans w/ Staff</td>
<td>September 4, 2018</td>
<td>Building Principal, School Resource Officers</td>
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<tr>
<td>Refer to internal table</td>
<td>For dates of specific</td>
<td>Drills. – M. Bakatsias</td>
</tr>
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<td></td>
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</table>
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. Copies of these agreements are located in Appendix D.

Documentation

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

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

Incident Costs

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

Preservation of Records

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

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)

Consider using language similar to this in your announcement:

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

Instructions

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

Additional Considerations for Shelter-In-Place

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

Procedures for the following should be included:

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

Purpose

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

Actions

Initiate Hold-in-Place

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

Consider using language similar to this in your announcement:

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

Instructions

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

Execute Hold-in-Place

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

Purpose

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

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

Actions

Initiate Evacuation

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

  Consider using language similar to this in your announcement:

  ➢ YOUR ATTENTION PLEASE.
  ➢ WE NEED TO EVACUATE THE BUILDING.
  ➢ TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.
  ➢ TEACHERS TAKE YOUR CLASS ROSTER
  ➢ TAKE ATTENDENCE 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

<table>
<thead>
<tr>
<th>Central Office</th>
<th>Name</th>
<th>Business</th>
<th>Cell</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supt. of Schools</td>
<td>Michael Brooks</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Asst. Superint.</td>
<td>Michael Bakatsias</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Director</td>
<td>Robin Hecht</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Director</td>
<td>Patrick Witherow</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Facilities</td>
<td>Larry Cavazza</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
</tbody>
</table>

- 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)

<table>
<thead>
<tr>
<th>Building, Wing or Location</th>
<th>Assembly Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milton Administration Building</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>Milton Administration Building</td>
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<td>Milton Administration Building</td>
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<tr>
<td>Milton Administration Building</td>
<td>Intentional Blank</td>
</tr>
</tbody>
</table>
• Account for all students/employees. Immediately report any missing or injured employees/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.

<table>
<thead>
<tr>
<th>Off Site Location</th>
<th>Address</th>
<th>Facility Contact Name and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
</tbody>
</table>

- Notify all assembly areas to evacuate to offsite location.
- **Method of Travel**

  Method of travel for staff/students at this location could be by 1. Personal Vehicle if threat level permits or 2. School Bus arranged by Quality Bus Service.

---

**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)**

  Consider using language similar to this in your announcement:
  
  - 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.

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

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

LOCK – LIGHTS – OUT OF SITE!

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.

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 [Office of Superintendent] and located [identify manner kept: hard copy and/or electronic and location: in main office and/or some other safe and readily available place].

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.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to [add additional duties, as appropriate]:

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

Communication between School Officials and Staff Members

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

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
• 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.
• [Blackboard Connect Application]

Communication between School Officials and Students

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

• Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
• Mobile Device Applications.
• [Blackboard Connect Application]

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:
  o Inform parents on how to access alerts and incident information.
  o 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.
  o Information will be included in [Blackboard Connect Application].
  o 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:
  o Disseminate information [identify means such as via text messages, e-mail, radio announcements, hot-line, etc.] to inform parents about what is known to have happened.
  o Implement a plan to manage phone calls and parents who arrive at the school.
  o Describe how the school and school district are handling the situation.
  o Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  o Inform parents and students when and where school will resume.
• After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.
Communication with the Media

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

- 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

<table>
<thead>
<tr>
<th>Alternate Location</th>
<th>Address and description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW IMPACT</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>HIGH IMPACT</td>
<td>Intentional Blank</td>
</tr>
</tbody>
</table>

- 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**

*Refer to Annex, page 57 for additional Health response and Appendix F, p. 71 for additional mental health information and training.*

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

*Insert here your school policy and procedures for accounting for all persons.*

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

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

Purpose

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

Actions

Designate Reunification Site

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

Pre-designated Reunification Sites

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Name and Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>Intentional Blank</td>
<td>Intentional Blank</td>
</tr>
</tbody>
</table>

Refer to page 94, Appendix K, Recover from School emergency/tragedy.
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

Refer to page 94, Appendix K, Recover from School emergency/tragedy.

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

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

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

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

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

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

FOR OFFICIAL USE ONLY

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.
Biological Threat/Hazard ERP

Purpose
ANTHRAX/BIOLOGICAL THREAT ERP

Scope
SEQUENTIAL RESPONSE ACTIONS:

Core Functions

In the event of an Anthrax threat, the individual receiving the letter/package should do the following:

1. Remain in the room/office where package is opened.
2. Do not let any room/office occupants leave after package is opened.
3. Do not allow anyone to enter the area.
4. Use the intercom or in house communication system to inform the building administrator of the situation.
5. The building administrator must then call 911 and the Superintendent's office and inform them of the “Anthrax Scare”.
6. Do not initiate an evacuation or make any announcements of the emergency. However, an announcement should be made to hold all staff and students in their present location until further notice and disregard all class bells for period changes.
7. Isolate/lock down all entrances and exits and post monitors at each point to prevent unauthorized entry/exit.
8. If evacuation is necessary, law enforcement and emergency services will determine the need, extent and period.

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
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the incident Commander shall implement the procedures specified in this annex. See additional response actions p. 42.

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.

**ADDITIONAL POTENTIAL RESPONSE ACTIONS:**
1. Upon receipt of a bomb threat by telephone, Initiate Response Form. Listen for identifying speech Characteristics: male or female; young or old, etc. Fill out the response form as complete as possible.

2. Notify the following individuals:
   Superintendent of Schools             236-5802
   Asst. Superintendent for Personnel    236-4639
   Director for Curriculum & Instruction 236-5812
   Director for Business & Finance       236-5803
   Director of Facilities                236-1397
   (see chain of command for full list of #s.)

3. Notify local law enforcement agencies by telephone at 911.
   NOTE: The Superintendent, Asst. Superintendents, Director of O & M, Building Principal, should notify law enforcement agencies.

4. Under the direction of an administrator listed in item 2, notify all building occupants using the public address system of a “CODE GREEN Response Guidelines”.
   Note: Do **NOT** activate the Fire Alarm System;
   Do **NOT** use portable radios or cell phones.

5. When “all clear” is given by Central Office Administration in consultation with Building Principal, (or designee) and the local law enforcement agency, the staff and students to report back to their classrooms.

6. Central Office Administrator informs parents and guardians that the school Emergency Management Plan has been activated.

*Necessary Resources:* Bomb Threat Response Form

BOMB THREAT RESPONSE FORM
Be Alert! Get Specifics! Be Responsive!

Person receiving call:
____________________________________________________

Exact time and date of Call: __________________________________

Exact words of call

Questions to Ask

When is bomb going to explode?

Where is the bomb?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why?

Where are you calling from?

What is your address?
What is your name?

Caller's Voice (circle)

Accent | Crying | Giggling | Normal
--- | --- | --- | ---
Squeaky | Angry | Deep | Lisp
Sincere | Stressed | Broken | Disguised
Loud | Slow | Stutter | Calm
Excited | Nasal | Slurred | Rapid

If voice is familiar, whom did it sound like?

Were there any background noises?

Remarks: ________________________________________________________________
______________________________________________________________

Person receiving call:
______________________________________________________________

Telephone number call received at:
______________________________________________________________

Date: __________________________

Report call immediately to: Supervisor

(refer to bomb incident plan)
### Background Sounds (circle)

<table>
<thead>
<tr>
<th>Airplanes</th>
<th>Street Traffic</th>
<th>Animals</th>
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<tbody>
<tr>
<td>Office/Machinery</td>
<td>Trains</td>
<td>Quiet</td>
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<tr>
<td>Factory/Machinery</td>
<td>Voices</td>
<td>Music</td>
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</tbody>
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### Threat Language (circle)

- Foul
- Irrational
- Taped
- Incoherent
- Message read by threat maker
- Well spoken (educated)

### Remarks:

__________________________________________________________

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Sudden Child / Adolescent Death ERP

Purpose
The result of this ERP is to offer local school districts the opportunity to receive supplemental support personnel for one or two days and to provide procedural guidelines should the unfortunate case of sudden child/adolescent death occur.

Scope
Orange-Ulster BOCES has organized an alliance of local educational and public mental health professionals for the purpose of developing a County-wide Response Plan to Sudden Child/Adolescent Death.

Core Functions
The “Response Plan” establishes a County-wide Crisis Team consisting of professionals from local school districts and from the Orange County Department of Mental Health. These dedicated individuals are offering their experience and expertise with the support of their respective superintendents of schools on a request basis to local school districts during a time of crisis. School districts without sufficient experience in dealing with the delicate issue of child/adolescent death, or in need of additional staffing, required to implement a response plan, may contact the Orange-Ulster BOCES to request expertise and assistance.

II. SPECIFIC RESPONSE TO SUDDEN CHILD/ADOLESCENT DEATH

A. Preparatory (before sudden/adolescent death)
1. School districts designate which in-district clinical support staff (psychologist, social workers, guidance counselors, etc.) will be assigned, as Crisis Team Members, to each building in the district should a crisis occur.
2. School Principals designate the potential locations of crisis centers.
3. School districts should project the extent of their need for support from the COUNTY WIDE crisis team prior to a crisis situation.
4. School districts designate a primary spokesperson to deal with the media.
5. School principals designate, in advance, which building staff member will serve as an assistant organizer/decision maker during the time of crisis.

B. Procedural (after sudden child/adolescent death)

- Alert Day

1. Student found dead of an apparent suicide. This usually occurs after school hours or on weekends.
2. District representative (school principal, central office administrator, psychologist) contacts Crisis Team members (in-district) as soon as possible.

3. District representative contacts the District Superintendent or Deputy or Assistant Superintendent of Orange-Ulster BOCES, requesting assistance from COUNTY WIDE Crisis Team.

4. Local superintendent contacts and confirms the district professional who is the designated primary spokesperson to deal with the media.

5. Building principal contacts and confirms as assistant organizer/decision maker to facilitate response plan in the school building which has been affected.

6. Building principal or crisis team member in building where sudden death has occurred contacts crisis team members in other district schools. This is important to provide support for siblings, relatives and close friends in other schools.

7. Building principal designates an individual who will have primary responsibility for answering parent questions.

8. Building principal activates telephone chain to announce a faculty meeting prior to the opening of school on the next day.

Day One (In School)

1. Early morning faculty meeting is held with several purposes:
   a. Principal reviews the known facts of the case, in order to establish a common reference base and to dispel rumors.
   b. Principal introduces crisis team members, reviews special schedule for day and communicates the location of the “crisis centers.”
   c. Crisis team members describe the feelings which students may be experiencing and suggest how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
   d. Guidelines are provided for helping any students who are upset and for having them escorted to one of the “crisis centers” set up in the building (guidance office, etc.). Faculty should identify close friends of the deceased and other high need students for potential follow-up.
   e. Teachers are encouraged to allow students in their classes free expression of grief. The guiding principle is to return to normal routine as soon as possible within each class and within the school. School-wide assemblies or memorial activities are discouraged. Students (individually) should be allowed time needed to express grief. Not all students will recover at the same rate, even those who have no close relationship to the individual.
   f. The teachers are asked to dispel rumors wherever possible, and to discourage any “glorification” of the event. For example, if a student is heard to say, “I wouldn’t have the
g. The principal and/or guidance counselors and clinical staff may meet with each grade, either by individual homerooms or by total grade (if possible) in order to:

- Review the known facts and to dispel rumors.
- De-mythologize the act. (This is not heroism or a media event. It is a real concern for the family).
- Inform students and staff of the location and role of the crisis center.
- Encourage students to express their reactions in whatever way is appropriate for them. (All responses are acceptable, from severe upset to no reaction whatsoever).
- Discuss possible feelings of guilt or feelings of responsibility.
- Discuss possible fears for their own safety and that of their siblings and peers.
- Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.
- Reassure students that any adult in the building is available to help.

h. Telephone calls are made to parents of individual students who are particularly upset during the day. The crisis team will collaborate to determine which parents are called. The telephone contact is ideally handled by clinical staff who can explain the student’s reactions to the parents, and give appropriate advice as to how parents should handle their son/daughter. Some parents may be asked to pick up the student at the school.

i. All building staff are assembled after school to:

- Allow for the expression of feeling and mutual support. (After a full day of dealing with their own emotional responses and that of their students, the teachers are generally quite drained).
- Review the events of the day.
- Review the characteristics of high-need students (those who seem especially upset or depressed or show other signs of not dealing well) and compile a list, based on staff observations, of individual student reactions during the day.
- Announce funeral arrangements and encourage staff to attend, in order to provide support to students and their families.
Follow-Up Activities

The Crisis Team shall suggest follow-up activities to the building principal and superintendent of schools who shall determine the most appropriate course of action. It is further suggested that staff be reminded that there is one media contact person.

A. Outside consultants may be called upon. At this point, it maybe helpful to have “outside” professionals because they are not emotionally involved and can, therefore, provide objective support and direction. Some of the services they can provide are:

Recommend to parents private evaluations for “high-risk” students.

Speak at a general faculty meeting on the issue of adolescent suicide; identification, prevention, response.

Conduct evening informational meetings for all concerned community members.

B. Guidance and clinical staff continue meeting with individual students and small groups to provide support, and to further identify “high risk” students and faculty.

C. Contact all parents of students identified as “high risk” to express concern and to suggest possible follow-up evaluation by informing parents of community and Orange and Ulster County resources available.

D. Outside consultant and school staff may conduct an evening meeting of all concerned parents to answer questions and allay concerns.

E. Guidance and clinical staff continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff.

F. The principal and superintendent of schools will determine whether letters should be sent to parents of “high risk” students reminding them to seek a private or community professional evaluation, in order to insure the health and safety of the child. (Return receipt mail is suggested).

G. “School/Community Steering Committee” can be formed and can plan a meeting of the teenagers of the town.

H. “Front-line” staff who have been dealing directly with the crisis should meet with a consultant for expression of feelings and mutual support. (This is a very necessary ingredient).

Closing Comment:

An outside support consultant can help the superintendent, principal and other key coordinators to examine their own view of the situation and, at the same time, validate key responsibilities toward children, teachers, parents and/or the community as a whole.

Event with Multiple Casualties ERP

Purpose

The County-wide Response Plan was developed to provide guidelines school administrators and clinical personnel in preparing for and reacting to the sudden death of a student, faculty member or
staff member. This plan provided strength and guidance during events on a large scale; specifically, the tornado at East Coldenham Elementary School, Valley Central School District, and the Monroe-Woodbury bus accident. Following these events, it was felt that an addendum should be added which would incorporate the knowledge gained by the individuals who dealt with the aftermath of these tragedies.

Scope

Guide to dealing with Multiple Casualty Situation

Core Functions

Large scale disasters take many forms and each presents unique situations and needs. The goal is to assess needs, provide services and resume normal operation as quickly as possible. It should be noted, however, that major disasters may require two to five years before school functioning returns to normal.

II. Specific Response to an Event with Multiple Casualties

A. Pre-crisis Planning
  Schools need to be prepared to respond effectively in the event of a major school disaster. To this end, the following recommendations are offered:
  1. Each school district should develop, review and annually revise a district-wide Emergency Management Plan and a Crisis Response Plan. Building administrators should annually review with staff the main components of these plans, including personnel assignments.
  2. Key district and building personnel should receive professional in-service training, as identified below:
     a. Key administrators and crisis coordinators should be trained in how to prepare for disasters and in procedures for responding to disasters;
     b. Key administrators, pupil personnel service staff and other designated responders should be trained in crisis intervention techniques; and
     c. Key administrators, pupil personnel service staff and other designated responders should be trained to provide grief counseling and long-term clinical services for Posttraumatic Stress Disorder.
  3. District administrators should plan a communication mechanism to maintain control of the communication process. Methods and time frames should be established to convey information to various audiences: staff, students, parents, BOCES, other districts, board members, State Education Department, physicians, clergy, general public and media.
  4. District administrators should develop lists of resources which may be called upon in the event of a crisis, e.g., volunteer service agencies, physicians, clergy, private security companies, State and County resources, insurance contacts, press contacts.
  5. District administrators and/or pupil service personnel should develop a library of crisis-related materials for parents, teachers, counselors, clinical personnel and community members.

B. The Day of the Disaster
  The Superintendent of Schools, District Emergency Coordinator and/or designee(s) will need to:
  1. Notify emergency services, e.g., police department, fire department, mutual aid, ambulance.
  2. Assess the damage and the amount of support needed.
3. Notify the District Superintendent to activate the County-wide Response Plan. The District Superintendent will need to know:
   a. the nature and extent of the disaster (numbers of students involved);
   b. the approximate number of Crisis Team members needed (assess high); and
   c. the type of Crisis Team members needed, e.g., school psychologists, social workers, nurses.

4. Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to
   - Coordination
     Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services.
   - Notification of Parents
     Assign personnel to a calling committee to inform parent(s) or Guardians about the disaster and related procedures. e.g., bussing, pick up of children, school closing and support services which will be provided.
   - Release of Students
     Assign personnel to set up a temporary shelter area, identify procedures for release of students to parents and monitor release of students to parents.
   - Counseling and Direct Intervention
     Assign staff and temporary personnel, assigned through the County-wide Response Plan to provide direct intervention to affected individuals. A team leader from the district should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.
   - Media Control
     Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and/or videotaping.

   **Note:** The area may need to be secured for police or insurance purposes.
   - Coordinate Volunteers
     Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations and to maintain lists of volunteers and services provided.
   - Notification of Other Individuals
     Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals (e.g., club members or non-public students) who may need to be informed of available support services.

5. Designate an Official spokesperson (usually the Superintendent of Schools) to deal with the press.
6. Obtain additional crisis intervention support personnel from sources such as County, State and State Police, if needed.
7. If students or staff is hospitalized, assign Crisis Team members to the hospital(s) to work with families, students, faculty and staff, as needed.
8. Close school in the affected building or district-wide, if needed. Notify media of closing, following established district procedures.
Note: The integrity of the building may need to be determined by a structural engineer prior to occupying the building again.

9. Identify counseling support areas. Large areas should be provided for food and general talk; small, more intimate areas should be provided for private discussions.
   
   Note: Traumatic experiences cause people to forget information, retain only pieces of information or confuse facts, therefore, important information will need to be repeated frequently.

10. To promote continuity and structure, develop and distribute the following materials:
   a. Crisis Team assignment rosters which lists name, organization, home phone, work phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators;
   b. A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team;
   c. Building floor plans should be distributed to the volunteer workers and the Crisis Team;
   d. Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers;
   e. Copies of materials describing reactions and how to cope with crisis should be available for faculty members and parents;
   f. Copies of clinical materials about crisis, expected reactions, Post-traumatic Stress Reaction, etc. should be made available to counselors and the Crisis Team; and
   g. Copies of forms to be used to identify “high risk” individuals who appear to be suffering traumatic reaction should be distributed to the Crisis Team.

C. The Day(s) After the Disaster

   The Superintendent, District Emergency Coordinator, Building Administrator and/or other individuals designated by the Superintendent may need to coordinate long-term response efforts and identify and respond to long-term crisis needs. Following are suggested activities which will provide this support:

1. Cancel regular classes on the day(s) following a disaster, if needed. The Crisis Team should be available to meet with parents, students and staff at the affected site or another designated site. Provide child care services. Teachers should be available (in their classrooms, if possible) to provide a sense of “normalcy” and support.
2. Develop press releases, as needed.
3. Maintain complete rosters of:
   a. Crisis Team members—name, district or agency affiliation, address, home and work phone numbers and the length of time available; and
   b. Volunteer Workers—name, home and work phone numbers, service provided and date.
   These rosters can be used later to generate thank you letters.
4. Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.
5. If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised.
6. Determine the need, nature, content, timing and location of public meeting(s) to review the disaster; describe crisis intervention, insurance and other responses; and allow structured community comment. Obtaining an outside expert on disaster or trauma may be advisable; a “neutral” expert may help to diffuse some of the emotion surrounding the incident.
7. Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
8. Conduct regular briefing meetings with all administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff (this should be continued daily throughout the crisis phase). The focus of these meetings should be to:
   a. provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan;
   b. distribute materials (items b, e, f and g, above), as needed;
   c. announce daily Crisis Team assignments;
   d. review organization and communication chain;
   e. provide daily contact with coordinating agencies to define needs and roles of support personnel;
   f. determine a need for teacher substitutes.
   g. share information about perceived student, staff and community needs; and
   h. provide a mechanism for interaction among teachers, support personnel and clinical staff.

Note: It is important that the Principal retain control and authority in the building; students, faculty, parents and the community will look to the Principal for leadership and stability. Other Administrators and the Crisis Coordinating Committee should support the Principal's role, providing direction and advice to him/her, as appropriate. If possible, the Principal should make personal daily contact with injured students and families.

Also Note: Personnel who have been directly involved in the disaster may be traumatized; additional support and/or temporary relief from decision making processes may be needed.

9. Provide follow-up counseling sessions for staff, faculty and transportation personnel, emergency workers (e.g., police, rescue squads or hospital staff) and Crisis Team members, as needed.

10. Obtain a trained trauma counselor to debrief traumatized teachers, students, support personnel and community members.

D. Long-term Response

By the second or third day of the crisis, district personnel should be assigned by the Superintendent and Building Administrator to:

1. meet with the Crisis Coordinating Committee to determine long-term needs;
2. arrange for replacement counselors, if needed;
3. arrange for long-term clinical personnel (District, County, State, Private) to be available for intervention or referrals;
4. identify high-risk individuals and arrange for continued support services;
5. designate an individual to document and summarize the Crisis Response efforts in a written report;
6. review staffing patterns in anticipation of increased mental health needs in the school(s) and community;
7. meet with representatives of mental health intervention resources to ensure that the “hand-off from the crisis phase to the long-term phase is organized, defined and efficient; and
8. formally acknowledge, in writing, the voluntary contributions of all personnel engaged in the crisis response effort.
Explosion / Fire Emergency ERP

Purpose

Outlines for response to explosion or other fire emergency.

Scope

General guidelines and procedures

Core Functions

SEQUENTIAL RESPONSE ACTIONS:

1. Upon the occurrence of an explosion or notification of a fire in a facility, sound the building fire alarm immediately. Building systems which are not automatically turned off by the alarm being activated should be shut down.
2. Notify local fire and emergency services at 911.
3. Begin evacuation of facility in accordance with established emergency evacuation plans.
4. Notify the following individuals:
   Superintendent of Schools 236-5802
   Asst. Superintendent for Personnel 236-4639
   Director for Curriculum & Instruction 236-5812
   Director for Business & Finance 236-5803
   Director of Facilities 236-1397
   (see chain of command for full list of #s.)
5. Initiate accountability procedure to determine if any staff, students, or visitors are injured or missing.
6. Upon their arrival, advise the fire department of the situation. Assist the fire department incident command with activities related to the incident. Such as accountability of building occupants, building plans (maps with building layout), locations of utilities shut down, etc.
7. Prepare public information release to the media, if necessary. Notify local media (radio and television) if early dismissal is initiated and give appropriate dismissal times. (Superintendent’s Office)
8. Resume, curtail or cease building operation, as advised by fire department officials. Notify staff, students and parents.
9. If false alarm, investigate to identify the individual(s) who activated the alarm system.
10. Initiate "Go Home" procedure if necessary.

Necessary Resources:

- Emergency Telephone Roster
- Emergency Evacuation Plan
- Media Notification Plan
- Public Address System
- Transportation Plan
Food Poisoning ERP

Purpose
Outlines for response to possible food poisoning event.

Scope
General guidelines and procedures

Core Functions

Sequential Response Actions:

- Person suspecting food poisoning notifies the Building Administrator or Building Emergency Coordinator.
- Building Administrator or Building Emergency Coordinator notifies Head of Food Service and School Nurse.
- The Building Administrator or Building Emergency Coordinator determines emergency response and authorizes notification.
- Provide medical attention to affected persons and contact parents of students needing emergency attention.
- Request emergency assistance, if appropriate.
- Contact Dept. of Health, if appropriate.
- Close food service operation, if appropriate.
- Gather samples of suspicious foods (either in original container or clear container).
- Label food samples and refrigerate.
- Nurse or other health professional examine and interview ill persons, record signs and symptoms, and collect specimens, if possible.
- Where possible identify individuals who ate common foods.
- Dismiss early, if needed.
- Board of Health gives clearance to resume food service.
- Notify Superintendent of all actions taken.
- Superintendent notifies District Superintendent and/or Commissioner of Education that plan was activated as required under CR155.17.
- Notify parents, if appropriate.
Hazardous Material Spill – On Site

Purpose

Outlines for response to Hazardous Material spill emergency at site.

Scope

General guidelines and procedures

Core Functions

SEQUENTIAL RESPONSE ACTIONS:

1. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following:
   - Superintendent of Schools: 236-5802
   - Asst. Superintendent for Personnel: 236-4639
   - Director for Curriculum & Instruction: 236-5812
   - Director for Business & Finance: 236-5803
   - Director of Facilities: 236-1397
   (see chain of command for full list of #s.)

   Local Fire Department (911)
   ***School administrators will notify local fire and emergency medical services

2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.

3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan.
   Insure that evacuation route does not go through the spill area. Re-route evacuees away from spill area.

4. Notify parents through media. (Superintendent or Public Information Officer)

5. Business Administrator and/or Head Custodian and Fire Department Officials will evaluate the problem.
   a. If trained and adequately protected with safety equipment, determine cause.
   b. If trained and adequately protected with special equipment, mitigate the situation
   c. Notify New York State DEC spill hotline at 1-800-457-7362.

6. After consulting with fire and environmental officials, resume normal operations.

Necessary Resources:

- Emergency Telephone Roster
- Evacuation Plan
- Public Address System
- Material Safety Data Sheets
- Personal Protective Equipment
- Spill Absorbent and Containment Material
- Media Notification Plan
- Transportation Plan
- AM/FM Radio, and NOAA Weather Radio
- Television
Hazardous Material Spill – Off Site

Purpose

Outlines for response to Hazardous Material spill emergency off site.

Scope

General guidelines and procedures

Core Functions

Sequential Response Actions:

1. Upon being notified of an off site hazardous material spill or release, follow the directions of the County Emergency Management, Local Fire Chief. or Law Enforcement Agencies.
2. Notify the following individuals:
   - Superintendent of Schools 236-5802
   - Asst. Superintendent for Personnel 236-4639
   - Director for Curriculum & Instruction 236-5812
   - Director for Business & Finance 236-5803
   - Director of Facilities 236-1397
   (see chain of command for full list of #s.)
3. In the event of shelter recommendation, close off all outside air intakes and curtail all outside activities.
4. If evacuation is recommended, institute “Go Home” procedure.
5. Monitor the situation with local fire, emergency management or law enforcement agencies, and through the media. (Attach a school district representative to the Off Site Incident Coordination Team, if possible.)
6. When advised to do so by fire and emergency management officials, resume normal operations.
7. When conditions permit, re-open school and if appropriate, utilize standard media notification.

Necessary Resources

- Emergency Telephone Roster
- Public Address System
- Media Notification Plan
- AM/FM Radio
- Television
- NOAA Weather Radio
- Transportation Plan
- Evacuation Plan
Hostage Taking / Kidnapping ERP

Purpose
Outlines for response to hostage or kidnapping situation.

Scope
General guidelines and procedures

Core Functions

SEQUENTIAL RESPONSE ACTIONS:

1. Identify Situation. (All school staff members are responsible for this.)
2. Notify the following individuals:
   - Superintendent of Schools 236-5802
   - Asst. Superintendent for Personnel 236-4639
   - Director for Curriculum & Instruction 236-5812
   - Director for Business & Finance 236-5803
   - Director of Facilities 236-1397
   (see chain of command for full list of #s.)

3. Notify local law enforcement agencies by telephone at 911 and follow their instructions. Do not attempt to overtake the assailant.
4. Notify all building occupants using the public address system that “There is a CODE RED in the facility, all occupants follow CODE RED Response Guidelines.”
5. A lock down of all rooms, assembly halls and entrances should take place immediately.
6. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement agencies.
7. Inform (update) Superintendent of situation and actions taken.
8. Based on advice from law enforcement officials, consider implementing the following response actions:
   - Isolate the area of the building involved
     - Develop class changes
     - Evacuate staff and students from uninvolved areas
     - Notify parent(s) and/or spouse(s) of victim(s)
     - Implement Go Home Guidelines
     - Set up a receiving area (isolated) for family members of victims

Necessary Resources: Emergency Telephone Roster, Media Notification Plan
School Bus Accident (Off-Site)

Purpose
Outline a response plan for a school bus accident.

Scope
General guidelines for an accident response.

Core Functions

SEQUENTIAL RESPONSE ACTIONS:

1. Upon receipt of notification of an off-site motor vehicle accident involving a school bus, the following information should be gathered from the caller:
   a. Location of the incident?
   b. Number of injured persons, if any?
   c. Has Emergency Services been called?
   d. Has Local Police or Sheriff been notified?
   e. Are victims being transported to hospital? If yes, which hospital(s)?

2. Notify the following district officials:
   Superintendent of Schools  236-5802
   Asst. Superintendent for Personnel  236-4639
   Director for Curriculum & Instruction  236-5812
   Director for Business & Finance  236-5803
   Director of Facilities  236-1397
   (see chain of command for full list of #s.)

3. A school district representative, including a school nurse, should be sent to assist at On-Scene Incident Command Post wearing school district identification on clothing.

4. Monitor the situation through Fire and Law Enforcement officials or the School Representative on scene and gather accurate information regarding:
   a. Number of injured students and staff;
   b. Names of injured students and staff;
   c. Hospital(s) injured will be transported to.

5. At the Superintendent's direction, notify the parents/legal guardian or spouse(s) of the injured as soon as possible.

6. If deemed necessary by the Superintendent, initiate the media notification plan.

7. Maintain communication with Emergency Services and hospital for current status of accident scene and patient condition. Relocate uninjured students to shelter if inclement weather as quickly as possible.

8. If directed to do so by the Superintendent, activate the critical incident counseling team.

9. When the incident is terminated by emergency services and local law enforcement agencies, resume normal operations.
Severe Weather Emergency Response

**Purpose**
Outline a response plan for a weather emergency such as hurricane or tornado.

**Scope**
General guidelines for emergency weather response.

**Core Functions** – Below or possible actions, the primary response is Shelter in Place.

**SEQUENTIAL RESPONSE ACTIONS:**
1. Monitor all National Weather Service *severe thunderstorm and tornado watch or high wind warnings* on Weather Alert Radio or local radio stations. Central Office will verify that all schools received the weather alert.
2. Central Office will verify that all schools have received a weather alert.
3. Direct weather spotters to take their positions.
4. Curtail all outside activities when a *warning* is received. Close shades and/or blinds.

**Thunderstorm Watch** – This means that weather conditions are such that thunderstorms could develop. If you receive such a call, you should be alert to the possibilities of impending storms.

**Action:** Although no specific action is required, it is recommended that outside activities be monitored.

**Thunderstorm Warning** – Issued when a severe thunderstorm with winds greater than 58 mph is in the area or is possibly occurring in some sections of the county.

**Action:** All outside activities should be curtailed for the duration of the warning. While this warning does not immediately necessitate moving students and staff to the safe areas in the building as in a tornado warning, children should be moved away from windows. If further precautions are necessary, Central Office will issue the directions.

**TORNADO WATCH** – THIS ALERT SUGGEST THAT CONDITIONS ARE SUCH THAT A TORNADO COULD OCCUR.

**Action:** Outside activities should be curtailed upon receipt of this alert.

**Tornado Warning** – This alert is given when a tornado has been reported in the county.

**Action:** All students and staff should be quickly moved to the safe areas in the building until further notice. Be sure to take a cellular phone with freshly-charged batteries with you. A class register should be taken as well.

5. Continue to monitor outside weather conditions, Weather Alert Radio and local radio stations. When “warning” is rescinded or “all clear” is given; organize to resume normal activities if there is no damage to school property.

6. If building(s) has sustained damage, refer to “Structural Failure” section of the Emergency Management Plan. Also ensure that County Emergency Management Office is informed of damage.

**Necessary Resources:** AM/FM Radio, NOAA Weather Alert Radio, Television, Public Address System, Pre-designated Shelter Areas
Potential Violent Threat ERP

**Purpose** – Outlines general steps to take if a person or person(s) is assessed to be potentially violent

**Scope** – Outlines general steps for violent persons determination

**Core Functions** – Respond as listed below.

I. If a staff member becomes aware of a student's threat or actual act of violence:
   A. Staff member will immediately notify the principal and/or designees.
   B. The principal and/or designees will notify appropriate members of the building response team.*
   C. The principal and/or designees will arrange to have student immediately escorted to principal's office.
   D. There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS.
   E. The student will be attended by one or more adults, at all times.
   F. The crisis team will conduct a joint assessment of student.
   G. Other staff will simultaneously conduct an investigation of the incident.
   H. Student's parents will be notified and required to participate in an immediate school conference.
   I. When a more general threat is made to a large, unspecified group the principal and/or designees will determine the course of action.

II. As a result of the joint assessment and investigation:
   A. HIGH RISK DETERMINATION
      1. Inform police immediately.
      2. Mandate parents to have the Student receive an immediate psychiatric evaluation.
      3. Notify potential victim(s) and potential victim(s)' parents.
      4. Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
      5. Recommend other interventions/services if indicated.
      6. Refer for discipline.
   B. LOWER RISK DETERMINATION
      1. Discuss with student and his parents the significance of the incident and possible intervention measures.
      2. Notify potential victim(s) and potential victim(s)' parents.
      3. Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
      4. Refer for support services, peer mediation and/or outside services if indicated.
      5. Refer for discipline if indicated.

III. At the conclusion or the potential incident of violence:
   1. A written summary shall be prepared by a designated staff person.
   2. Involved personnel shall debrief.

Notify Director of Special Education whenever a CSE student is involved
POTENTIAL VIOLENT EVENT SUMMARY FORM

Student's Name: ___________________________ Date: __/__/___

DOB: __/__/___    Grade___________

Name/Title of Person Completing Form:______________________________

Parents' Name:___________________________________________________

Address:_________________________________________________________

Home Phone: __________________ Work Phone: ______________________

Description of Incident:

(Include date/time of incident, names/titles of all involved parties and their specific roles):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Actions Taken & Recommended Follow Up:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Notification (names, titles dates):

Police: __________________________________________________________

Student's Parents: ________________________________________________

Potential victim(s) and potential victim(s)' Parents: ______________________________________________________

Others: _______________________________________________________

Referrals (names, titles, dates): ____________________________________

Psychiatric evaluation: __________________________________________

Community Services: _____________________________________________

In-school Services: _____________________________________________

Discipline specify): ______________________________________________

Other: _____________________________________________________________

Imminent Warning Signs for the Potential of Violent Behavior

1) Talks about violence and has a specific plan.
2) Talks about violence and/or expresses violence in writings and drawings.
3) Severe expressions of rage often for minor reasons (i.e., banging head against the wall, unstoppable screaming).
4) Severe destruction of property.
5) Tortures animals.
6) Frequently fights with peers and/or family members.
7) Access to family or own firearms and capable of competent use.
8) History of suicidal or other self-destructive behavior.

Early Warning Signs for the Potential of Violent Behavior

A) Social withdrawal/lacks commitment or connection to a group or persons
B) Excessive feelings of isolation and being alone.
C) Excessive feelings of rejection
D) Often the victim of aggression, bullying, or other violent acts.
E) Feelings of being picked on/persecuted.
F) Low school interest/poor academic performance.
G) Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior.
H) Regularly involved in behavioral/discipline problems. Behavioral difficulties at an early age - the earlier the problems, the higher the likelihood of serious problems in adolescence.

J) Past history of violent and aggressive behaviors.

**Violent Event Response Plan**

An act, perpetrated by a student, faculty member or unauthorized persons entering the school, which results in physical harm to an individual or potential of harm (hostage situation), is reported to the principal or designee.

1. Notify staff by using the appropriate code via PA.
   A. Codes should be universal to district.
   B. Subs and other "transient" staff/volunteers trained in codes.
   C. An Emergency Information Poster is to be placed in each classroom containing specific instructions for several types of emergency situations.

II. “Code Red” Lockdown will occur immediately.

   “Code Red” Lockout - Normal activities inside the building. No entry or exit from the building unless directed by Police or Administrator.
   A. Teachers should lock doors and windows of their classroom and students should back away from windows.
   B. Students and teachers remain in the secured area until further directions.
   C. Teacher should immediately take attendance.
   D. Teachers should report to a pre-designated individual, the names of students who are out of the room and/or unaccounted for.

   Individuals will be properly I.D.

III. Following calls to be made by principal or designee-
   A. A single call can be made to 911. Give a brief description and state what services are needed.
   B. Superintendent who in turn will make the following calls:
      1. Other building principals.
      2. Bus Company.
      3. Other directors.

IV. Crowd Control - An appointed Assistant Principal and Nurse to go directly to scene to assess situation and to clear area.
   A. Nurse will have an emergency kit ready and accessible (location is known in case of substitute).

   B. Building Response Team (w/CPR knowledge and prior training) to assist at scene as well.
V. Staff needs to do immediate sweep of hallways and have all students go directly into nearest classroom.

**If perpetrator is still at large:**
1. Act in a manner that will not put any more lives in jeopardy.
2. Avoid any reckless and/or imprudent action.
3. Obtain for police as much information as possible:
   A. Description/clothing.
   B. In what direction they were traveling.
   C. Profile - background information.

VI. An announcement is made via code on the PA to instruct all available personnel where to go for assignments. Codes may be helpful to designate targeted area when possible.

VII. Command Center to be established in each building. If the originally designated control center is in the area in which the incident is situated, another pre-planned site is to be named. (Superintendent, Principal, Police, EMS, Representatives of Counseling Services.)

VIII. Secondary staging areas need to be designated with the incident commander for staff assignments, fire, police and EMS, etc.

IX. Restrict access to the crime scene-
   A. Isolate area.
   B. Methodically evacuate the immediate area keeping potential witnesses available for law enforcement personnel.
   C. Limit access to only essential personnel.

X. MEDIA/PRESS
   A. Develop relationship w/media prior to incident.
   B. No one speaks to press except the public information officer.
   C. Establish an area in district for them to be able to access information. (Preferably the media area should be at the Board Office and not at the incident site.)
   
   * *Can be used to our advantage for communicating w/parents about staging areas to pick up their children, community advisories regarding traffic problem, etc.

XI. Parents
   A. Designate area for parents to assemble for information.
   B. Parents will be notified via area radio station if possible.
   C. Instructions given to parents that, students will be kept at school until the crisis is determined to be over.
   D. Instructions not to phone the school and tie-up the few telephone lines that will be needed for emergency use. (Good to have limited access number telephone #) (Fax machines can be utilized).
   E. When it is considered safe to release students this will only be done to his/her parent or authorized designee.
   F. Logs will be kept as to whom is released.
   G. Police assistance may be helpful.
XII. Evacuation of school as soon as deemed safe.
   A. Put into effect the Early/Emergency Dismissal Plan.
   B. Prepare special needs students and personnel for evacuation.
   C. Have prearranged alternate site if student cannot be taken home.
   D. In the case of elementary school walkers or unaccounted for
      children, they will be bused to another school in the district.

XIII. A. Pay particular attention to friends of deceased, and persons with
      recent losses or a history of suicide threats or attempts.

   B. Set up support rooms/stations and call for back-up counselors, if needed.

   C. High School Sudden Adolescent Death plan to be made available and be
      adapted in each school.

XIV. Hold faculty meeting as soon as possible.
   A. Debrief faculty/staff to help process feelings.
   B. Plan for anticipated reactions of students.
   C. Have articles available on signs and normal responses to grief.

XV. Determine the most effective method to inform parents about the crisis/death, what the school
    is doing and what reactions to expect from their child.

XVI. Prepare to hold community meetings, if necessary.

XVII. Log activities and decisions (what worked/what didn't).

   After the Crisis

   o Assess the degree of support needed.
   o Superintendent to notify BOCES Liaison in order to activate County Crisis Plan (if necessary).
   o Designate a person to handle crowd control.
   o Gather staff together before dismissal for the day in order to provide an update.
   o Plan for deployment of support staff for the next day.
   o Meet with Central Office (& Board members, if appropriate) to review incident and plan for the next
day.
   o Superintendent assigns a district spokesperson to deal with the media.
   o Assess the needs of community. e.g. community meetings to disseminate information, contacting
     PTO's to provide food and babysitting services for affected families.

   o Provide an early morning debriefing meeting for the next day for all the support service providers
     and appropriate internal staff.
   o Assign counselors to buildings.
   o Assign staff members to visit hospitals; e.g. nurses.
   o Provide a press release (if appropriate).
   o Monitor needs as the day progresses and modify accordingly (e.g. If a student is critical and should
     die during the school day.
   o Assess the need to bring in additional experts Determine need for ecumenical services.
o Determine need to designate individuals to attend funerals.
o Continually appraise key people of the status of the situation as it changes.
o Hold an end of day session with counselors and staff to assess needs for the next day.
o Repeat this process of holding meetings in the morning and at the end of the day.
o Hold meetings until it is determined that the crisis stage is over.
o Anticipate long-term effects on children, staff and community.
o The initial crises may give you an inaccurate read of the needs of your district since people are in shock.
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.

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Appendix Not Available for Online Version