

Horseheads Central School District

District -Wide Safety and Emergency Response Plan

2024-2025

Updated: June, 2024

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Legal Basis for Plan

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. At the district level, the District-Wide School Safety Plan replaced the school emergency management plan that had been required for all districts. At the school building level, a building-level emergency response plan has been prepared for each school building. Together, these plans are intended to provide the means for the school district and all school buildings within the district to respond to acts of violence and other emergencies through prevention, intervention, emergency response, and management.

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligned with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports two key practices being adopted in New York State. First, the Guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan

- Functional Annexes
- Threat/Hazard Specific Annexes
- Standard Operating Procedures (SOP's)
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Guide to School Emergency Response Planning provides for the development of annexes to meet each school's unique circumstances.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, we provide schools with standardized definition and suggested best practice of the following Functional Annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State. Additional examples of core Annexes to consider are provided with suggestions for planning consideration.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. Suggestions are provided to assist schools in the development of their own customized Annexes that best fit their School ERP. With this in mind, it is important to create and insert appropriate floor plans for each building and provide current information about school response team members, students and staff with special needs and any other information critical to each school building. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Once you have developed your school ERP, appropriate training and drilling is required to ensure that all district personnel, and school personnel, and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of

emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are included below:

8 NYCRR 155.17 Section 155.17. School safety plans

(a) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and shall update and adopt by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter, a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, and commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level emergency response team, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

(b) Definitions. As used in this section:

(1) Educational agencies means public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

(2) Superintendent means a superintendent of schools or a district superintendent of schools, as appropriate.

(3) Disaster means occurrence or imminent threat of widespread or severe damage, illness, injury, or loss of life or property resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, communicable disease outbreak, war or civil disturbance.

(4) Emergency means a situation, including but not limited to a disaster that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

(5) Emergency services organization means a public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

(6) School cancellation means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

(7) Early dismissal means returning students to their homes or other appropriate locations before the end of the school day.

(8) Evacuation means moving students for their protection from a school building to a predetermined location in response to an emergency.

(9) Sheltering means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

(10) Lock-down means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lock-down will only end upon physical release from the room or secured area by law enforcement.

(11) Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents prescribed in paragraph (c)(2) of this section.

(12) Building-level emergency response team means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(13) District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management, and commencing July 1, 2023, provision of remote instruction during an emergency school closure, at the district level and has the contents prescribed in paragraph (c)(1) of this section.

(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a districtwide emergency response strategy are discussed.

(15) Emergency response team means a building-specific team designated by the building-level emergency response team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) Post-incident response team means a building-specific team designated by the building-level emergency response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(17) School safety plan means a district-wide school safety plan or a building-level school safety plan.

(18) Serious violent incident means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to: riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

(19) Panic alarm system means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application.

(c) District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

- (i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;
- (ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;
- (iii) appropriate prevention and intervention strategies, such as:

- (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
 - (b) nonviolent conflict resolution training programs;
 - (c) peer mediation programs and youth courts; and
 - (d) extended day and other school safety programs;
- (iv) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- (v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- (vi) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- (vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- (viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- (ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal or emergency school closure;
- (x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- (xi) policies and procedures relating to school building security, including, where appropriate:
- (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and

involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and

(b) security devices or procedures. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system;

(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

(xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

(xvii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster or emergency school closure;

(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

(a) coordination of the communication between school staff, law enforcement, and other first responders;

(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

(c) ensure staff understanding of the district-wide school safety plan;

(d) ensure the completion and yearly update of building-level emergency response plans for each school building;

(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

- (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner ;and
- (xx) ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law; and
- (xxi) beginning with the 2023-2024 school year and every school year thereafter, an emergency remote instruction plan. For purposes of this subparagraph remote instruction shall have the same meaning as defined in section 100.1(u) of this Chapter. Emergency remote instruction plans shall include:

- (a) policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. Each chief executive officer of each educational agency located within a public school district shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and 6 access to internet connectivity to inform the emergency remote instruction plan;
- (b) expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
- (c) a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- (d) a description of how special education and related services will be provided to students with disabilities, as defined in section 200.1(zz) of this Chapter, and preschool students with disabilities, as defined in section 200.1(mm) of this Chapter, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
- (e) for school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

- (i) policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
- (ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;
- (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;

- (iv) establishment of internal and external communication systems in emergencies which may include the installation of a panic alarm system;
- (v) definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS);
- (vi) coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
- (vii) procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials;
- (viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;
- (ix) in the case of a school district, except in a school district in a city having more than one million 7 inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.

(3)

- (i) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

- (ii) Each board of education, chancellor or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October 15th for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years and for the 2020-2021 school year and thereafter, such building-level emergency response plans must be submitted no later than October 1, 2020, and each subsequent October 1st thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

(d) Use of school property. Each board of education and board of cooperative educational services shall cooperate with appropriate State, county and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. School districts and boards of cooperative educational services are required to relinquish to the appropriate State or county agencies the control and use of school transportation vehicles and facilities in accordance with county emergency preparedness plans or directives.

(e) Communication liaisons.

- (1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or State emergency, shall act as

the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the Cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

(f) Reporting.

(1) Each superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require in a manner prescribed by the commissioner. In addition, school districts within a supervisory district may provide such notification through the BOCES district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days. Provided, however, that for the 2020-21 and 2021-22 school years, districts shall provide such notification for snow emergency days, including those days converted to remote instruction under the 2020-21 and 2021-22 snow day pilot in accordance with the provisions of this subdivision.

(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to 8 internet connectivity required pursuant to subparagraph (xxi) of paragraph (1) of subdivision (c) of this section.

(g) Instruction. Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

(h) Fire and Emergency Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

(1) Parents or persons in parental relation shall be notified at least one week prior to the drill.

(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

(3) The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

(i) Reports by educational agencies. Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(j) Nothing contained in subdivision (a) or (c) of this section shall prevent an educational agency from using, in part or in total, an emergency management plan previously developed in cooperation with a county or other municipality as the emergency management plan required in this section until the adoption of school safety plans as required by subdivision (b) of this section; provided, however, that all applicable requirements of this section shall be met.

(k) Commissioner of Education. The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by State and/or county emergency personnel in accordance with county or State emergency preparedness plans or directives.

THE BASIC PLAN

1. Introductory Material

1.1 Plan Development and Maintenance

- 8 NYCRR Section 155.17 - 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 at Horseheads Central School District (ECSD) are expected to work closely together to make recommendations for revising and enhancing the plan. During an emergency, a District-Wide Emergency Response Team will form and be responsible for implementing the District-Wide Emergency Plan. The Team will be composed of the following.
- 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 a Memorandum of Understandings (MOU) is 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.

1.2 Distribution of the Plan

- Education Law §2801-a and Commissioner's Regulation §155.17 require that each public school and BOCES develop and annually update a confidential building-level Emergency Response Plan (ERP) that includes details about how school personnel and students would respond to different types of emergency situations. In addition, each public school district, BOCES and charter school must also develop and annually update a district-wide school safety plan that provides critical information to parents, educators and the school community about the policies and procedures in place related to school safety. Both building level ERP and district wide school safety plans are required to be submitted as outlined below by October 1 of each year. Building-Level Emergency Response Plans

Each school's confidential building-level ERP must include information about the school, key staff, floor plans, maps, and detailed response procedures for different types of emergency situations. The ERP must be in place by September 1 each year and must be submitted to both the state police and local law enforcement within 30 days of adoption, but no later than October 1.

- Schools fulfill the requirement to submit building-level ERPs to the state police by submitting their plan electronically via the SED Monitoring application accessed through the New York State Education Department (NYSED) Business Portal.
- 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.

1.4 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.

Copies of the Plan are available electronically and shall be accessible to law enforcement and other federal, state or local entities via electronic means.

Plan Review and Updates

8 NYCRR Section 155.17 requires the School Safety Team to review its ERP on an annual basis and update it as needed.

Each update or change to the plan shall be noted on the Plan cover page.

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.

2.1 Location of Potential Sites:

a. Location of each School Building in the Horseheads Central School District:

Horseheads High School – 401 Fletcher St., Horseheads, 795-2500

Horseheads Middle School – 950 Sing Sing Rd., Horseheads, 795-2520

Big Flats Elementary School – 543 Maple St., Big Flats, 795-2550

Center Street Elementary School – 812 Center St., Horseheads, 795-2580

Gardner Road Elementary School – 541 Gardner Rd., Horseheads, 795-2540

Ridge Road Elementary School – 112 Ridge Rd., Horseheads, 795-2480

Horseheads Intermediate School – 952 Sing Sing Rd., Horseheads, 795-2490

b. Location of other offices, schools and buildings within the district:

Athletic Office, 1 Raider Lane, Horseheads	739-5601 x4254
Central Office (Superintendent, Business, Human Resources)	
143 Hibbard Rd, Big Flats	739-5601 x4201
Computer Services, 1 Raider Lane, Horseheads	739-5601 x4245
Educational Support Center, 1 Raider Lane, Horseheads	739-5601 x4263
Facilities Services Department, 507 Fletcher St, Horseheads	739-5601 x4401
Food Service, Horseheads Middle School, Horseheads	739-6360
Transportation Dept., 601 Sayre St., Horseheads	739-6338
Montessori School, 23 Winters Rd., Big Flats	562-8754
GST BOCES, 459 Philo Rd., Horseheads	739-3581
St. Mary Our Mother School, 811 Westlake St., Horseheads	739-9157
Student Services, 1 Raider Lane, Horseheads	739-5601 x4301
Twin Tiers Christian Academy, 1811 N Chemung Rd, Breesport	739-3619

2.2 Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife

Technological Hazards:	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases <ul style="list-style-type: none"> - Nuclear power plant accident - Dirty bombs • Dam failure • Power failure • Water failure
Biological Hazards:	<ul style="list-style-type: none"> • Infectious diseases, such as Pandemic Influenza, Ebola, extensively drug-resistant tuberculosis, <i>Staphylococcus MERSA</i>, <i>Aureus</i>, and Meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, Botulism, and <i>E. Coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> • Fires • Active shooters • Criminal threats or actions • Terrorism • Abductions • Gang violence • Bomb threats • Domestic violence and abuse • Workplace violence • Cyber attacks • Suicide

The following threat assessments were accomplished in September of 2014 and are as follows.

Natural Disasters

- Analysis of weather patterns and previous disasters indicates that the highest likelihood of a natural disaster impacting Horseheads Central School District would be from severe thunderstorms, flooding and sudden winter storms. Severe thunderstorms with high winds have also been known to cause significant flood damage in the area. While there is low historical risk of a tornado, shifts in weather patterns could increase the probability of one occurring in this area.
- There is a moderate likelihood of damage from earthquake, hurricane path storms, and flooding. Severe flooding is likely to affect the basement area of our school buildings.

- The area is additionally subject to severe winter weather to include icy conditions of roads, heavy accumulations of snow and white out conditions from blowing snow.

Man-made Disasters

- Horseheads Central School District Administration Office is located in a residential area north of the Chemung River and attached to the South Wing of the Horseheads High School. It is approximately 0.5 miles from Route 17, and from the Norfolk Southern Horseheads Industrial Trunk Railroad Line. There is significant potential for a hazardous materials spill because of train derailment or highway truck accidents to potentially impact our schools.
- The primary fixed site for a chemical hazard comes from the Holding Point Industrial Area located due north of the District. District schools are potentially downwind from the industrial complex and may be susceptible to any toxic substance release from that source. We could also be potentially impacted by a chemical or air quality degradation from industry located south of the District in the neighboring village of Elmira Heights. While there are other industries in the area none lists significant quantities of toxic chemicals.
- The Elmira-Corning Regional Airport, located approximately 1 mile from the Big Flats Elementary School handles approximately 62,000 flights per year. Depending upon the flight path, the Big Flats Elementary School can be directly in the flight path of take offs or landings.

Nuclear Disaster

- Radiological releases while considered a low to slightly moderate risk in our area, has the potential for radioactive contamination and fallout from a nuclear power generator accident and or dirty bomb detonation in the surrounding area if nuclear materials were stolen from the two local hospitals.
- Arnot Ogden and St Joseph's Hospital house nuclear materials used in medical treatment and diagnostics. **(low to slightly moderate probability)**
- Susquehanna Steam Electric Station Unit 1 and 2 located in Berwick, PA is located 77 miles SE of Horseheads Central School District Administration offices. **(low probability)**

Civil Disturbances

- Horseheads Central School District has as much likelihood of being attacked by a deranged sniper, or by a
- Hostage taker or bomb threats as with any other institution which houses students from a variety of backgrounds. Its close proximity to the Elmira Correctional Facility and Psychiatric Center has the potential for unstable personnel wandering on District property and causing harm to students and staff.

School Disasters

- Fire, explosion, water line breaks or toxic substance release could occur at any Elmira School District building as could a mass illness such as food poisoning. Therefore these possibilities will be included in the plan.

2.3 Planning Assumptions and Limitations

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

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

3. Concept of Operations

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

that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

3.1 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 requires a definition of a chain of command consistent with the Incident Command System.
- The Incident Command Center will be designated and located depending on the nature and location of the emergency as follows:
 - Primary - Maintenance Shop
 - Alternate 1 - Board Room at District Administration Office
 - Alternate 2 - Bus Garage

The chain of command is documented in the table included in Appendix B.

3.2 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.
- In the case of an emergency after work hours, weekends or when an event is being held at any Horseheads Central School, the night custodian will immediately take the appropriate actions. As soon as feasible, the Principal must be notified.

4. Organization and Assignment of Responsibilities

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

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

4.1 Superintendent of Schools

- The Superintendent of Schools shall be responsible for assuring that policies and procedures will be maintained for responding to personal safety and threats of violence by students, teachers, other school personnel and visitors.

4.2 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

4.3 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/outside designated area or to evacuation site.
- Report missing students to the appropriate Emergency Response Team Member.

- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid.
- Arrange for the safety and first aid for those who are unable to be moved.
- Render first aid or AED/CPR if trained and certified as deemed necessary.

4.4 Teaching Assistants

Responsibilities include:

- Assist teachers as directed and complete response actions to ensure the safety of students.

4.5 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/AED and/or psychological aid if trained and certified 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.

4.6 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.

4.7 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.

4.8 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

4.9 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.
-

4.10 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 to do so.
- Execute assignments as directed by the Incident Commander.

4.11 Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander.

4.12 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

4.13 Parents/Guardians

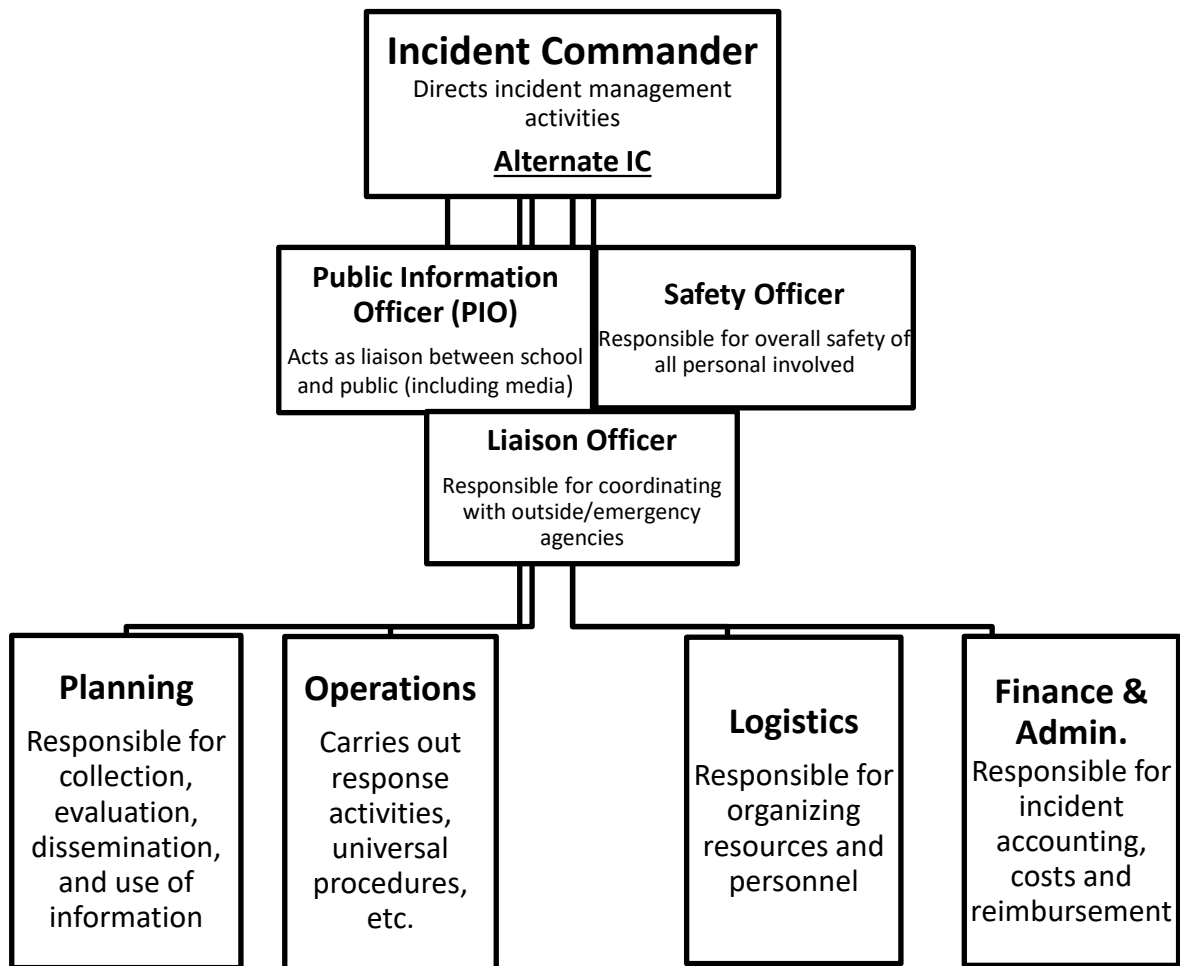
Responsibilities include:

- 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 is 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:



Appendix B: Incident Command System will list individuals designated to fill the Command Staff roles.

5.1 School Incident Command System (ICS) Roles Defined

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

5.1.1 Incident Commander

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.

5.2 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 requires the designation of individuals assigned to emergency response teams.

See Appendix B, which includes tables for documenting those designated individuals.

5.3 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.

5.4 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

5.5 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

5.6 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.

5.7 Source and Use of Resources

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

- 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.

6. Information Collection, Analysis and Dissemination

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

6.1 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.

6.2 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.

7.1 Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for any accident, incident or natural or man-made disaster.

- Roles and Responsibilities – Delivered at start of every school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training

- Right to Know, Chemical Safety, Blood borne Pathogen, Fire Safety & Emergency Response
- 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

7.2 Drills & Exercises

Per Section 155.17, at a minimum, the school will conduct the following exercises/drills annually. The drills must be “trauma Informed” pursuant the definition and procedures outlined in **Appendix M**:

- **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 fire drills** each school year.
 - Fire Drills
 - September 1st – December 1st = 8 required
 - December 1st – Summer recess = 4 required
- **8 NYCRR Section 155.17** - 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 has the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. **Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.**
- Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown.
- Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – 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.

Section 155.17 of the Regulations of the Commissioner of Education Relating to Emergency Response Definitions for School Safety Plans defines the following required emergency 4 terms to standardize terminology in all schools statewide and to eliminate confusion created from misuse of terms that sound similar:

• ***Evacuate and evacuation*** mean to move students for their protection from a school building to a predetermined location in response to an emergency.

• ***Shelter and shelter-in place*** mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

• ***Lockdown*** means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

• ***Hold and Hold-in place*** mean the restriction of movement of students and staff within the building while dealing with short term emergencies.

• ***Secure Lockout*** means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

Each school building shall maintain a record of drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS.

8. Administration, Finance and Logistics

8.1 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 if applicable are located in Appendix D.

8.2 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.

8.3 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.

8.4 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 structure.

- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes are directly referenced in Section 155.17 and provide standard language and procedures, and are intended to be transferable to schools statewide.

- ***Shelter-in-Place***
- ***Hold-in-Place***
- ***Evacuation***
- ***Secure 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 New York 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

1.1 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).

1.2 Actions

1.2.1 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*

1.2.2 Instructions:

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

1.2.3 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

2.1 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 is 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.

2.2 Actions

2.2.1 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***

2.2.2 Instructions

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

2.2.3 Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom immediately. 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. The teacher shall assume accountability and responsibility for the student.
- All available staff members will assist in maintaining order and accountability for students.
- Remain in position until further instructions or the ALL CLEAR is given by the Principal.

NOTE: If remaining in place compromises safety then proceed to another room away from the hazard. Teachers will determine if a hazard exists and take the appropriate actions to safeguard students.

3. Evacuation

3.1 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.

3.2 Actions

3.2.1 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 using a megaphone 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 ATTENDANCE WHEN IT IS 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 or annexes appropriate to respond to the situation.
 - Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Each building shall maintain a directory listing the staff members who possess radios and/or cell phones. In each school building, each member of the site specific emergency response team will possess a radio for communications.

- 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.

3.3 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 of escape.
 - Identify escape windows or other means of escape from the building.
- 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)

In each school building emergency response plan a list of specific designated evacuation areas shall be listed. The list shall include designated assembly areas on school grounds, as well as, an alternate location. The list shall also include sites that are located off school grounds in the event a situation warrants this type of evacuation

Account for all students. Immediately report any missing or injured students to the School Incident Commander.

- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

3.4 Evacuation – (Off School Grounds)

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

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.

3.4.1 Method of Travel

- Transportation Supervisor will be requested to send 8 large buses to provide shelter for the students and or transport them to another school or off school grounds to the primary or secondary evacuation sites.

3.5 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. Secure Lockout

4.1 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.

4.2 Actions

4.2.1 Initiate Secure Lockout

- **Secure 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 A SECURE LOCKOUT!**
- **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

4.2.2 Execute Secure 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

5.1 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.

5.2 Actions

5.2.1 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!

5.2.2 Execute Lockdown

- **IF SAFE TO DO SO**, 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) 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.

5.2.2.1 Potential tactics include:

- Moving about the room to lessen accuracy.
- Throwing items (books, computers, phones, etc.) to create confusion.
- Assaulting the shooter/intruder – **DISCHARGING A FIRE EXTINGUISHER at the face of an attacker or shooter will incapacitate them – FIGHT!**
- Use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to reduce the intruder's capacity to cause harm – **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

6.1 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, to aid in remembering the steps to securing crime scenes and evidence for law enforcement personnel.

6.2 Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.
- Respond only to the level of your training.

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

7.1 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**, 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**).

- The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.
- Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Public Information Coordinator and located at the Horseheads Central School District Administration Offices (Room A114).

The Communication list is located in Appendix A.

7.2 Types of Communications

1.2.1 Communication between School and Emergency Responders:

- The school will contact and maintain communications with emergency responders during an incident.

The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications.

- The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

7.2.2 Internal Communications:

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

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

7.2.3 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.
- NOAA (National) weather radio with tone activated receiver. This device shall be monitored for alert tones during work hours by each school secretary.
- 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.
 - Maintenance Shop VHF system with base in main office servicing 18 portable and 3 mobile units.
 - Elmira Bus Garage VHF system with base in Bus Garage serving 63 mobile and 3 portable units

- Manually tuned battery operated AM-FM commercial radio receiver at command post to be used for monitoring emergency broadcast system announcements.
- 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.

7.2.4 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.
- School Public Announcement System
- Bullhorn or Megaphone

7.2.5 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 to safeguard the children and staff.

7.2.6 Communication with Parents:

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an ERP, its purpose and its objectives.
 - Parents of all students who attend Horseheads Central Schools shall be notified annually regarding this plan and any drills which involve early dismissal or any emergency situation that may arise by;
 - Announcing in student handbook all scheduled drill and exercises.
 - Principal calling parents to update them on the status.
 - Distributing a letter out to parents to explain current school impacts.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:

- Disseminate information through student handbook, letters, e-mails and calls to inform parents about what is known to have happened and the safeguards in place to protect their children.
- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

7.2.7 Communication with the Media:

ALERT: No Horseheads Central School District employee will provide information to the media during or after an emergency unless specifically authorized to do so by the District Public Information Coordinator.

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.

7.3 Pre-designated Media sites - Provide regular updates to the media and school community.

Pre-designated media locations shall be listed in each building specific emergency response plan. Alternate locations will also be included in the event the situation warrants a different, alternate location.

- 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

8.1 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** 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.

8.2 Actions

All Horseheads Central School District employees will know and be prepared to be part of a team to provide the best possible emergency care in any situation. The Principal and head custodian at each school shall support all staff members at each level of the organization so they are aware of their responsibilities to help individuals that has become sick, injured or have become unresponsive so to act accordingly in emergency situations.

Responsibilities and duties include:

- The first person who identifies and emergency situation shall be the first responder and summon for help by calling 911 and or communicating help to other staff members in the area.
- Provide first aid and or medical treatment to patient only if you have been trained to do so.
- Stay with the patient until help arrives.
- Provide emergency responders with all information about the patient.

- Document the incident on the District accident and incident reporting form.

8.2.1 Building Level School Safety Team

- The District 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

9.1 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.

9.2 Actions

9.2.1 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

10.1 Purpose

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

10.2 Actions

10.2.1 Designate Reunification Site:

Pre-designated Reunification Sites, complete with the associated information shall be designated and listed in the building level emergency response plan.

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)

11.1 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.

11.2 Actions

11.2.1 The Horseheads Central School District continuity objectives are listed below.

- Ensure the District can perform its mission essential function and primary mission essential functions if applicable under any or all conditions listed in our plan.
- Reduce loss of life and minimize property damages.
- Execute a successful order of succession with accompanying authorities in the event a disruption renders leadership unable, unavailable or incapable of assuming and performing their assigned duties as stated in our plan.
- Reduce or mitigate risks to acceptable levels determined by the Superintendent to protect against the disruption to operations.
- Ensure the District has adequate facilities to continue performing its primary mission essential functions as appropriate during a continuity event.
- Protect essential facilities, equipment, records, and any other assets in the event of a disruption or emergency condition.
- Achieve a timely and orderly recovery and reconstitution of assets from an emergency.
- Ensure and validate continuity readiness through a dynamic and integrated continuity training exercise scenario and audit program to support our operational capability in any condition.

The Building Level School Safety Team should also 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.

1. AIRCRAFT CRASH

Aircraft crashes can be of three types: **civilian, commercial, and military**. Crashes can involve structures or simply be on the school premises.

NOTIFICATION: NONE

CRASH INTO BUILDING

PERSON RESPONSIBLE: **FIRST PERSON TO REACH FIRE ALARM**

ACTION: ACTIVATE ALARM

ASSIST IN BUILDING EVACUATION

PERSON RESPONSIBLE: **TEACHERS**

ACTION: USING REGULAR FIRE DRILL PROCEDURE, SELECT EVACUATION ROUTE TO AVOID CONTACT WITH ANY DEBRIS OR MAJOR PARTS OF AIRCRAFT

MOVE STUDENTS TO AN AREA AS FAR AWAY FROM CRASH SCENE AS FEASIBLE SINCE FURTHER FIRE OR EXPLOSIONS ARE POSSIBLE

PERSON RESPONSIBLE: **PRINCIPAL/SECRETARY**

ACTION: CALL POLICE AND FIRE DEPARTMENTS

ORGANIZE COMMUNITY EMERGENCY RESPONSE TEAM AND/OR BOOTH EDUCATION CENTER CRISIS MANAGEMENT TEAM TO ASSIST ANY SURVIVORS

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: ARRANGE FOR EARLY DISMISSAL OR TRANSFER OF STUDENTS TO ANOTHER SITE IF NECESSARY. AVOID BLOCKING ACCESS ROUTES FOR EMERGENCY VEHICLES

CONTINUED ON NEXT PAGE

CRASH ON SCHOOL PREMISES

PERSON RESPONSIBLE:

PRINCIPAL

ACTION:

ASSESS DANGER OF FIRE OR EXPLOSION IN
TERMS OF BUILDING OCCUPANTS

IF APPROPRIATE, ORDER EVACUATION OF THE
SCHOOL IN A DIRECTION AWAY FROM THE CRASH
SITE

FOLLOW REST OF STEPS AS IN CASE OF CRASH
INTO BUILDING

2. ACTIVE SHOOTER, INTRUDER, HOSTAGE OR TERRORIST ACTIVITIES

NOTIFICATION: FIRST RESPONSIBLE PERSON AWARE OF EVENT
WILL CONTACT PRINCIPAL/DESIGNEE

PERSON RESPONSIBLE: **PRINCIPAL/DESIGNEE, IF IMMEDIATELY
AVAILABLE, OR SCHOOL SECRETARY**

ACTION: NOTIFY ELMIRA POLICE, GIVING SPECIFICS OF
SITUATION, NUMBER OF PERSONS INVOLVED,
AND LOCATION

NOTIFY EMERGENCY MANAGEMENT
COORDINATOR AND SUPERINTENDENT OF
SCHOOLS IF NOT ALREADY NOTIFIED

BE AVAILABLE TO MEET LAW ENFORCEMENT
PERSONNEL

PERSON RESPONSIBLE: **PRINCIPAL/DESIGNEE**

ACTION: IF ALERTED TO SITUATION BY CODED WARNING
DO NOT ENTER CLASSROOM. INITIATE BUILDING
LOCKDOWN PROCEDURE OBSERVE WHAT IS
VISIBLE FROM OUTSIDE THE ROOM AND TAKE
APPROPRIATE ACTION

USING MESSENGERS RATHER THAN P.A.
SYSTEM, EVACUATE AS MANY PEOPLE AS
POSSIBLE FROM BUILDING IN A DIRECTION AWAY
FROM DANGER

AWAIT INSTRUCTIONS FROM LAW
ENFORCEMENT OFFICER IN CHARGE OF SCENE

PERSON RESPONSIBLE: **TEACHERS**

ACTION: IF ARMED INTRUDER ENTERS ROOM, SPEAK
WITH HIM/HER IN A CALM VOICE

DO NOT ATTEMPT TO ALARM, DISARM, OR OTHERWISE UPSET INTRUDER

IF FEASIBLE, CONTACT OFFICE ON INTERCOM AND ALERT THE PRINCIPAL'S OFFICE TO THE PROBLEM

IF INTRUDER GIVES ORDERS THAT INDICATE THAT HE/SHE IS HOLDING THE CLASS HOSTAGE, FOLLOW ORDERS AND URGE CHILDREN TO FOLLOW ORDERS

BE AWARE THAT POLICE WILL TRY TO NEGOTIATE WITH THE PERSON AND THAT THIS MAY TAKE A LONG TIME

ON SCHOOL BUS

PERSON RESPONSIBLE:

BUS DRIVER

ACTION:

IF FEASIBLE USE RADIO TO ALERT BUS GARAGE TO PROBLEM BEFORE ARMED PERSON TAKES CONTROL OF BUS

ASK ARMED PERSON WHAT THEY WANT, AND INDICATE THEY CAN USE BUS RADIO TO REQUEST IT

DO AS ARMED PERSON REQUESTS

ENFORCEMENT

BE ALERT FOR LAW ENFORCEMENT INTERVENTION. GENERALLY LAW OFFICERS WILL ATTEMPT TO NEGOTIATE THE INTRUDER OFF THE BUS OR AT LEAST TO FREE THE CHILDREN

IF SHOTS ARE FIRED EITHER AT THE BUS OR WHILE THE ARMED PERSON IS ON THE BUS, ORDER CHILDREN TO "DUCK." DO NOT PROCEED IF THERE IS A LIKELIHOOD THAT TIRE OR WINDSHIELD WILL BE DAMAGED

PERSON RESPONSIBLE:

PRINCIPAL

ACTION: NOTIFY LAW ENFORCEMENT PERSONNEL IF NOT
ALREADY NOTIFIED

HAVE CHILDREN'S INFORMATION CARDS PULLED
AND AVAILABLE

CONTACT SUPERINTENDENT AND/OR
EMERGENCY MANAGEMENT COORDINATOR

PERSON RESPONSIBLE: **SUPERINTENDENT OR DESIGNEE**

ACTION: AFTER CONSULTATION WITH LAW
ENFORCEMENT PERSONNEL, NOTIFY PARENTS
OF EVENT

PERSON RESPONSIBLE: **PUBLIC INFORMATION COORDINATOR**

ACTION: CONSULT WITH LAW ENFORCEMENT PERSONNEL
REGARDING WHAT INFORMATION CAN BE GIVEN
TO MEDIA

PREPARE PRESS RELEASE BASED ON THIS
INFORMATION. KEEP STATEMENT FACTUAL AND
DO NOT ALLEGE GUILT OF A CRIMINAL OFFENSE

3. BOMB THREATS

<u>NOTIFICATION:</u>	ANONYMOUS TELEPHONE CALL OR LETTER
<u>PERSON RESPONSIBLE:</u>	PERSON TAKING CALL/RECEIVER OF LETTER
<u>ACTION:</u>	CONTACT PRINCIPAL/DESIGNEE AND NOTIFY THE MAIN OFFICE AND/OR CALL 911 FILL OUT BOMB THREAT CHECKLIST LOCATED ON NEXT PAGE LABELED (3.1 BOMB THREAT CHECKLISTS) STAY AVAILABLE TO TALK WITH LAW ENFORCEMENT OFFICERS
<u>PERSON RESPONSIBLE:</u>	PRINCIPAL
<u>ACTION:</u>	EVACUATE SCHOOL NOTIFY ELMIRA POLICE AND FIRE DEPARTMENTS EVALUATE THREAT TO DETERMINE LIKELIHOOD OF ITS BEING A HOAX COOPERATE WITH FIRE AND POLICE AUTHORITIES
<u>PERSON RESPONSIBLE:</u>	PUBLIC INFORMATION COORDINATOR
<u>ACTION:</u>	DISCUSS ADVANTAGE OF NEWS SUPPRESSION WITH MEDIA IF APPROACHED
<u>PERSON RESPONSIBLE:</u>	ALL STAFF
<u>ACTION:</u>	BE ALERT FOR SUSPICIOUS OBJECTS IN YOUR WORK AREA. IF ANY IS FOUND, DO NOT TOUCH OR DISTURB IT. REPORT IT TO THE PRINCIPAL/DESIGNEE AND EMERGENCY MANAGEMENT COORDINATOR OR LAW ENFORCEMENT PERSON IMMEDIATELY

CAUTION: DO NOT TRIGGER FIRE ALARM--BOMB MAY BE WIRED TO SYSTEM

3.1 BOMB THREAT CHECKLIST

DO NOT INTERRUPT THE CALLER, EXCEPT TO ASK

When will it go off? Certain Hour _____ Time Remaining _____

Where is it placed? _____

What does it look like? Appearance _____

Did caller appear familiar with building by the description of the bomb location? Yes ____ No? ____

Name of Taker of Call? _____ Time _____ Date _____

Origin of Call - Local _____ Long Dist. _____ Booth _____ Internal _____

Caller's Identity - Male _____ Female _____ Approximate Age _____

VOICE CHARACTERISTICS

SPEECH

LANGUAGE

Loud	Soft	Fast	Slow	Excellent	Good
High Pitch	Deep	Distinct	Distorted	Fair	Poor
Raspy	Pleasant	Stutter	Nasal	Foul	Other
Intoxicated	Other	Slurred	Certain Words or Phrases		

ACCENT

MANNER

BACKGROUND NOISES

New England	Calm	Angry	Office	Music
Southern	Rational	Irrational	Factory	Party
Mid-Western	Coherent	Incoherent	Street	Trains
Western	Deliberate	Emotional	Airplanes	Quiet
Racial or Ethnic	Righteous	Laughing	Bedlam Voices	
Other			AnimalsMixed	

ACTION TO TAKE IMMEDIATELY AFTER CALL

FIRST: Notify Police Department 911

SECOND: Administration, Maintenance, Mike Dunn (735-3980 or 426-2856)

WRITE OUT MESSAGE IN ITS ENTIRETY AS RECEIVED FROM THE CALLER:

4. BUS ACCIDENT

NOTIFICATION:

DRIVER WILL NOTIFY DISPATCHER IF ABLE TO DO SO, OR WILL ASK FIRST ASSISTANT ON SCENE TO MAKE THIS CONTACT

DRIVER WILL ALSO REQUEST AMBULANCE IF NEEDED

PERSON RESPONSIBLE:

DISPATCHER

ACTION:

NOTIFY TRANSPORTATION SUPERVISOR, TRANSPORTATION SECRETARY, MECHANICS, AND BUILDING PRINCIPALS OF STUDENTS INVOLVED

PERSON RESPONSIBLE:

TRANSPORTATION SECRETARY

ACTION:

NOTIFY SCHOOL SWITCHBOARD, SUPERINTENDENT, ASSOCIATE SUPERINTENDENT FOR BUSINESS, PRESIDENT OF SCHOOL BOARD

PERSON RESPONSIBLE:

TRANSPORTATION SUPERVISOR

ACTION:

HAVE TRANSPORTATION STAFF STAND BY, IF ACCIDENT IS SEVERE

GO TO SCENE IF FEASIBLE

PERSON RESPONSIBLE:

BUS DRIVER

ACTION:

LEAVE BUS RUNNING AND REMAIN IN SEAT UNTIL COMMUNICATIONS ARE COMPLETED. IF TYPE OF ACCIDENT WARRANTS OR YOU MUST LEAVE YOUR SEAT, TURN OFF IGNITION SWITCH AND PLACE KEYS IN YOUR POCKET

SET BRAKES, TURN ON 4 WAY FLASHERS

CONTINUED ON NEXT PAGE

CONTACT DISPATCHER, GIVE DETAILS OF LOCATION AND BRIEF SUMMARY OF EXTENT OF DAMAGE OR INJURIES. IF RADIO SYSTEM IS NOT WORKABLE ASK FIRST ASSISTANT ON SCENE TO MAKE NOTIFICATION. IF YOU ARE DISABLED, ASK OLDEST OR MOST RESPONSIBLE STUDENTS ON BUS TO ASSIST

PROTECT THE SCENE OF THE ACCIDENT SO THAT EVIDENCE IS NOT DESTROYED. DO NOT MOVE BUS UNLESS POLICE OR TRANSPORTATION SUPERVISOR ADVISES YOU TO DO SO OR IF FURTHER DANGER IS LIKELY

SET UP REFLECTORS

KEEP STUDENTS ON BUS AND IN THEIR SAME SEATS EXCEPT IF THERE IS DANGER OF FIRE, FURTHER COLLISION, OR DROWNING. IF YOU MUST GET THEM OFF, HAVE THEM MOVE IN A GROUP TO A DESIGNATED SPOT AT LEAST 100 FEET FROM BUS AND OUT OF DANGER FROM OTHER TRAFFIC OR EMERGENCY VEHICLES

BE ALERT FOR POSSIBILITY OF FIRE: CHECK FOR RUPTURED FUEL TANK, FUEL LINES, ELECTRICAL FIRE, OR ANY SIGN OF SMOKE

COMFORT, REASSURE AND RENDER ASSISTANCE TO STUDENTS AS NEEDED

DO NOT DISCUSS OR MAKE ANY STATEMENT TO BYSTANDERS OR OTHER DRIVERS REGARDING FAULT FOR ACCIDENT. DO NOT SIGN ANYTHING

GET LICENSE PLATE NUMBERS OF ALL VEHICLES INVOLVED. GET NAMES AND ADDRESSES OF ALL PERSONS INVOLVED AND ALL WITNESSES. SOME WITNESSES MAY LEAVE BEFORE LAW ENFORCEMENT ARRIVES

YOU ARE REQUIRED TO GIVE YOUR NAME, ADDRESS, DRIVER'S LICENSE NUMBER, AND

VEHICLE INFORMATION TO THE OTHER DRIVERS INVOLVED, AND MUST GET THE SAME INFORMATION FROM THEM

MAKE A LIST OF **ALL** STUDENTS ON THE BUS: LIST NAME, ADDRESS, AGE, SCHOOL, AND PHONE NUMBER

DO NOT RELEASE STUDENTS TO PARENTS OR ANYONE ELSE UNTIL SCHOOL OFFICIALS HAVE ARRIVED WITH EMERGENCY SIGN-OUT FORMS

INJURED STUDENTS SHOULD BE TRANSPORTED TO HOSPITAL BY PROPER MEANS ACCORDING TO DISTRICT POLICY

PERSON RESPONSIBLE:

TRANSPORTATION SUPERVISOR OR DESIGNEE

ACTION:

IMMEDIATELY GO OR SEND PERSONNEL TO ASSIST DRIVER. SEND EMERGENCY SIGN-OUT FORMS AND ACCIDENT REPORT FORMS AS NEEDED

ASSESS SITUATION AND CALL FOR OTHER BUSES AND ASSISTANCE AS NEEDED

IN CASE OF MAJOR ACCIDENT NOTIFY SUPERINTENDENT

ASSIST DRIVER

ENSURE THAT INJURED CHILDREN RECEIVE APPROPRIATE FIRST AID AND TRANSPORTATION TO HOSPITAL AS NEEDED

INTERVIEW STUDENTS USING STUDENT INTERVIEW SHEET IF TIME ALLOWS. OTHERWISE HAVE INTERVIEWS COMPLETED WHEN STUDENTS ARE TRANSPORTED BACK TO HOME SCHOOL. IF PARENTS ARRIVE AT SCENE, HAVE THEM PRESENT DURING INTERVIEW

IN CASE OF ACCIDENT INVOLVING INJURIES DO NOT RELEASE STUDENTS TO GO HOME BEFORE COMPLETING INTERVIEWS

HAVE PARENTS SIGN EMERGENCY SIGN-OUT SHEET BEFORE RELEASING STUDENTS

ENSURE THAT SCHOOL BUS ACCIDENT FORM MV 104F IS FILLED OUT IF ANY STUDENTS WERE ON BOARD AND THERE WAS PERSONAL INJURY TO SOMEONE OR PROPERTY DAMAGE OF OVER \$600. NOTIFY DEPARTMENT OF TRANSPORTATION

HAVE BUS CHECKED FOR DAMAGE, AND CLEARED BEFORE RETURNING TO SERVICE

PERSON RESPONSIBLE:

SUPERINTENDENT

HAVE OTHER MEMBERS OF EMERGENCY MANAGEMENT TEAM SUMMONED TO COMMAND POST IF NEEDED

ORGANIZE CONTACTING OF PARENTS OF DELAYED, INJURED, OR DEAD STUDENTS. ASK PARENTS NOT TO GO TO ACCIDENT SCENE

PERSON RESPONSIBLE:

INFORMATION OFFICER

ACTION:

PREPARE PRESS RELEASE WITH IMMEDIATELY AVAILABLE INFORMATION. INDICATE TO MEDIA THAT YOU WILL MAKE PROGRESS REPORTS AS INFORMATION BECOMES AVAILABLE. DO NOT INDICATE CAUSE OF ACCIDENT, BUT SAY IT IS "UNDER INVESTIGATION"

5. CHEMICAL ACCIDENT IN SCHOOL

NOTIFICATION: NONE

SMALL SPILLS, NO APPARENT TOXIC EFFECTS OR SPILLAGE INTO DRAINS

PERSON RESPONSIBLE: **FIRST PERSON ON SCENE**

ACTION: NOTIFY MAINTENANCE DEPARTMENT FOR CLEAN UP

NOTIFY PRINCIPAL/DESIGNEE OF TYPE AND AMOUNT OF MATERIAL SPILLED

NOTIFY EMERGENCY COORDINATOR TO EVALUATE SITUATION

MAJOR SPILLS, SPILLS HEADING INTO DRAINS, SPILLS WHICH GIVE OFF TOXIC FUMES

PERSON RESPONSIBLE: **FIRST PERSON ON SCENE**

ACTION: NOTIFY PRINCIPAL./DESIGNEE AND MAIN OFFICE

PERSON RESPONSIBLE: **PRINCIPAL.DESIGNEE**

ACTION: NOTIFY HEAD CUSTODIAN AND MAINTENANCE DEPARTMENT

CALL ELMIRA FIRE DEPARTMENT AND/OR 911

EVACUATE AREA IMMEDIATELY

NOTIFY EMERGENCY MANAGEMENT COORDINATOR

NOTIFY HEALTH OFFICE TO CHECK ON ANY PERSON EXPOSED

PERSON RESPONSIBLE:

HEAD CUSTODIAN/MAINTENANCE DEPARTMENT

ACTION:

IF SPILL IS HEADING TOWARD DRAIN AND APPARENTLY NOT GIVING OFF FUMES, DAM OR DIKE IMMEDIATELY

HAVE RESPONSIBLE PERSON STAND GUARD OUTSIDE THE AREA TO KEEP UNAUTHORIZED PERSONS FROM ENTERING

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

NOTIFY SUPERINTENDENT

NOTIFY SCHOOL NURSE TO CHECK ON ANY PERSON EXPOSED

RELOCATE PERSONS EVACUATED FROM SPILL AREA

NOTIFY NEW YORK STATE DEPARTMENT OF ENVIRONMENTAL CONSERVATION AND OTHER AGENCIES IF REQUIRED

CONSULT WITH EMERGENCY MANAGEMENT COORDINATOR FIRST, THEN THE S.C.T. BOCES HEALTH AND SAFETY HYGIENIST IF UNCERTAIN OF HANDLING OR NOTIFICATION REQUIREMENTS

6. CHILD ABDUCTION

NOTIFICATION: NONE

PERSON RESPONSIBLE: **ANY STAFF MEMBER WHO OBSERVES
SUSPECTED ABDUCTOR**

ON PLAYGROUND

ACTION: IF YOU SEE A POSSIBLY UNAUTHORIZED ADULT
APPROACH A CHILD CALMLY ASK WHAT THEIR
BUSINESS MAY BE

**IF THE ABDUCTION IS ALREADY IN PROGRESS DO NOT ATTEMPT TO
INTERFERE, BUT**

IF POSSIBLE GET LICENSE PLATE NUMBER OF
SUSPECTED ABDUCTOR AND NOTE A
DESCRIPTION OF ABDUCTOR. STAY IN VISUAL
CONTACT WITH SITUATION

AS SOON AS POSSIBLE, NOTIFY ANOTHER
RESPONSIBLE ADULT OF WHAT IS HAPPENING
AND ASK THAT PERSON TO NOTIFY
PRINCIPAL/DESIGNEE AND MAIN OFFICE SO
THAT LOCAL POLICE AGENCY IS NOTIFIED. DO
NOT SHOUT SO THAT ABDUCTOR CAN HEAR--
HE/SHE MAY BE ARMED AND YOU MAY
ENDANGER THE LIVES OF OTHERS

AS SOON AS POSSIBLE JOT DOWN DESCRIPTION
OF SUSPECTED ABDUCTOR, AND MAKE AND
MODEL OF CAR IF OBSERVED

IN CLASSROOM

CONFRONT CALMLY

CALMLY INDICATE THAT CHILD MUST BE SIGNED
OUT AT OFFICE. NOTIFY MAIN OFFICE OF
SITUATION

IF PERSON SNATCHES CHILD AND FLEES, NOTIFY
OFFICE IMMEDIATELY BY INTERCOM OR PHONE,
DEPENDING ON LOCATION TRY TO MOVE TO A
POINT WHERE YOU CAN OBSERVE ABDUCTOR

LEAVING BUILDING, AND NOTE CAR LICENSE AND DIRECTION HEADED

FOLLOW REST OF STEPS OUTLINED FOR PLAYGROUND SCENARIO

PERSON RESPONSIBLE:

PRINCIPAL

ACTION:

NOTIFY POLICE IF NOT ALREADY NOTIFIED

HAVE CHILD'S INFORMATION CARD PULLED AND AVAILABLE

CONTACT SUPERINTENDENT AND EMERGENCY MANAGEMENT COORDINATOR

PERSON RESPONSIBLE:

SUPERINTENDENT OR DESIGNEE

ACTION:

AFTER CONSULTATION WITH LAW ENFORCEMENT PERSONNEL, NOTIFY PARENTS OF EVENT

PERSON RESPONSIBLE:

PUBLIC INFORMATION COORDINATOR

ACTION:

CONSULT WITH LAW ENFORCEMENT PERSONNEL REGARDING WHAT INFORMATION CAN BE GIVEN TO MEDIA

PREPARE PRESS RELEASE BASED ON THIS INFORMATION. KEEP STATEMENT FACTUAL AND DO NOT ALLEGE GUILT OF A CRIMINAL OFFENSE

7.0 CIVIL DISOBEDIENCE AND/OR STUDENT DISORDERS

PRELIMINARY INDICATORS OF TROUBLE

1. Gatherings of unusually large groups.
2. Unusually large numbers of students tardy or refusing to go to class.
3. A pattern of general loudness, disorder or defiance to supervisors and teachers.
4. Outbreaks of fighting or unprovoked assaults.
5. The forming of groups in the vicinity of the school which become active or move onto the school grounds.

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: NOTIFY ELMIRA POLICE DEPARTMENT

ASSESS SITUATION AND NOTIFY EMERGENCY
MANAGEMENT COORDINATOR

IMMEDIATELY TAKE STEPS TO ISOLATE THE
DISTURBANCE BY HAVING STUDENTS STAY IN
PLACE IF CLASSES ARE IN SESSION. USE THE
BOOTH EDUCATION CENTER CRISIS
MANAGEMENT TEAM AS MESSENGERS IF USE
OF PUBLIC ADDRESS SYSTEM IS LIKELY TO
AGGRAVATE THE SITUATION

IF STUDENTS ARE ARRIVING AT SCHOOL HAVE
STAFF MEMBER MEET BUSES AND HAVE THEM
UNLOAD STUDENTS IN AN AREA AWAY FROM THE
DISTURBANCE

IF STUDENTS MUST BE LOADED ON BUSES TO
LEAVE SCHOOL PREMISES, HAVE STAFF
ESCORT THEM TO A SAFE LOADING AREA AWAY
FROM THE DISTURBANCE. RELEASE THEM IN
SMALL GROUPS, ONE BUS AT A TIME

ASSIGN SOMEONE TO MAKE LOG OF EVENTS:
TIME, PEOPLE INVOLVED, ACTIONS, QUOTES.

ASSIGN SOMEONE TO LOCK ALL UNOCCUPIED ROOMS AND OFFICES.

ASSIGN RESPONSIBLE PERSON TO GUARD FIRE ALARMS IN AREA OF DISTURBANCE

IF POSSIBLE, IDENTIFY LEADERS AND ASK THEM TO DISPERSE. TRY TO MEET WITH LEADERS SEPARATE FROM MAIN GROUP

ALWAYS APPROACH THE GROUP IN PAIRS

FOLLOWING THE DISTURBANCE, COLLECT REPORTS OF INJURIES, DAMAGES, AND WITNESSES. QUESTION PEOPLE IMMEDIATELY OR FACILITATE POLICE TAKING WITNESSES' TESTIMONY. GET NAMES, TIMES, AND REMARKS

CONTACT PARENTS OF PARTICIPANTS. FOLLOW DISTRICT POLICY IN DECIDING ON DISCIPLINARY ACTION

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

COOPERATE WITH LAW ENFORCEMENT IN ASSESSING SITUATION

IF NECESSARY ASSIGN STAFF TO MONITOR ENTRANCES TO SCHOOL PREMISES TO KEEP UNAUTHORIZED PERSONNEL AWAY FROM STUDENTS

ARRANGE FOR PHOTOS OR VIDEOS TO BE TAKEN OF DISRUPTIVE ACTIVITIES

PERSON RESPONSIBLE:

PUBLIC INFORMATION COORDINATOR

ACTION:

ORGANIZE MEDIA INFORMATION CENTER AT A SITE AWAY FROM THE DISTURBANCE

ATTEMPT TO MINIMIZE USE OF PRESS CAMERAS IN IMMEDIATE AREA OF DISTURBANCE

GIVE REPORTERS AS MUCH INFORMATION AS POSSIBLE AND URGE THEM NOT TO FOCUS ON

ISOLATED INFLAMMATORY INCIDENTS. ASK FOR
THEIR COOPERATION IN RUMOR CONTROL

8. EARTHQUAKE

NOTIFICATION:

ADVANCE WARNING UNLIKELY

PERSON RESPONSIBLE:

TEACHERS AND STAFF

ACTION:

DURING THE SHAKING: ORDER STUDENTS TO ASSUME "**DUCK AND COVER**" POSITION USING ANY AVAILABLE COVER SUCH AS DESKS AND TABLES. HAVE THEM MOVE AWAY FROM WINDOWS

ASSUME PROTECTIVE POSITION YOURSELF. MOST INJURIES ARE THE RESULT OF FALLING DEBRIS

AFTER SHAKING STOPS, TRY TO REMAIN CALM AND REASSURE STUDENTS OF THEIR SAFETY. ASSESS FOR PERSONAL INJURIES AND BUILDING HAZARDS. TAKE APPROPRIATE FIRST STEPS.

BE ALERT FOR INSTRUCTIONS TO EVACUATE BUILDING

WHEN BUILDING IS EVACUATED, MOVE TO OPEN AREAS, TAKE ROLL AND REPORT ANY MISSING STUDENTS/STAFF TO BOOTH EDUCATION CENTER CRISIS MANAGEMENT TEAM.

NO ONE OTHER THAN CUSTODIAL AND MAINTENANCE STAFF AND DISTRICT-WIDE SCHOOL SAFETY TEAM WILL RE-ENTER BUILDINGS UNTIL THEY ARE DECLARED SAFE

PERSON RESPONSIBLE:

PRINCIPAL

ACTION:

SIGNAL BUILDING EVACUATION IF SHAKING IS LIKELY TO HAVE CAUSED STRUCTURAL DAMAGE

ASSIGN CUSTODIAN /MAINTENANCE TO CHECK THAT GAS VALVES HAVE BEEN ISOLATED. **THE NO SMOKING POLICY MUST BE STRICTLY ADHERED TO.**

HAVE BUILDING AND SCHOOL PROPERTY
CHECKED FOR DAMAGE TO UTILITY LINES

HAVE ALL CUSTODIAL WORK AREAS CHECKED
FOR SPILLED CHEMICALS AND OTHER
POTENTIALLY HARMFUL MATERIALS

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

IF EARTHQUAKE HAS BEEN OF SIGNIFICANT
MAGNITUDE TO HAVE CAUSED DAMAGE TO THE
SCHOOL OR THE COMMUNITY OPEN COMMAND
POST AND ESTABLISH COMMUNICATIONS LINK
WITH THE HORSEHEADS CENTRAL SCHOOL
DISTRICT SUPERINTENDENT.

DETERMINE FEASIBILITY OF SHELTER IN PLACE
OR EARLY DISMISSAL PLANS BASED ON
COMMUNICATIONS, AVAILABILITY OF
TRANSPORTATION, DAMAGE TO RESIDENTIAL
STRUCTURES AND TRANSPORTATION ROUTES

PERSON RESPONSIBLE:

MAINTENANCE OR CUSTODIAL STAFF

ACTION:

SHUT OFF GAS TO SCHOOL FROM MAIN VALVE
OR GAS HOUSE

SHUT OFF ELECTRIC CURRENT FROM MAIN
PANEL

SHUT OFF WATER IF LINES MAY HAVE BEEN
DAMAGED

OPEN WINDOWS IN AREAS WHERE GAS IS
DETECTED, IF FEASIBLE

9. ELECTRIC POWER FAILURE

PERSON RESPONSIBLE:

PRINCIPAL

ACTIONS:

CONSULT WITH CUSTODIAN TO ASSESS SITUATION AND NOTIFY MAINTENANCE SHOP SO MAINTENANCE SHOP CAN CALL NYSEG.

NOTIFY TEACHERS OF EXPECTED DURATION OF OUTAGE.

CONSULT WITH SUPERINTENDENT REGARDING ADVISABILITY OF IMPLEMENTING EARLY DISMISSAL PLAN IF NEEDED.

MAINTENANCE

CONTACTS SCHOOL PRINCIPAL WITH UPDATES REGARDING POWER RESTORATION INFORMATION.

PERSON RESPONSIBLE:

MAINTENANCE

ACTION:

CALL NYSEG TO REPORT FAILURE AND GET ESTIMATE OF DURATION. IF PHONE IS NOT WORKING, USE MAINTENANCE RADIO SYSTEM TO CONTACT SUPERINTENDENT OR EMERGENCY MANAGEMENT COORDINATOR

DO ORDERLY SHUT DOWN OF ALL THREE PHASE ELECTRIC SWITCHES AND ITEMS WHICH HAVE BEEN LEFT IN AN "ON" POSITION

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

IF OUTAGE IS EXPECTED TO LAST AN HOUR OR MORE, DECIDE ON THE ADVISABILITY OF IMPLEMENTING EARLY DISMISSAL PLAN AND COORDINATION BETWEEN DOF, DOT AND SUPERINTENDENT OF SCHOOLS.

10. EXPLOSION / FIRE

PERSON RESPONSIBLE: **PERSON FIRST AWARE OF FIRE OR NEAREST RESPONSIBLE PERSON**

ACTION: GO TO CLOSEST FIRE BOX AND ACTIVATE ALARM
PARTICIPATE IN BUILDING EVACUATION
NOTIFY PRINCIPAL

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: NOTIFY SUPERINTENDENT

IN INCLEMENT WEATHER, ARRANGE ALTERNATE LOCATION FOR EVACUEES

COOPERATE WITH FIRE DEPARTMENT ON SITE COMMANDER

PERSON RESPONSIBLE: **SCHOOL NURSE**

ACTION: ESTABLISH TRIAGE POST FAR ENOUGH AWAY FROM FIRE SCENE TO BE SAFE AND ACCESSIBLE FOR EMS PERSONNEL (460 RIVERSIDE AVE. OR BRAND PARK PAVILLION)

ADMINISTER FIRST AID FOR ANY INJURED

PERSON RESPONSIBLE: **CUSTODIAL STAFF**

ACTION: ASSIST EMERGENCY PERSONNEL AS NEEDED

KEEP ACCESS ROADS AND DRIVEWAYS OPEN FOR EMERGENCY VEHICLES

PERSON RESPONSIBLE: **ALL STAFF**

ACTION:

FOLLOW BOOTH EDUCATION CENTER FIRE DRILL PROCEDURE, CARRYING OUT SPECIFICALLY ASSIGNED RESPONSIBILITIES

IN CASE OF EXPLOSION, HAVE STUDENTS "**DROP**" IMMEDIATELY. DETERMINE IF EXPLOSION IS IN BUILDING. IF SO, EVACUATE BY SAFEST AVAILABLE ROUTE

PERSON RESPONSIBLE:

PRINCIPAL

NOTIFY EMERGENCY MANAGEMENT COORDINATOR

MANAGEMENT

ORGANIZE BOOTH EDUCATION CENTER CRISIS TEAM TO DETERMINE AN EVACUATION PLAN

11. FLASH FLOODING

NOTIFICATION:

NATIONAL WEATHER SERVICE, SHERIFF'S DEPARTMENT OR EMERGENCY MANAGEMENT OFFICE WILL ALERT EMERGENCY MANAGEMENT COORDINATOR

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

NOTIFY TRANSPORTATION SUPERVISOR TO ALERT DRIVERS

PREPARE TO IMPLEMENT SHELTER IN PLACE PLAN FOR THOSE STUDENTS WHO CANNOT BE BUSED SAFELY

NOTIFY PRINCIPAL OF DECISION

NOTIFY PUBLIC INFORMATION COORDINATOR TO INFORM MEDIA OF WHICH STUDENTS ARE BEING SHELTERED

PERSON RESPONSIBLE:

PUBLIC INFORMATION COORDINATOR

ACTION:

NOTIFY MEDIA TO MAKE ANNOUNCEMENTS OF AREAS TO WHICH STUDENTS CANNOT BE RETURNED BY BUS, AND OF ARRANGEMENTS FOR THEIR SHELTERING

12. FLOOD

NOTIFICATION:

NATIONAL WEATHER SERVICE, EMERGENCY
MANAGEMENT OFFICE, SHERIFF'S DEPARTMENT

PERSON RESPONSIBLE:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

INITIATE EARLY DISMISSAL PLAN IF THERE IS A
LIKELIHOOD THAT STUDENTS WILL BE ABLE TO
BE UNITED WITH FAMILY MEMBERS BEFORE THE
FLOOD EMERGENCY

IF A FULL EARLY DISMISSAL IS NOT POSSIBLE,
COORDINATE WITH TRANSPORTATION
SUPERVISOR TO GET AS MANY STUDENTS AS
POSSIBLE IN NON-AFFECTED AREAS HOME

PLAN TO SHELTER IN PLACE THOSE STUDENTS
WHO CANNOT SAFELY REACH THEIR HOMES

IMPLEMENT SHELTER IN PLACE PROCEDURES AS
NEEDED

PREPARE TO BE CONTACTED BY THE RED CROSS
FOR COMMUNITY SHELTER

COORDINATE USE OF AVAILABLE RESOURCES
WITH CHEMUNG COUNTY EMERGENCY
MANAGEMENT OFFICE

PERSON RESPONSIBLE:

PUBLIC INFORMATION COORDINATOR

ACTION:

NOTIFY MEDIA OF ACTION TAKEN

13. FOOD POISONING OR OTHER MASS ILLNESS

NOTIFICATION: HEALTH OFFICE PERSONNEL WILL NOTIFY THE PRINCIPAL THAT AN EMERGENCY EXISTS

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: ESTABLISH AN APPROPRIATE AREA AS AN EMERGENCY TREATMENT FACILITY

ASSIGN ADDITIONAL PERSONNEL TO ASSIST AS NEEDED

NOTIFY EMERGENCY MANAGEMENT COORDINATOR

NOTIFY ELMIRA FIRE DEPARTMENT FOR ASSISTANCE

NOTIFY CHAIRPERSON FOR HEALTH SERVICES TO SEND ADDITIONAL ASSISTANCE

INVESTIGATE AND DEVELOP LIST OF THOSE WHO ATTENDED SUSPECTED COMMON EVENT OR MEAL

ASSESS THE SEVERITY OF SITUATION TO DETERMINE NEED FOR EVACUATION

ARRANGE FOR PARENT NOTIFICATION

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: NOTIFY COUNTY HEALTH DEPARTMENT

COORDINATE TRANSPORTATION OF THOSE AFFECTED

MAKE SURE ALL FOOD SERVED AT THE SCHOOL IS RETAINED FOR ANALYSIS

PERSON RESPONSIBLE: **HEALTH OFFICE PERSONNEL**

ASK THE PRINCIPAL TO NOTIFY THE EMERGENCY
MANAGEMENT COORDINATOR OF ANY
EMERGENCY SUPPLIES NEEDED

PROVIDE IMMEDIATE TREATMENT OF PATIENTS

ORGANIZE ADDITIONAL STAFF AS NEEDED

TAKE AND RETAIN SAMPLES OF STOOL AND
VOMITUS FOR ANALYSIS

14. GAS LINE BREAK OR GAS LEAK

PERSON RESPONSIBLE:

FIRST PERSON AWARE OF PROBLEM

ACTION:

NOTIFY PRINCIPAL TO HAVE BUILDING EVACUATED - USE P.A. SYSTEM, NOT FIRE ALARM

PERSON RESPONSIBLE:

PRINCIPAL

ACTION:

NOTIFY HEAD CUSTODIAN TO SHUT OFF MAIN VALVE AND OPEN WINDOWS OR DOORS IF FEASIBLE

Call 911 to NOTIFY NYSEG

Call 911 to NOTIFY HORSEHEADS CENTRAL FIRE DEPARTMENT

NOTIFY EMERGENCY MANAGEMENT COORDINATOR

SEND EVACUATED STUDENTS TO ALTERNATE BUILDING

DO NOT ALLOW ANYONE TO RE-ENTER THE BUILDING UNTIL UTILITY OFFICIALS HAVE DECLARED IT TO BE SAFE

PERSON RESPONSIBLE:

HEAD CUSTODIAN

ACTION:

NOTIFY MAINTENANCE DEPARTMENT

15. HAZARDOUS MATERIAL SPILL

OFF SCHOOL PREMISES

NOTIFICATION:

THE EMERGENCY MANAGEMENT COORDINATOR OR THE SUPERINTENDENT WILL BE NOTIFIED BY THE EMERGENCY MANAGEMENT OFFICE, THE CHEMUNG COUNTY SHERIFF'S DEPARTMENT, OR THE ON- SITE FIRE DEPARTMENT AS SOON AS IT IS DETERMINED THAT THERE IS DANGER TO THE OCCUPANTS OF THE SCHOOL

ACTION:

THE SUPERINTENDENT OR PRINCIPAL WILL INSTITUTE THE ACTION RECOMMENDED BY THE ON-SITE COMMANDER, THE EMERGENCY MANAGEMENT OFFICE, OR THE SHERIFF'S DEPARTMENT

SHELTER IN PLACE

NOTIFY HEAD CUSTODIAN TO SHUT DOWN HVAC SYSTEM AND SEND MAINTENANCE STAFF TO ASSIST IN SEALING BUILDING, IF FEASIBLE

USE P.A. SYSTEM TO ANNOUNCE MOVEMENT TO SAFEST AREAS OF BUILDINGS DEPENDING ON NATURE OF CHEMICAL RELEASE (FIRST OR SECOND FLOOR)

PERSON RESPONSIBLE:

TEACHERS AND CRISIS MANAGEMENT TEAM

ACTION:

CLOSE ALL DOORS. CLOSE AND LOCK ALL WINDOWS. SEAL GAPS UNDER DOORWAYS AND WINDOWS WITH WET TOWELS OR THICK TAPE

SEAL ANY GAPS AROUND WINDOW AIR CONDITIONERS, EXHAUST FANS, VENTS

CLOSE AS MANY INTERNAL DOORS AS POSSIBLE

IF YOU SUSPECT THAT GAS OR VAPOR HAS ENTERED THE STRUCTURE, INSTRUCT BUILDING OCCUPANTS TO HOLD A WET CLOTH OR PAPER TOWEL OVER THEIR NOSES AND MOUTHS

NOTIFY EMERGENCY MANAGEMENT
COORDINATOR OF SITUATION

SCHOOL EVACUATION

EMERGENCY MANAGEMENT COORDINATOR WILL
CLEAR EVACUATION ROUTE WITH CIVIL
AUTHORITIES

EVACUEES SHOULD BE MOVED CROSS WIND TO
AVOID FUMES, IF POSSIBLE

CUSTODIAL AND MAINTENANCE WILL DIRECT
TRAFFIC ON SCHOOL PREMISES

EMERGENCY COORDINATOR WILL NOTIFY HOST
SCHOOL TO EXPECT EVACUEES

16. LIFE THREAT

A LIFE THREAT IS A STATEMENT OF ACTION TAKEN AGAINST ONESELF OR ANOTHER PERSON THAT SERIOUSLY THREATENS HIS/HER OWN LIFE OR THE LIVES OF OTHERS

PERSON RESPONSIBLE: ANY STAFF PERSON AWARE OF THREAT

ACTION: NOTIFY PRINCIPAL/DESIGNEE
ENSURE SAFETY OF ALL STUDENTS. TAKE
APPROPRIATE ACTION

PERSON RESPONSIBLE: PRINCIPAL

ACTION: NOTIFY SCHOOL PSYCHOLOGIST AND/OR SOCIAL
WORKER. IN ABSENCE OF ON SITE STAFF, NOTIFY
SCHOOL WORKERS.

CONSULT WITH SCHOOL PSYCHOLOGIST/SCHOOL
SOCIAL WORKER TO DEVELOP A PLAN. PLAN WILL
INCLUDE NOTIFICATION OF PARENT/GUARDIAN
APPROPRIATE COMMUNITY AGENCIES AND OTHER
DISTRICT STAFF. COORDINATE WITH SCHOOL
SCHOOL PSYCHOLOGIST/SCHOOL SOCIAL WORKER
FOR A RE-ENTRY PLAN

PERSON RESPONSIBLE: SCHOOL PSYCHOLOGIST/SCHOOL SOCIAL WORKER

ACTION: INTERVENE WITH PERSON IN CRISIS TO DEVELOP A
PLAN. CONSULT WITH PRINCIPAL FOR A PLAN OF
ACTION. PLAN WILL INCLUDE:

NOTIFY SCHOOL PSYCHOLOGIST AND/OR SOCIAL
WORKER. IN ABSENCE OF ON SITE STAFF, NOTIFY
SCHOOL WORKERS.
CONSULT WITH SCHOOL PSYCHOLOGIST/SCHOOL
SOCIAL WORKER TO DEVELOP A PLAN. PLAN WILL
INCLUDE NOTIFICATION OF PARENT/GUARDIAN
APPROPRIATE COMMUNITY AGENCIES AND OTHER
DISTRICT STAFF; COORDINATE WITH PRINCIPAL/
DESIGNEE FOR A RE-ENTRY PLAN.
COORDINATE RE-ENTRY PLAN

17. RADIOLOGICAL EMERGENCY

NOTIFICATION:

THERE ARE THREE WAYS OF POTENTIAL RADIOLOGICAL EMERGENCIES WHICH MIGHT IMPACT THE HORSEHEADS CENTRAL SCHOOL DISTRICT. THE FIRST IS A SPILL OR LEAK OF RADIOACTIVE MATERIALS INTO THE ATMOSPHERE FROM NUCLEAR POWER PLANTS OR BEING TRANSPORTED THROUGH THE AREA. THE THIRD IS THE POTENTIAL FOR AN ATTACK USING RADIOACTIVE MATERIALS PLACED WITH AN EXPLOSIVE DEVICE (DIRTY BOMB). IN EITHER CASE, AN ALERT WILL BE GIVEN THROUGH THE CHEMUNG COUNTY EMERGENCY MANAGEMENT OFFICE OR THE HORSEHEADS CENTRAL POLICE DEPARTMENT.

THE FEDERAL EMERGENCY MANAGEMENT AGENCY HAS ESTABLISHED TWO SIGNALS. THE ATTACK WARNING SIGNAL CONSISTS OF A THREE TO FIVE MINUTE WAVERING SOUND ON SIRENS OR A SERIES OF SHORT BLASTS ON WHISTLES, HORNS OR OTHER DEVICES. THIS SIGNAL MEANS EMERGENCY PROCEDURES SHOULD BE IMPLEMENTED IMMEDIATELY. THE SECOND SIGNAL IS THE ATTENTION OR ALERT SIGNAL AND CONSISTS OF A THREE TO FIVE MINUTE STEADY SOUND

RESPONSIBLE PERSON:

EMERGENCY MANAGEMENT COORDINATOR

ACTION:

UPON HEARING AN ATTACK WARNING SIGNAL, ALERT STAFF AND STUDENTS TO TAKE EMERGENCY PROTECTIVE SHELTER AS FOR TORNADO OR WINDSTORM BUT KEEP ALL DOORS CLOSED. USE BASEMENT AREA

ANNOUNCE THAT THEY SHOULD INSULATE THE SHELTER AREAS WITH FURNITURE, BOOKS, PAPER, SUPPLIES, EXTRA CLOTHING TO MINIMIZE EXPOSURE TO RADIATION

CONTINUED ON NEXT PAGE

UPON HEARING ATTENTION OR ALERT SIGNAL,
MONITOR EMERGENCY BROADCAST NETWORK
FOR INSTRUCTIONS. IF POSSIBLE, CONTACT
THE BOCES SUPERINTENDENT OR EMERGENCY
MANAGEMENT OFFICE FOR GUIDANCE
ASSESS BENEFIT OF IMPLEMENTING EARLY

18. TORNADO, SEVERE WINDSTORM, THUNDERSTORMS

NOTIFICATION: NATIONAL WEATHER SERVICE, LOCAL RADIO,
EMERGENCY MANAGEMENT OFFICE

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: DURING TORNADO WARNING, NOTIFY PRINCIPAL
TO HAVE ALL STUDENTS REMAIN IN BUILDING,
SUSPEND OUTDOOR CLASSES AND RECESSES,
AND CALL IN STUDENTS CURRENTLY OUTDOORS

ALERT DESIGNATED WEATHER WATCHERS

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: WHEN HIGH WINDS OR TORNADO ARE
IMMEDIATELY IMPENDING, GIVE PROTECTIVE
SHELTER COMMAND

**REMIND STUDENTS TO MOVE INTO HALLWAYS
OR BASEMENT AWAY FROM GLASS, STAND OR
CROUCH WITH ARMS UP TO PROTECT THEIR
HEADS**

ASSEMBLE CRISIS MANAGEMENT TEAM

AFTER STORM PASSES, CHECK FOR
STRUCTURAL DAMAGE BEFORE ALLOWING
STUDENTS AND STAFF TO RETURN TO NORMAL
BUILDING USE

IF ELECTRICITY IS DOWN, HAVE CUSTODIAN OR
CRISIS MANAGEMENT TEAM MEMBER CHECK
SCHOOL PREMISES TO SEE IF PROBLEM IS ON-
SITE. HAVE SUPERVISOR OF BUILDINGS AND
GROUNDS, OR ASSISTANT SUPERINTENDENT
FOR BUSINESS CHECK WITH NYSEG TO
DETERMINE LIKELY LENGTH OF BLACKOUT AND
EXTENT OF IMPACT ON COUNTY

CONTINUED ON NEXT PAGE

INSTITUTE SHELTER IN PLACE PLAN IF NEEDED

DURING TORNADO WARNING DO NOT ALLOW STUDENTS TO BE LOADED ONTO BUSES, SINCE BUSES ARE VERY VULNERABLE. CONSULT WITH TRANSPORTATION SUPERVISOR REGARDING IMPACT OF DELAY

PERSON RESPONSIBLE:

TEACHERS/STAFF

ACTION:

EVACUATE STUDENTS TO HALLWAY QUICKLY AND QUIETLY WHEN COMMAND IS GIVEN

CHECK THAT EXTERIOR DOORS AT END OF HALLWAY HAVE BEEN PROPPED OPEN

PERSON RESPONSIBLE:

CUSTODIANS/MAINTENANCE PERSONNEL

ACTION:

PROP OPEN ALL EXTERIOR DOORS AND WINDOWS CONTAINING GLASS AT THE ENDS OF HALLWAYS USED FOR PROTECTIVE SHELTER

19. WATER LINE BREAK OR SEVERE LEAK

PERSON RESPONSIBLE: **FIRST PERSON ON SCENE**

ACTION: NOTIFY PRINCIPAL

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: NOTIFY CUSTODIAN OR CRISIS MANAGEMENT
TEAM EMERGENCY RESPONSE TEAM.

NOTIFY EMERGENCY MANAGEMENT
COORDINATOR

PERSON RESPONSIBLE: **CUSTODIAL AND MAINTENANCE STAFF**

ACTION: SHUT OFF VALVE AT PRIMARY CONTROL POINT

NOTIFY DIRECTOR OF FACILITIES

RELOCATE ANY ARTICLES WHICH MAY BE
DAMAGED BY WATER

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: ASSESS IMPACT ON REGULAR ACTIVITIES AND
INITIATE EARLY DISMISSAL PLAN, SCHOOL
CANCELLATION, RELOCATION OF CLASSES AS
NECESSARY

20. WINTER STORM

NOTIFICATION: NATIONAL WEATHER SERVICE, SHERIFF'S
DEPARTMENT, EMERGENCY MANAGEMENT
OFFICE

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION: DURING STORM WATCH, ALERT
TRANSPORTATION STAFF TO MONITOR NOAA
WEATHER FOR BULLETINS

PERSON RESPONSIBLE: **SUPERINTENDENT**

ACTION: MAKE DECISION REGARDING EARLY DISMISSAL
IN CONSULTATION WITH TRANSPORTATION
SUPERVISOR

IF EARLY DISMISSAL PLAN CAN'T BE EXECUTED
FOR SOME OR ALL STUDENTS AND THEY MUST
BE HELD BEYOND THE END OF THE NORMAL
SCHOOL DAY, ANNOUNCE IMPLEMENTATION OF
SHELTER IN PLACE PLAN

PERSON RESPONSIBLE: **PUBLIC INFORMATION COORDINATOR**

ACTION: IMMEDIATELY NOTIFY MEDIA OF ACTIONS TAKEN

STANDARD OPERATING PROCEDURES (SOP's)

1.0 ACTION DROP

1. Action **drop** is to be taken at the instant a disaster such as an earthquake or explosion is detected. Action **drop** is accomplished by assuming the protective position.
2. To assume the protective position, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms.
3. Be sure that body is turned away from windows and other glass that may shatter.
4. The signal for action **drop** will be a verbal command on the PA system. The command may also be given by word of mouth. A disaster itself, such as the shaking of the earth in an earthquake will also signal action **drop**.

INSIDE BUILDING

1. Command **drop**.
2. Immediately take protective position under desks or furniture or in hallway with back to windows.

OUTSIDE DURING EARTHQUAKE OR EXPLOSION

1. Move away from building, trees, or school bus.
2. Immediately take protective position.

2.0 FIRE/BUILDING EVACUATION

WHEN THE FIRE ALARM SIGNAL IS SOUNDED

1. All staff and students will immediately stop work and shut down their activities in an orderly fashion. Students and staff in art classes and other situations using equipment will shut off motors.
2. Always to a visual scan of your space before you leave. Please note anything unusual or out of place. Divide the room horizontally. Scan the top third, middle third and finally the bottom third. Don't pick up anything. Don't take anything with you.
3. Teachers will close any open windows, close classroom doors and take class list with them, checking to make sure all students are present at staging area. Teachers will remain responsible for students under their control until relieved.
4. Everyone must leave the building immediately, using the route on the posted Plan, or the alternate route if the main route is blocked. The first person through the exit doors will prop them open or hold them open.
5. Students will leave single file without stopping to pick up personal belongings.
6. Students who are not with a class or under the direct supervision of an instructor when the fire alarm is sounded will leave the building and proceed directly to the nearest gathering point, following the evacuation route of other persons in the area.
7. Each class will gather at a predetermined gathering point.
8. Teachers will immediately notify Command Post of any missing students, additional students with them and anything unusual or out of place when leaving the building.
9. The school secretary will check to make sure that all staff members are present and accounted for. They will immediately notify Command Post of any missing staff.
The sign-out book, daily attendance report and school class lists need to be taken outside.
10. The School Nurse will take the emergency health cards.
11. The Crisis Management Team will check to see that all staff and students are out of each room which is not a classroom, and then close but do not lock the doors.

12. All persons will remain out of the building until the all clear is sounded.

3.0 COMMAND POST OPERATIONS

A command post will be established by the principal/designee for every drill or emergency/crisis. It will be located in the conference room (inside building) at the flag pole (outside building) or at another location (to be determined) based on the location/severity of the emergency. The initial command post will be staffed by members of the Crisis Management Team. Roles and responsibilities are listed in the Horseheads Central School District wide safety and emergency response plan.

NOTE: If the emergency requires outside agency involvement, or it is necessary to contact the central administration office, the Horseheads Central School District Crisis Management Team will begin the process outlined below to assist in the transition, responsibility to the Superintendent with partial, full or advisory capacity to the District-wide School Safety Team.

1. The Superintendent or Emergency Management Coordinator or in their absence the next person in the chain of command will be clearly identified as the person in charge, and will issue all major orders.
2. In most situations, all members of the DISTRICT-WIDE SCHOOL SAFETY TEAM who can reach the Command Post will report there.
3. In situations involving outside agencies, a representative of the outside agency will be involved with the Emergency Management Coordinator in the decision making process. If there is a likelihood of an extended sheltering situation, a Red Cross representative should be invited to the Command Post.
4. If there is a police or fire Command Post established, communication should be set up immediately. A representative of the school district should offer to be present in the Command Post for informational purposes.
5. Within the Command Post, the Emergency Management Coordinator should assign specific functions to the staff. One person should be assigned to maintain a log of events.
6. One person should be assigned communication responsibilities. One person should be assigned to procure needed supplies. Others should be assigned to tasks based on the nature of the event and the specific needs.
7. If the event will be of significant duration, one person not on the committee should be assigned as a runner and meet other needs of the staff.

8. The Command Post should be set up so that ready communication and consultation between those manning it is possible. If phone lines can be rigged appropriately, working seated around a board table is an ideal situation.

4.0 NOTIFICATION OF EMERGENCY

1. Whenever the Plan calls for the Emergency Management Coordinator to be contacted or to make a communication, if he/she is not immediately available, his/her secretary or the person receiving the call indicating the emergency will notify the next person in the chain of command.
2. To facilitate rapid communication and response, the person taking the original call will make detailed notes of the substance of the call to the Emergency Management Coordinator, and will relay that information to the person eventually acting on the call.
3. In cases where the Superintendent is not a member of the District-wide School Safety Team, he/she will be notified first if the Emergency Management Coordinator is not available.
4. It will be the responsibility of the person taking the original call to continue on down through the chain of command until someone is reached who is empowered within the chain of command to take whatever action is necessary.

NOTIFICATION REGARDING MEDICAL TREATMENT

1. It is the legal responsibility of the School Nurse to notify the parent of any medical treatment. However, in cases of multiple emergencies where the school nurse's first duty must be to provide assistance to students, the Principal will delegate the notification responsibility to another staff member or will provide the notification.

NOTIFICATION REGARDING INJURY OR DEATH OF STUDENT

1. The choice of telephone or in person notification will be made based on likely availability of parent, timeliness, and likelihood of rumor reaching parent before official notification.
2. If telephone notification is made, the caller should make sure the parent has someone with him/her, or should offer to call a friend or relative to provide immediate support. Caller should indicate factually the nature of the event which caused the injury or death, and the current status and location of injured or dead student.
3. "I'm sorry it happened", is the phrase recommended by grief experts.

5.0 SHELTER IN PLACE

FOR HAZARDOUS MATERIAL SPILL

1. Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels or thick tape.
2. Set ventilation systems to 100% recirculation or turn off system.
3. If explosion is possible, close drapes, curtains, and shades over windows. Stay away from windows.
4. If you suspect gas or vapor has entered the area you are in, notify main office by intercom. Hold a wet cloth or paper towel over your nose and mouth.
5. Stay alert for further instructions via the public address system.

6.0 OFF SITE EVACUATION

PERSON RESPONSIBLE: **SUPERINTENDENT/EMERGENCY MANAGEMENT COORDINATOR**

ACTION: CLEAR EVACUATION ROUTE WITH COUNTY EMERGENCY MANAGEMENT OFFICE OR LOCAL EMERGENCY AUTHORITY

NOTIFY TRANSPORTATION SUPERVISOR OF EVACUATION AND ROUTE

NOTIFY DISTRICT-WIDE SCHOOL SAFETY TEAM TO ASSIST WITH PROCESS

ENSURE THAT EVACUATION IS COMPLETE, STAYING IN COMMUNICATION WITH EMERGENCY AUTHORITIES

NOTIFY PUBLIC INFORMATION COORDINATOR

PERSON RESPONSIBLE: **TRANSPORTATION SUPERVISOR**

ACTION: CALL IN THOSE BUS DRIVERS WHO CAN REACH THE GARAGE WITHIN 10-15 MINUTES

ASSIGN OTHER SCHOOL DISTRICT PERSONNEL WHO ARE RELEASED TO YOU TO BUSES

NOTIFY ALL DRIVERS OF ROUTE TO BE TAKEN

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: ANNOUNCE EVACUATION ON PA SYSTEM. EVACUATE FLOOR BY FLOOR AND AREA BY AREA, BEGINNING WITH THE PRE-KINDERGARTEN
WORK WITH MEMBERS OF DISTRICT-WIDE SCHOOL SAFETY TEAM AND CRISIS MANAGEMENT TEAM TO SUPERVISE THE EVACUATION, USING AVAILABLE SCHOOL BUSES, DISTRICT VEHICLES, THEN STAFF PRIVATE VEHICLES

NOTE: NO STUDENTS WILL BE ALLOWED TO WALK HOME. ALL MUST BE EVACUATED TOGETHER TO THE SAME LOCATION, AND RELEASED TO THEIR PARENTS/GUARDIANS FROM THAT SITE.

IF PARENTS ARRIVE AT ANY DISTRICT SCHOOLS DURING EVACUATION TO COLLECT THEIR CHILDREN, CHILDREN MAY BE RELEASED ONLY AFTER THE PARENT SIGNS THE ATTENDANCE CARD IN THE PRESENCE OF THE ATTENDANCE CLERK OR DESIGNATED SCHOOL STAFF. ENSURE THAT EVACUATION IS COMPLETE, AND COMMUNICATE COMPLETION TO EMERGENCY MANAGEMENT COORDINATOR

PERSON RESPONSIBLE:

TEACHERS

ACTION:

TAKE CLASS LISTS AND ATTENDANCE CARDS TO EVACUATION SITE

ASSIST CHILDREN IN REMAINING CALM AND QUIET

SUPERVISE CLASS ON BUS AND DURING UNLOADING AND SETTLING IN TO HOST SITE.

ASSIST WITH STUDENTS FROM OTHER CLASSROOMS IF REQUESTED TO DO SO

REMAIN RESPONSIBLE FOR CLASS UNTIL RELEASED BY SUPERVISOR

PERSON RESPONSIBLE:

CLERICAL STAFF

ACTION:

TAKE SIGN-OUT BOOK, DAILY ATTENDANCE REPORT AND SCHOOL CLASS LISTS TO EVACUATION SITE

TAKE ANNUAL HEALTH HISTORY CARDS AND EMERGENCY MEDICAL CARDS IF NURSE OR HEALTH AIDE IS NOT AVAILABLE TO TAKE THEM

PERSON RESPONSIBLE:

NURSE

ACTION:

TAKE MEDICAL INFORMATION LIST AND STUDENT
MEDICATIONS HELD IN HEALTH OFFICE TO
EVACUATION SITE

PERSON RESPONSIBLE:

PUBLIC INFORMATION COORDINATOR

ACTION:

NOTIFY MEDIA OF LOCATION OF EVACUEES AND
PROCEDURE FOR PARENT PICK UP

7.0 FEEDING OF STUDENTS

1. Director of Food Service and Cafeteria Manager will be informed of expected duration of sheltering and number of people to be fed.
2. If dishwasher system cannot be operated because of utility failure, paper and disposable products will be used for serving.
3. All supplies used will be inventoried so that they can be charged appropriately.
4. If Director of Food Service and Cafeteria Manager cannot reach the school because of emergency conditions, the Emergency Manager will assign the preparation of food to the most appropriate persons available

8.0 DEATH OF A STUDENT OR FACILITY MEMBER

- Notification of the School Crisis Team; Develop and implement the plan
- Notification to District-wide School Counselor's to help provide School Counseling support from other buildings and assist with Crisis Counseling.

Notification of Teachers and Staff First by:

- Depending on the circumstances, an emergency staff meeting may be called, telephone calls to staff members outside of the work day, or an email message.
- This gives the teachers an opportunity to ask any questions they wish and to prepare them before they see their students in class. If the teacher does not feel able to talk to his/her students about the death, a member of the crisis team should be available to step in and assist with the notification.

Notification to Families of Students that may be affected by the loss:

- Depending on the circumstances, a letter may be sent home with the students the day of or next day. Also, families may also have information ahead of time if there is a terminal illness.
- Notify Students face-to-face with familiar staff members using a prepared statement so that all staff members are using the same language with students. This information should be done in small, naturally occurring groups such as in the classroom.

APPENDICES

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

Appendix A – Communications

Emergency Phone Numbers

DIAL 911 TO REPORT AN EMERGENCY or 9-911 based on location from where call is made

A. Fire Departments

Big Flats	(ALARM)	(607) 739-8444 (607) 562-3063
Horseheads	(ALARM)	(607) 739-3813 (607) 739-5045
Town and Country	(ALARM)	(607) 739-3813 (607) 739-7134
Breesport		(607) 739-5411
Tompkins Corners		(607) 739-7415

B. Law Enforcement Agencies

Horseheads Village Police	(607) 739-5668
Chemung County Sheriff's Department	(607) 737-2987
New York State Police/Horseheads Barracks	(607) 739-8796

C. Village and Town Governments

Village of Horseheads	(607) 739-5666
Town of Horseheads	(607) 739-8783
Town of Big Flats	(607) 562-8443
Village of Millport	(607) 739-0703
Town of Veteran	(607) 739-1476
Town of Erin	(607) 739-9396

D. American Red Cross

E. CHEMTREC	(607) 734-3317 800-424-9300
Chemical Information (call only in emergency)	800-262-8200

F. Chemung County Emergency Management	(607) 737-2096
Emergency Management Office	(607) 732-4225

G. Chemung County Executive	(607) 737-2912
County Executive	

H. Chemung County Health Department	(607) 737-2028
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I. Chemung County Highway/Department of Public Works	
Garage & Night Number	(607) 739-3898
Office	(607) 739-3896

J. Chemung County Transit System	(607) 734-5211
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**H. Chemung County Environmental Health
For Nuclear & Hazardous Materials Accidents**

(607) 737-2019

**I. Department of Environmental Conservation
Regional Office**

(585)226-2466

Appendix B – Incident Command System (ICS)

Emergency Phone List

COMMAND STAFF

DISTRICT-WIDE

Superintendent / Incident Commander Thomas J. Douglas	x4200 x4201 C (607) 738-4414
Assistant Superintendent Anthony Gill	x4247 x4263 C (607) 329-0421
Director of Human Resources / Liaison HR Officer Caitlin DeFilippo	x4214 x4211 C (607) 481-1874
Director of Facilities Michael Coghlan	x4400 x4401 C (607) 425-3770
Head Cleaner Janelle Case	x4404 C (607) 857-9247
Health and Safety Specialist / Safety Officer Antony Stager (BOCES)	x4403 C (607) 738-3552
Working Foreman (Night) Tim Reed	C (607) 481-1686
Public Information Officer Samantha Eck	(607) 739-5601 x4295

SITE SPECIFIC

Horseheads High School Principal Kris Earl	x1600 x1601 C (607) 426-4973
Horseheads Middle School Principal Ronald Holloway	x3640 x3641 C (607) 742-0924
Horseheads Intermediate School Principal Michael Bostwick	x3620 x3261 C (607) 259-2080
Big Flats Elementary Principal Elizabeth Scaptura	x5600 x5601 H (607) 767-6503 C (607) 742-4577
Center Street Elementary Principal Patricia Sotero	x2600 x2601 C (607) 351-1870

(607) 227-1038

Gardner Road Elementary Principal
Patrick Patterson

x6600 x6601
C (607) 200-4112

Ridge Road Elementary Principal
Anne-Marie Bailey

x7600 x7601
H (607) 796-2293
C (607) 426-1516

School Lunch Director
Joe Kilmer

x3671 x3670
C (607) 661-7295

School Lunch Manager
Robert Cole

x3671 x3670
C (607) 857-5411

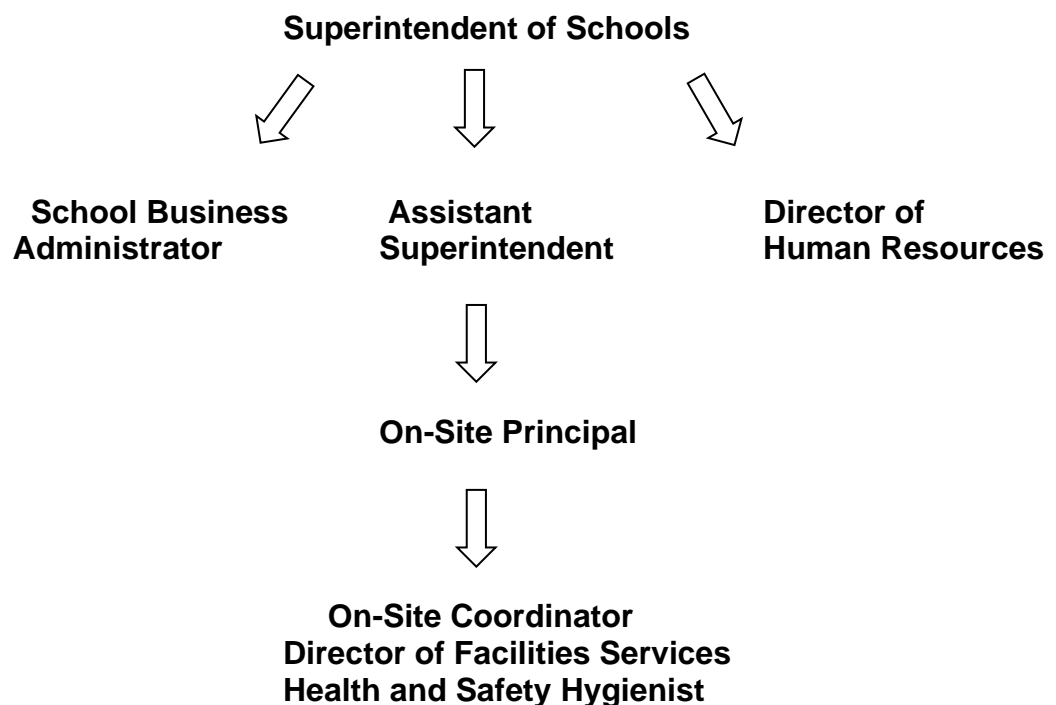
Transportation Supervisor
Rich Micelotta

x4500 x4501
H (607) 732-6283
C (607) 331-4616

CHAIN OF COMMAND DURING EMERGENCY REPONSE:

This chain of command is activated when the Superintendent is notified by the contact person of a building's Emergency Response Team or if information becomes available to the Superintendent of Schools first.

EMERGENCY MANAGEMENT CHAIN OF COMMAND



Head Cleaner

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. Each school building will have its own emergency response team; comprised of staff at the respective school. Please see each school's building emergency response plan for the team make-up.

Big Flats Elementary Building Emergency Response Team

Listed within the Big Flats Building Emergency Response Plan

Center Street Elementary Building Emergency Response Team

Listed within the Center Street Building Emergency Response Plan

Gardner Road Elementary Building Emergency Response Team

Listed within the Gardner Road Building Emergency Response Plan

Ridge Road Elementary Building Emergency Response Team

Listed within the Ridge Road Building Emergency Response Plan

Horseheads Intermediate School Building Emergency Response Team

Listed within the Intermediate School Building Emergency Response Plan

Horseheads Middle School Building Emergency Response Team

Listed within the Middle School Building Emergency Response Plan

Horseheads High School Building Emergency Response Team

Listed within the High School Building Emergency Response Plan

Appendix D - Memoranda of Understanding (MOU)

All Memoranda of Understanding will be added upon execution.

Appendix E - Master Class Schedule

<u>HORSEHEADS HIGH SCHOOL DAILY TIME SCHEDULE</u>	
7:50 – 9:10 AM	PERIOD 1/2
7:50 – 8:30 AM	TEC Center Students Period 1 @ HHS
9:18 – 10:38 AM	PERIOD 3/4
10:46 – 12:06 PM	PERIOD 5/6
10:46 – 11:24 AM 11:28 – 12:06 PM	PERIOD 5 LUNCH/ACTIVITY PERIOD 6 LUNCH ACTIVITY
12:14 – 1:34 PM	<u>PERIOD 7/8</u>
12:14 – 12:52 PM 12:56 – 1:34 PM	PERIOD 7 LUNCH/ACTIVITY PERIOD 8 LUNCH/ACTIVITY
1:42 – 3:02 PM	<u>PERIOD 9/10</u>
2:22 – 3:02 PM	TEC Center Students Period 10 @ HHS (PM announcements last 2 min.)

Two Hour Delay Schedule

Period 1/2	9:50 - 10:30
Period 3/4	10:38 - 11:18
Period 5	11:26 - 11:59
Period 6	12:03 - 12:36
Period 7	12:44 - 1:17
Period 8	1:21 - 1:54
Period 9/10	2:02 - 3:02

AM BOCES

Period 1	9:50 - 10:30
Period 3/4	Cafeteria
Period 5/6	Lunch/Activity
Period 7 - 10	As above

PM BOCES

BOCES	Period 1/2 and 3/4 as above
Period 5	Eat lunch & board for BOCES at 11:40
Period 10	2:22 - 3:02

Middle School Bell Schedules



Regular Bell Schedule

7:30 – Busses Unload
7:40 – Rooms Open
7:45- 7:50 – AM Announcements
7:50-8:30 - Period 1
8:34 – 9:14 – Period 2
9:18 – 9:58 – Period 3
10:02 – 10:42 – Period 4
10:46- 11:26 – Period 5
11:30 – 12:10 – Period 6
12:14 – 12:54 – Period 7
12:58-1:38 – Period 8
1:42 – 2:22 – Period 9
2:26 – 2:30 – PM Announcements
2:30 – 3:05 – Period 10
3:05/3:08 – Dismissal

4 Minutes Between Periods for Passing

2 Hour Delay Schedule

9:30 – Busses Unload
9:40 – Rooms Open
9:45 - 9:51 – AM Announcements
9:51 – 10:19 - Period 1
10:22 – 10:50 – Period 2
10:53- 11:33 – Period 5
11:36 – 12:16 – Period 6
12:19 – 12:59 – Period 7
1:02- 1:30 – Period 3
1:33 – 2:01 – Period 4
2:04 – 2:32 – Period 8
2:35 – 2:37 – PM Announcements
2:37 – 3:05 – Period 9
3:05/3:08 – Dismissal

3 Minutes Between Periods for Passing

Kindergarten through Grade 6 Generic Grade Level Schedule

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	
8:00	Morning Routines, Band, Open Gym, Etc.				8:00
8:05					8:05
8:10					8:10
8:15					8:15
8:20					8:20
8:25	Instructional Block				8:25
8:30					8:30
8:35					8:35
8:40					8:40
8:45					8:45
8:50					8:50
8:55					8:55
9:00					9:00
9:05					9:05
9:10					9:10
9:15					9:15
9:20					9:20
9:25					9:25
9:30					9:30
9:35					9:35
9:40					9:40
9:45					9:45
9:50					9:50
9:55					9:55
10:00					10:00
10:05					10:05
10:10					10:10
10:15					10:15
10:20					10:20
10:25					10:25
10:30					10:30
10:35					10:35
10:40					10:40
10:45					10:45
10:50					10:50
10:55					10:55
11:00	Lunches Begin 30 minutes Instructional Otherwise				11:00
11:05					11:05
11:10					11:10
11:15					11:15
11:20					11:20
11:25					11:25
11:30					11:30
11:35					11:35
11:40					11:40
11:45					11:45
11:50					11:50
11:55					11:55
12:00					12:00
12:05					12:05
12:10					12:10
12:15					12:15
12:20					12:20
12:25					12:25
12:30					12:30
12:35					12:35
12:40					12:40
12:45					12:45
12:50					12:50
12:55					12:55
1:00	Instructional Block				1:00
1:05					1:05
1:10					1:10
1:15					1:15
1:20					1:20
1:25					1:25
1:30					1:30
1:35					1:35
1:40					1:40
1:45					1:45
1:50					1:50
1:55					1:55
2:00	Recess (varies throughout day)				2:00
2:05					2:05
2:10					2:10
2:15					2:15
2:20	Dismissal				2:20
2:25					2:25
2:30					2:30

Appendix F – Building/Grounds/Local Road Maps

8 NYCRR 155.17 Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

UPDATED SCHOOL FLOOR PLANS, MAP OF GROUNDS, AND MAP OF SURROUNDING ROADWAYS WILL BE INSERTED HEREIN PRIOR TO START OF SCHOOL YEAR

Floor plans should include the following recommendations:

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

Map/Image of grounds should include the following recommendations:

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

Map/Image of surrounding areas should include the following recommendations:

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

Appendix G - Student/Staff/Guest with Special Needs

School Name:

School Address:

Student/Staff/Guest

[illegible]

Appendix H - Emergency Report Form

To be completed whenever community emergency services are called to the school except for false alarms and drills.

FORM COMPLETED BY:	SIGNATURE:												
DATE OF EMERGENCY:	TIME EMERGENCY NOTIFICATION RECEIVED												
TYPE OF EMERGENCY:	NUMBER OF STUDENTS INJURED: _____ DEAD: _____ NUMBER OF STAFF INJURED: _____ DEAD: _____												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u></td> <td style="width: 50%; border: none; text-align: center;"> AGENCY TIME OF <u>CONTACTED</u> <u>CONTACT</u> <u>TIME</u> </td> </tr> <tr> <td style="border: none;">POLICE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">FIRE DEPARTMENT _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">AMBULANCE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">COUNTY EMERGENCY MANAGEMENT OFFICE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">OTHER _____</td> <td style="border: none;"></td> </tr> </table>		<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u>	AGENCY TIME OF <u>CONTACTED</u> <u>CONTACT</u> <u>TIME</u>	POLICE _____		FIRE DEPARTMENT _____		AMBULANCE _____		COUNTY EMERGENCY MANAGEMENT OFFICE _____		OTHER _____	
<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u>	AGENCY TIME OF <u>CONTACTED</u> <u>CONTACT</u> <u>TIME</u>												
POLICE _____													
FIRE DEPARTMENT _____													
AMBULANCE _____													
COUNTY EMERGENCY MANAGEMENT OFFICE _____													
OTHER _____													
DURATION OF EMERGENCY:	COMMAND POST OPENED: YES _____ NO _____												
OVERTIME WORKED: YES _____ NO _____ (If yes, attach supporting documentation)	FOOD SERVED: YES _____ NO _____ (If yes, attach supporting documentation of resources used)												
OTHER COSTS INCURRED: YES _____ NO: _____ (If yes, attached supporting documentation)	DAMAGE TO STRUCTURES: YES _____ NO _____ ESTIMATED AMOUNT _____												
RESPONSE ACTIONS TAKEN: (Brief narrative description)													
DATE FOR COMMITTEE REVIEW OF INCIDENT:													

Appendix I - Release of Student under Emergency Conditions

#	DATE	TIME	TEACHER/ HOMEROOM	STUDENT'S NAME	SIGNATURE OF PARENT/ AUTHORIZED PERSON	RELATIONSHIP
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						
22)						
23)						
24)						
25)						
26)						
27)						

Appendix J - School Bus Accident Emergency and Follow-up Report

NOTE: Interviews should be conducted as soon as possible by the school physician, the school nurse or a designated school official. Every effort should be made to have the parent/guardian in attendance during the interview.

DATE: _____

TIME: _____

1. **Student Name:** _____ **Grade:** _____
School: _____
 2. **Bus number you were riding** _____
 3. **Where were you riding on the bus?** _____
Who was sitting next to you? _____
 4. **What happened to you as a result of the accident?** _____
 5. **Were you trapped under other students?** _____
 6. **How did you get out of the bus?** _____
 7. **Were you hurt?** _____ **If so, describe your injuries.** _____

 8. **By whom were you treated?** _____
 9. **By whom were you transported after the accident?** _____
 10. **What emergency facility was used to provide first aid?** _____
 11. **Are you experiencing any physical difficulties now that you didn't experience before the accident?** _____
 12. **In your opinion, what do you feel was the cause of your injury?** _____
- Parent/Guardian in attendance during this interview:** Yes _____ No _____
- Parent/Guardian (signature)** _____
- Person taking this statement (signature)** _____

Position: _____

Date: _____

Attendees Sign In List

Date:_____

[illegible]

Appendix L: Remote Instruction/Virtual Learning Plan

Horseheads Central School District

Remote Learning Plan Addendum to District-Wide Safety Plan

New York State Department of Education (NYSED) allows districts that would otherwise close due to an emergency to remain in session and provide instruction through remote learning, therefore counting these instructional days towards the annual hours and days requirement for State Aid purposes. A district's plan *must* include the methods by which it will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities (i.e., synchronous and asynchronous learning). Per NYSED, remote instruction *"requires regular and substantive teacher-student interaction with an appropriately certified teacher."*

According to NYSED, "the plan **must** include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter."

The district's remote instructional plan will be implemented to maintain the required number of hours and days per NYSED requirements. If not used after the exhaustion of all snow days for the year, the result would be the take-back of days from a scheduled break (e.g., the Friday of a Spring Break), to maintain NYSED requirements. The plan below details the expectations for student learning when the district elects to activate this plan.

As for items 1, 2, and 4 above, results from our connectivity survey in 2020 indicated a majority of students in Horseheads have connectivity and devices available in the home. For 2022-2023, high school students have been assigned one-to-one devices for their use, and beginning in 2023-2024, it is anticipated that students in grades 5-8 will have individually assigned devices. When the notice of inclement weather affords the district the time, devices will be distributed to those students who need them. Expectations of student asynchronous work are found in the chart for those that might not be able to connect due to the inclement weather affecting infrastructure or various issues resulting from the cancellation of in-person education.



Horseheads CSD Virtual Learning Plan

Instructional staff will live-stream and record, as noted below, all direct instruction lessons and will share all learning materials electronically using Canvas.

All Instructional Staff (PK-12) Expectations

1. Canvas is the landing page for students to access the learning for the day.
2. Within Canvas, the teacher will provide access to the live video instruction link via Microsoft Teams Meet, Canvas Blue Button (more info coming out on this interface), or Zoom (note that Zoom has a 40-minute limit per session).
3. Live video instruction will be recorded (as noted below) and posted on Canvas page.
4. The daily classroom schedules must be followed, including normal start time, to ensure that all services (e.g., Response to Intervention, English as a New Language, Occupational Therapy, Physical Therapy, Speech, Social Worker, special education, instrumental lessons, etc.) are provided to every student on that day.
5. During synchronous sessions, the teacher will assign work to be completed by students asynchronously.
6. Because there may be students that, for a variety of reasons, cannot connect synchronously, teachers are to prepare equivalent and substantive work available on their Canvas page.
7. Work assigned is to provide reinforcement and mastery of previously introduced knowledge and skills.
8. Work completed while on remote instruction will be submitted within two days of returning to in-person instruction.
9. If the notice of the district's intent to implement this plan allows, physical materials will be distributed to students on the in-person day prior to the remote day. A technology distribution process will be created for all to follow.
10. If in the case of three or more continuous days in remote instruction:
 - a. learning will move to initial instruction of knowledge and skills; and
 - b. options will be provided for the submittal of completed student work.
11. Consideration will be given to grade-level appropriateness of work assigned and submitting process.
12. Daily/Period attendance is taken. A student is marked present when they appear for live instruction.
13. Times noted below are *minimum* expectations of time with students.

14. Review the expectations for a remote day with your students (e.g., review Canvas site, ensure logins work).

Grades PK – 4 Expectations

Teachers of general education, 12:1.1, and 15.1 classrooms

- Daily minimum synchronous live expectations
 - 10 minutes of a morning meeting
 - 20 minutes of ELA
 - 20 minutes of math
 - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live streaming time is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Day 3).
- Virtual learning packets of work will be created for students by teachers. In addition to paper-based work, administrator support will be given to provide login information and Canvas/Clever supporting info in the packets.
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of RtI, ENL, and resource room

- Minimum live expectations
 - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

Teachers of art, library, music, and physical education:

- Minimum Live Expectations
 - 15-minute lesson at the normally scheduled time for that day.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 15 minutes of art lesson for students to ask questions). This live streaming time is not to be recorded.

Grades 5 & 6 Expectations**Teacher of general education, 12:1.1, and 15.1 classrooms**

- Daily minimum synchronous live expectations
 - 10 minutes of a morning meeting
 - 20 minutes of ELA
 - 20 minutes of math
 - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live streaming portion is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Day 3).
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of RtI, ENL, and resource room

- Minimum live expectations
 - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations

- 15 to 30-minute session at the normally scheduled time for that day.
- Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselor

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings or lessons in classroom scheduled for that day, contact with students that are disengaged with virtual learning, and parent communication.

Teachers of art, library, music, and physical education:

- Minimum Live Expectations
 - 20-minute lesson at the normally scheduled time for that day.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of art lesson for students to ask questions). This live streaming portion is not to be recorded.

Grades 7 – 8 Expectations

Teacher of general education, 12:1.1, and 15.1 classrooms

- Minimum synchronous live expectations
 - 25-minute lesson at the normally scheduled time.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open for the remainder of the period, after instruction window noted (e.g., stay live after the 25 minutes of Math 8 for students to ask questions). This live streaming portion is not to be recorded.

- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Odd Day).
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of AIS, ENL, and resource room

- Minimum live expectations
 - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselors

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, and remote scheduling meetings.

Grades 9 – 12 Expectations

Teacher of general education and 15.1 classrooms

- Minimum synchronous live expectations
 - 40-minute lesson at the normally scheduled time.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open for the remainder of the period, after instruction window noted (e.g., stay live after the 25 minutes of Algebra for students to ask questions). This live streaming portion is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., A Day).
- Remind students to take home charging cords when inclement weather is predicted.

Teachers of AIS, ENL, and learning labs

- Minimum live expectations
 - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselors

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, student college/scholarship work, and remote scheduling meetings.

Appendix M: Fire and Emergency Drills; Trauma Informed Drills

General requirements for Fire and Emergency Drills:

- ☐ Eight evacuation drills each year.
- ☐ Four lockdown drills each year.
- ☐ Eight drills are completed by December 31st each year.
- ☐ One emergency dismissal drill each school year to test emergency response procedures. This should not occur more than 15 minutes earlier than normal dismissal time.

Note: A minimum of Two (2) drills are required for the summer school session.

Requirements for Fire and Emergency Drills:

The Horseheads Central School District District-Wide School Safety Plan shall include procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students.

At the discretion of the District; there are times when the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. (CRR 155.17 (c)(1)(xiv))

Each educational building of the Horseheads Central School District shall conduct drills during the school day with students present. These drills shall be conducted in trauma-informed, developmentally, and age appropriate manner and shall not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency. (CRR 155.17 (c)(1)(xiv)(1))

At the time that drills are conducted, students and staff shall be informed it is a drill. (CRR 155.17 (c)(1)(xiv)(1))

There are considerable differences between drills, tabletop exercises, and full-scale exercises. The following describes these differences:

Drills provide an opportunity to practice and prepare staff & students and establish procedures to be used during an emergency. During drills, the school building & grounds are used to practice responding to a scenario, prepare students and staff, and test operations. Drills involve students & staff.

Tabletop exercises are small-group discussions that walk through a scenario to increase awareness of roles and responsibilities. Tabletop exercises do not involve students.

Full-Scale Exercises evaluate operational capability during simulated conditions with multiple partners (i.e., law enforcement). Full-scale Exercises do not involve students

Definitions utilized in Fire and Emergency drills:

Trauma

Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. (CRR 155.17 (b)(20))

Trauma informed

Trauma-informed means an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults. (CRR 155.17 (b)(21))

Trauma informed drills

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma. (CRR 155.17 (b)(22))

Drills shall be conducted via the following procedures and practices:

Lockdown and evacuation drills practice established procedures that will be used during an emergency.

✓ Drills should be conducted in a trauma informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence or other emergency.

✓ Drills should occur after annual training in emergency procedures has been provided to students and staff.

✓ Drills should be completed on different days and during different times of the school day. (CRR 155.17 (c)(2)(vii)(a), (b), (c))

The following shall not occur during drills:

An emergency will not be simulated

Props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency will not be used.

The lockdown drill will not be called an “Active Shooter Drill”.

During the drill no one shall be lead to believe that this is an actual emergency.

Each building principal of the Horseheads Central School District shall ensure the following concerning drills:

Ensure the required evacuation and lock-down drills are conducted in a trauma-informed, and developmentally and age-appropriate manner that does not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807. (CRR 155.17 (c)(1)(xix)(g))

Requirements for tabletop exercises:

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to sample emergency situations. (CRR 155.17 (c)(1)(xiv)(2))

Requirement for “full-scale” exercises:

When the Horseheads Central School District agrees to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials and include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency; the District shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation. (CRR 155.17 (c)(1)(xiv)(3))

The Horseheads Central School District shall follow “Best Practices” for conducting LOCKDOWN Drills. The following are the “Best Practices for these types of drills:

LOCKDOWN is used to secure students and staff inside locked classrooms during incidents that pose an immediate threat of violence in or around the school.

LOCKDOWN means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort.

LOCKDOWN will only end upon physical release from the room or secured area by law enforcement.

LOCKDOWN DRILLS provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

At a minimum, the following practices shall be considered during these drills:

Before the Lockdown Drill:

☐ *Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.*

☐ *Detailed and specific procedures for announcing, conducting, and releasing a lockdown are documented in your school's Lockdown Functional Annex and adopted as part of the Building-Level Emergency Response Plan.*

☐ *Training is provided to students and staff on how to respond to a lockdown effectively. Training includes how the lockdown is initiated, steps to take in a lockdown, and how the lockdown will be released.*

☐ *Consideration and planning occur for how your school will support students & staff with disabilities and other access and functional needs.*

☐ Communication with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the Lockdown Drill:

☐ ALWAYS inform students and staff it is a drill. Use clear language to announce the drill. For example, "This is a drill. LOCKDOWN, LOCKDOWN, LOCKDOWN. This is a drill".

☐ When you hear Lockdown Drill announced, adults should model calm behavior and should move quickly to:

☐ Gather students from hallways, common areas, and restrooms adjacent/near classroom.

☐ Close and lock your door.

☐ Move students to a safe area in the classroom out of sight of the door.

☐ Leave windows, blinds/lights as they are.

☐ Remain silent. Silence cell phones.

☐ Take attendance. Include additional and missing students last known location.

☐ Do not allow anyone, under any circumstances, to leave your secure area.

☐ Do not communicate through doors or answer the room phone.

☐ Do not respond to P.A. announcements or fire alarm unless actual signs of fire are observed.

☐ Stay hidden until physically released by law enforcement personnel or other designated person serving as proxy during the drill.

☐ Follow your procedures for notifying parents and guardians about the drill

After the Lockdown Drill:

☐ Debrief the drill with students and staff to answer questions and identify who might need additional support.

☐ Notify all concerned parties when a Lockdown Drill has ended.

☐ Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.

☐ Identify any facilities modifications that might be needed.

☐ Revise your Lockdown Functional Annex to reflect lessons learned during the drill.

☐ Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

The Horseheads Central School District shall follow "Best Practices" for conducting EVACUATION Drills. The following are the "Best Practices for these types of drills:

EVACUATION is used to move students and staff for their protection from a school building to a predetermined location in response to an emergency.

EVACUATION DRILLS provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

At a minimum, the following practices shall be considered during these drills:

Before the Evacuation Drill

☐ *Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.*

☐ *Detailed and specific procedures for announcing and conducting an evacuation are documented in your school's Evacuation Functional Annex and adopted as part of the Building-Level Emergency Response Plan.*

☐ *Evacuation routes, assembly points, attendance, and reunification processes are planned and documented.*

☐ *Confirm that emergency equipment (e.g., alarm systems, lighted exit signs, and emergency lighting) are functioning properly and have adequate back-up power.*

☐ *Training is provided to students and staff on how to evacuate effectively.*

☐ *Consideration and planning occur for how your school will support students & staff with disabilities and other access and functional needs.*

☐ *Communication occurs with parents and guardians about the procedures and actions that will be taken during the drill, as documented in the District-Wide School Safety Plan.*

During the Evacuation Drill

☐ **ALWAYS** *inform students and staff it is a drill. Use clear language to announce the drill. For example, "This is a drill. EVACUATE. This is a drill. EVACUATE." Consider making an announcement before the alarm sounds and strobes begin flashing.*

☐ *When you hear Evacuation Drill announced, adults should model calm behavior and should move quickly to:*

☐ *Gather students from hallways, common areas, and restrooms adjacent/near classroom.*

☐ *Remain silent. Silence cell phones.*

☐ *Follow evacuation procedures and routes. Proceed to assembly points.*

☐ *Take attendance. Include additional and missing students last known location.*

☐ *Do not allow anyone, under any circumstances, to leave your secure area.*

☐ *Follow your procedures for notifying parents and guardians.*

After the Evacuation Drill

☐ *Debrief the drill with students and staff to answer questions and identify who might need additional support.*

☐ *Notify all concerned parties when an Evacuation Drill has ended.*

- ☐ Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.*
- ☐ Revise your Evacuation Functional Annex to reflect lessons learned during the drill.*
- ☐ Follow the procedures documented in the Horseheads Central School District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.*

Appendix N: District Resources

A. Identification of District Resources For Use During An Emergency:

In the event of an emergency in a school building, its Emergency Response Team will be initiated. Upon the initiation, the District Emergency Management Co-Coordinator (see chain of command page 10) will be contacted by an identified member of the Emergency Response Team. In the event of a medical emergency or when deemed necessary, 911 is to be called immediately.

In order to ensure timely response, the Superintendent, the Director of Facilities Services, the Director of Human Resources, or a building principal may declare a state of school emergency, immediately implementing the Building-Level Emergency Response Plan. As soon as feasible, the Emergency Command Center (Superintendent's Office, or an alternate site depending upon the location of the emergency) will be placed in service, and the Emergency Management Co-Coordinator will report there. The Emergency Management's Co-Coordinator will remain in charge of all school activities until the conclusion of the emergency or until civil emergency authorities take command of the situation.

The Emergency Management Co-Coordinator is responsible to:

- Take full control upon being notified of the emergency.
- Make immediate decisions regarding emergency response.
- Order activation of response.

- Notify appropriate agencies.
- Be prepared to turn over control to appropriate outside agencies as required by law.
- Submit post-emergency reports to the Health and Safety Coordinator for distribution as needed.
- Meet with local government and emergency service officials to develop procedures for advice and assistance to situations that exceed the expertise and/or resources of the district.
- Determine when and which educational agencies within the school district shall be notified of an emergency, and the action to be taken.

In the absence of the Superintendent, the Emergency Management Co-ordinators will take responsibility for organizing emergency operations, according to the order listed in **Appendix B**.

1. District Resources

- a. On a daily basis, there are approximately 70-75 bus drivers and 74 buses to transport students.
- b. Additional resources are available from the following neighboring school districts:
 - Elmira Heights Central School District
 - Elmira City School District
 - Corning-Painted Post Area School District
- c. Additional resources will be available through the following local agencies:
 - GST BOCES – Philo Rd, Elmira, NY
 - Town and Country Fire Department, Horseheads
 - Horseheads Fire Department, Horseheads
 - Elmira City Fire Department, Elmira
 - Chemung County Transit System, Elmira
 - Horseheads Village Police
 - Chemung County Sheriff's Department
 - New York State Police Barracks, Horseheads and Big Flats
 - Department of Environmental Conservation, Bath, NY
 - Breesport Fire Department, Breesport
 - Tompkins Corners Fire Department, Tompkins Corners
 - Big Flats Fire Department, Big Flats

2. District Resources – Emergency Staff

a. District Incident Response Team

Members: School Resource Officer(s) and a representative from each department within the Facilities Dept.

Individuals in the district who are trained in CPR/First Aid/AEDs:

All physical education staff, coaching staff, and nursing staff are trained in CPR/First Aid/AEDs. Each individual building's safety plan lists all staff trained in CPR/First Aid/AEDs.

Note: Additional staff members will be trained as needed.

3. District Resources – Rolling Stock (district owned vehicles)

The district possesses the following vehicles (rolling stock).

Please see Appendix O for a complete list and description of each of the vehicles

4. District Resources – Other Equipment

Generator – High School South

Generator – High School North

Generator – Middle School

Generator – Ridge Road School

Generator – Gardner Road School

Generator – Big Flats School

Generator – Center Street School

Generator – Transportation

Portable Generator, tow behind, stored in Maintenance area

Portable Generator, Transportation

Portable Generator, Honda, 5000 watts, stored in Maintenance area

One Pancake style portable compressor

One portable air compressor – MS Storage area

The bus garage contains one (1) stationary air compressor

Fueling Station – Transportation

2 Aerial lifts (Interior)

5. District Resources – Miscellaneous

- The maintenance shop and district technology classrooms possess an array of shop tools (saws, drill presses, lathes, planers, hand/power tools, etc.) to fabricate support items required in an emergency.
- The maintenance shop and each school building possesses an assortment of ladders (various sizes) to allow for access to areas above ceilings, the roof and other elevated locations
- The district possesses hand held film and electronic cameras, video cameras and associated AV equipment to record emergency incidents, as well as the response to emergencies.
- Each district building is connected to the local EMS via alarm systems.
- Video monitoring in all schools

Cafeteria:

- Kitchen storage currently stocked with an assortment of staple food products. Each school building is capable of feeding the student body and staff of the school. BOCES Food Service Management is located “on site” and has the ability to procure additional food if needed.
- Each district building is supplied via the local municipal water supply. Any disruption of this service will initiate Chemung County Emergency Services and/or Department of Health emergency water supply provisions
- There is an assortment of tables, chairs and associated items available for seating large masses of individuals

6. Communications

- Internal intercom in each classroom in the district
- Telephone with outside line in each classroom in the district (911)
- Main office in each District school building has a dedicated outside line
- Each school building possesses personal loudspeakers (“bull horn”) for communication when telephone is non-operational

- Each school building possesses two way radios or cell phones for building emergency response team for communication during an emergency
- Each school building main office possesses a fax machine
- Each classroom in the district possesses a television (with one closed circuit channel)
- Multiple computers in each school building in the district
- PA System in each building (for internal and outside announcements)
- Radio communication system between Transportation office and individual school buses

7. Medical Supplies

- Each occupied building in the district possesses at least one Automated External Defibrillator (AED)
 - There are additional AEDs for “portable use”
 - Each District school building possesses an in-house health office
 - Each District school building health office possesses emergency first aid supplies and bodily fluid clean up kit (at the minimum a first aid “jump bag”)
 - Each maintenance department vehicle possesses an emergency first aid kit
 - Each bus in the transportation department possesses an emergency first aid kit and a bodily fluid clean up kit.
 -
- Classrooms with special needs students will have the emergency materials appropriate for those students therein.
- Each district school building, transportation department and maintenance department possess a hazardous material clean-up kit.

Appendix O – Plan Update and modification record

Revised and Updated – May 2002
Revised and Updated – May 2003
Revised and Updated – January 2004
Revised and Updated – June 2006
Revised and Updated – December 2006
Revised and Updated – July 2008
Revised and Updated – June 2010
Revised and Updated – June 2011
Revised and Updated – May 2012
Revised and Updated – May 2013
Revised and Updated – July 2014
Revised and Updated – June 2016
Revised and Updated – July 2017
Revised and Updated – June 2019
Revised and Updated – March 2020
Revised and Updated – June 2021
Revised and Updated – June 2022
Revised and Updated – June 2023
Revised and Updated – June 2024

