

# ***Rochester City School District***

## ***Building Level Emergency Response Plan***

<b><i>Building:</i></b>	<b><i>Nathaniel Rochester Community School #3 585-454-3525</i></b>
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### **NOTICE OF NON-DISCRIMINATION**

The Rochester City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York state and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations.

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## • INTRODUCTION

The Rochester City School District, represented by Superintendent, Barbara Deane-Williams, and the Board of Education, supports the following authorities in the compliance for building-level emergency planning:

- 34 CFR 104.4 - Discrimination prohibited  
[http://www.ecfr.gov/cgi-bin/text-idx?SID=1ba9a94cba024d10c834ef0a659cba20&node=se34.1.104\\_14&rgn=div8](http://www.ecfr.gov/cgi-bin/text-idx?SID=1ba9a94cba024d10c834ef0a659cba20&node=se34.1.104_14&rgn=div8)
- 8 NYCRR Section 155.17 (Sections 2801-A and 807, updated July 1, 2016)
- Americans with Disabilities Act (ADA) <http://www.ada.gov>
- City of Rochester Comprehensive Emergency Management Plan and County of Monroe Comprehensive Emergency Management Plan  
<http://www2.monroecounty.gov/safety-oep.php>
- Homeland Security Presidential Directive 5 (HSPD-5)  
<http://www.dhs.gov/publication/homeland-security-presidential-directive-5>
- Homeland Security Presidential Directive 8 (HSPD-8)
- National Incident Management System (NIMS)
- New York State Uniform Fire Prevention and Building Code-Title 19 NYCRR 1220-1226, 1240
- New York State Article 2-B  
<http://www.dhss.ny.gov/laws-policies/documents/Exec-Law-Art-2-B-2012.pdf>
- RCSD Human Capital Initiatives-Harassment, Intimidation & Bully Reporting Process and Form  
<http://www.rcsdk12.org/report>
- Robert T. Stafford Disaster Relief and Emergency Assistance Act  
<https://www.fema.gov/media-library/assets/documents/15271?fromSearch=fromsearch&id=3564>
- Title VI of the Civil Rights Act of 1964 <http://www.justice.gov/crt/about/cor/coord/titlevi.php>



### **RCSD Policies**

The Rochester City School District have the following policies in place for protection of and the continuance of a safe learning environment for students, staff, parents, visitors, and buildings:

- |  |   |
|--|---|
| 5300 Code of Conduct                               | 4526 Internet Acceptable Use            |
| 5311 Student Rights and Responsibilities           | 5020.1 Sexual Harassment of Students    |
| 1000 Community Relations Goals                     | 5312.1 Drug & Alcohol Abuse             |
| 1200 Community Involvement                         | 5312.1a Drug Free Schools               |
| 5460/5460-R Suspected Child Abuse and Maltreatment | 9200 Criminal History Background Checks |
| 1520 Public Conduct on School Property             | 8100 Health & Safety Program            |
| 1530 Smoking on School Premises                    | 8135 Safe Schools                       |
| 5312.2 Dangerous Weapons in School                 | 9320 Drug Free Workplace                |

For additional polices and information please go to: <http://www.rcsdk12.org>, select the Board tab and then Board Policies.

**Presidential Policy Directive (PPD) 8**

*"This directive is aimed at strengthening the security and resilience of the United States through systematic preparation for the threats that pose the greatest risk to the security of the Nation, including acts of terrorism, cyber-attacks, pandemics, and catastrophic natural disasters. Our national preparedness is the shared responsibility of all levels of government, the private and nonprofit sectors, and individual citizens. Everyone can contribute to safeguarding the Nation from harm. As such, while this directive is intended to galvanize action by the Federal Government, it is also aimed at facilitating an integrated, all-of-Nation, capabilities-based approach to preparedness...."*

National preparedness efforts, including emergency planning, are now informed by Presidential Policy Directive (PPD) 8, signed by the President in March 2011, which describes the nation’s approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorism, hurricanes, school incidents and other emergencies. Schools need comprehensive guidance on how to effectively plan and prepare for emergencies. Many of the plans in place at these critical centers of our communities have not been developed effectively or coordinated with local community partners. Even those organizations that have good plans in place may not have implemented them well.

A 2010, federal emergency response survey found that while 84 percent of public schools had a written response plan in the event of a shooting, only 52 percent had drilled their students on the plan in the past year. Ineffective emergency planning, or unfamiliarity with existing plans, may unnecessarily put lives at risk. In January 2011, President Obama outlined his plan to reduce gun violence.

In order to effectively plan, from the outset, organizations must include community partners such as law enforcement, fire officials, emergency medical services personnel, local emergency management staff as well as public and mental health professionals in the planning process. A diverse set of members of the school community should also be on the planning team, including all levels of the organization’s staff; representatives of students and parents; and those that represent the interests of persons with disabilities and others with access and functional needs, as well as racial minorities and religious organizations.

**PPD-8 defines preparedness around five mission areas:**

<i><b>Prevention</b> is the capability necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.</i>
<i><b>Protection</b> means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.</i>
<i><b>Mitigation</b> means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.</i>
<i><b>Response</b> means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.</i>
<i><b>Recovery</b> means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.</i>

**NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)**

The National Terrorism Advisory System, or NTAS, replaced the color-coded Homeland Security Advisory System (HSAS) in April, 2011. The NTAS system effectively communicates information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector. More Information can be found at:

<http://www.dhs.gov/files/programs/ntas.shtm>

## **New York State Schools Against Violence in Education Act (SAVE)**

The SAVE Act was passed by the New York State Legislature and signed into law by Governor Pataki in 2000 to address issues of school safety and violence prevention. On March 19, 2001, Education Law §408-b, became effective and it required: the appropriate authorities for each public and private school building in New York State to submit copies of the most current plans and specifications for each school building under their responsibility to local fire and law enforcement officials. In July 2001, the Board of Regents amended Section 155.17 of the Commissioner's regulations to implement the Education Law §2801-a. In July 2011, the Board of Regents amended Section 155.17 of the Commissioner's regulations

In July 2016, New York Education Law §2801-a was amended by Governor Cuomo

### **Education Law §2801-a**

*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-a 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 following are the key components of the SAVE Act as it relates to emergency planning:

<b>155.17 b</b>	<i>Development of plans</i>
<b>155.17 e (2)</b>	<i>School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:</i>
<b>155.17 e (2) i</b>	<i>Policies and Procedures for Safe Evacuation</i>
<b>155.17 e (2) ii</b>	<i>Designation of Response Teams</i>
<b>155.17 e (2) iii</b>	<i>Procedures for Emergency Responder Access to Building Plans and Road Maps</i>
<b>155.17 e (2) iv</b>	<i>Communication in Emergencies</i>
<b>155.17 e (2) v</b>	<i>Definition of the Chain of Command Consistent with NIMS/ICS</i>
<b>155.17 e (2) vi</b>	<i>Coordinated Plan for Disaster Mental Health Services</i>
<b>155.17 e (2) vii</b>	<i>Procedures for Annual Review</i>
<b>155.17 e (2) viii</b>	<i>Procedures for the Conduct of Drills</i>
<b>155.17 e (2) ix</b>	<i>Restricting Access to Crime Scenes</i>
<b>155.17 e (3)</b>	<i>Amendments and distribution of the plans.</i>
<b>155.17 j</b>	<i>Drills.</i>

**District-wide school safety plans:** *8 NYCRR Section 155.17*

## **National Incident Management System (NIMS)**

*NIMS was established March 1, 2004, following the Homeland Security Presidential Directive-5 (HSPD-5) Management of Domestic Incidents. HSPD-5 requires NIMS adoption and implementation by all local jurisdictional levels and functional disciplines as well as across the full spectrum of potential incidents and hazard scenarios. NIMS defines local jurisdictions as including schools and school districts. Although schools are not traditional response organizations, they have immediate and critical roles in response such as providing command and management directives until local first responders arrive.*

*All K-12 schools, suburban, and rural; large and small, receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Because all schools are integral components of every community*

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*and its government, DHS and ED recommend all schools, regardless of whether they are recipients of Federal preparedness funds, implement NIMS. While being NIMS compliant is no guarantee of federal grant funding, current federal grant opportunities require that recipients be in compliance with NIMS principles. It is expected that additional regulations will be instituted by the Department of Homeland Security and the U.S. Department of Education in the area of school safety and emergency planning.*

Lessons learned from national school incidents over the past two years show that school officials and first responders must both be knowledgeable and be trained to implement pre-established practices and procedures. If a school-based incident occurs, school personnel are the immediate responders — they provide first-aid, notify community response partners, and give command and management directives — all in advance of first response arrival. NIMS is suitable for all schools to implement throughout all phases of school emergency management: 1) Prevention-Mitigation; 2) Preparedness; 3) Response; and 4) Recovery.

Rochester City School District is committed to comply with HSPD 5 and NIMS doctrine through:

- NIMS certification for all staff
- Documenting the use of NIMS and its components in all school emergency management planning, incident response and exercises
- Working closely with community partners to write Memorandums of Understanding, develop procedures, provide training, conduct exercises, and review plans that detail each partner's roles and responsibilities and procedures and protocols
- Using ICS to manage all related activities before, during, and after school, along with events, to provide for the safety and well-being of staff, students and visitors.
- Determining, designating, and documenting in advance key personnel and their roles and responsibilities within ICS, including the chain of command and back-ups;
- Ensuring compatibility of communication devices internally and externally with local responders; and providing joint training opportunities to support ICS.

As part of the Rochester City School District commitment to HSPD 5, the district has since 2011, has insured all building administration are NIMS certified. While it is understood that there is no guarantee of grant awards, RCSD is committed to continuing the effort to make the district completely NIMS compliant.

The following are the NIMS and FEMA classes for building and district administration, teams and personnel:

**Currently, building administrators are required to complete four courses in order to be considered NIMS compliant. Administrators may take the courses independently online through FEMA or in class through the office of Safety and Security:**

FEMA IS-100.SC:	Introduction to the Incident Command System, I-100 for Schools
FEMA IS-200:	ICS for Single Resources and Initial Action Incidents
FEMA IS-700:	NIMS, An Introduction
FEMA IS-800.B:	National Response Framework, An Introduction

**Recommended:**

FEMA IS-362.a	Multi-Hazard Emergency Planning for Schools
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**The following additional courses are recommended for district leadership personnel:**

FEMA ICS 300	Intermediate Incident Command System
FEMA ICS 400	Advanced Incident Command System
FEMA IS-775 EOC	Management and Operations
FEMA IS-29	Public Information Officer Awareness (Chief Communications Officer and Alternate)
FEMA IS-120.a	An Introduction to Exercises

**Building/District Teams are recommended to take:**

FEMA IS-100.SC: Introduction to the Incident Command System, I-100 for Schools  
IS-700: NIMS, An Introduction

**The following additional courses are recommended for building teams:**

FEMA IS-362.a Multi-Hazard Emergency Planning for Schools  
FEMA IS-120.a An Introduction to Exercises  
FEMA IS-368 Including People with Disabilities & Others with Access & Functional  
Needs in Disaster Operations  
FEMA IS-366 Planning for the Needs of Children in Disasters

**All personnel are recommended to take:**

FEMA IS-100.SC: Introduction to the Incident Command System, I-100 for Schools  
Active Shooter: What You Can Do  
Workplace Violence Awareness Training 2016  
Bloodborne Pathogen Training 2016  
Right to Know Training 2016

**Mandated annually at the beginning of the school year for all staff personnel:**

Emergency Response Training, including violence prevention and mental health components

Annual Training based on assignment (i.e. School Safety Officers require 8 hour Security Guard Course, etc.)



## **I. CONCEPT OF OPERATIONS (COOP)**

### **PURPOSE**

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

### **ACTIONS**

- Selecting primary and secondary relocation sites that meet the needs of the school
- Activating the Continuity of Operations Plan (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
- Ensure students receive applicable related services in the event of a prolonged closure
- Protecting vital documents and making them available at alternate sites

The overall strategy of a building-level emergency response plan 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 building generally parallel some of the 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.

The National Incident Management System (NIMS), Incident Command System (ICS) is extremely useful; not only does it provide an organizational structure for incident management, but it also guides the process for planning, building and adapting that structure. Using ICS for every incident or planned event helps hone and maintain skills needed for all emergencies.

ICS is a standardized, on-scene, all-hazards incident management approach that:

- Is flexible and can be used for incidents of any type, scope and complexity
- Allows for the integration of facilities, equipment, personnel, procedures and communications operating within a common organizational structure
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private
- Establishes common processes for planning and managing resources

The building recognizes that staff and students will be first responders during an incident. Adopting ICS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among building officials, first responders, and emergency managers.

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

8 NYCRR Section 155.17

*(v) definition of the chain of command in a manner consistent with the National Interagency Incident Management System (NIMS)/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 building level will have the authority to direct all incident activities within the building’s jurisdiction until command is transferred. 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 Incident Command Post ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander. 8 NYCRR Section 155.17 e (2) v requires a definition of a chain of command consistent with the Incident Command System.*

**Chain of Command**

<b>Name</b>	<b>Title</b>	<b>Contact Information</b>
Deborah Washington	Principal	585-454-3525 ext. 1006
Emily Buss	Asst. Principal	585-454-3525 ext. 3020
Jeanne Markman	Asst. Principal	585-454-3525 ext. 1180
Stephen Miko	Head Custodian	585-454-3525 ext. 1360
James Shepherd	Director of Safety & Security	585-262-8600/585-298-0323
Amy Schiavi	Chief-Receivership Schools	585-397-4498
Beth Mascitti-Miller	Deputy Superintendent of Operations	585-262-8132
Carlos Garcia	Chief Communications Officer	585-262-8351
Terry Dade	Superintendent of Schools	585-262-8378

**Cooperation**

8 NYCRR Section 155.17

*(f) 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.*

*(l) 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.*

*(m) 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.*

**Initial Response**

Building personnel are likely to be the first on the scene of an incident. Staff and faculty are expected to respond as appropriate and notify the Building Administrator, or designee. If administrators are not available, senior staff or faculty will assume command until command is

transferred to someone more qualified and/or until an emergency response agency with legal authority to assume responsibility is present (Police, Fire or EMS dependent upon the nature of the incident). Building personnel will seek guidance and direction from the school district and emergency responders.

### **34 CFR 104.4 - Discrimination prohibited**

**(a) General.** No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance.

- iii. Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others;

**(2)** For purposes of this part, aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

### **Ambulatory and Non-Ambulatory**

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

**See the Functional Needs Annex** for evacuation responses for staff, students and visitors with functional needs which include but are not limited to:

- Blindness or low vision
- Cognitive
- Deaf or Hard of Hearing
- Limited English proficiency
- Medically fragile health
- Mobility-ambulatory and non-ambulatory (permanent or temporary)
- Respiratory
- Speech

- **What is an Emergency?**

- A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or district and require the combined efforts of the State or other political subdivisions. District facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- School district emergencies can be small and easily managed, or they can be large and difficult to manage. Every school district emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented.
- Any staff member or student in a building that sees or is aware of an emergency shall activate the emergency response plan.

## **Risk Reduction/Prevention and Intervention**

Classroom management plans, Positive Behavior Support (PBS), school-wide rituals and routines, and intervention teams are all in place to provide prevention and intervention for a safe and healthy learning environment.

### **Environment**

#### Harassment, Intimidation, and Bullying Incident Reporting System

The Rochester City School District is focused on providing a positive and respectful learning environment for students and staff. The emphasis of the District is to create a climate of dignity and respect and to prevent any conduct which constitutes a climate in which individuals feel fear and/or intimidation. If an incident of harassment, intimidation, or bullying occurs, it will be taken very seriously and responded to in a way to reduce the likelihood of it happening again.

- It is recommended that students, staff, families, and community members alert school personnel and report incidents of harassment, intimidation, and bullying that may involve bias (real or perceived)
- Students are asked to talk to your school teacher, nurse, social worker, counselor, assistant principal, principal or any adult within the school setting with whom you feel comfortable
- Parents are asked to contact your child's school teacher, nurse, social worker, counselor or assistant principal for assistance. Please contact the school principal if the issue is not resolved and [Contact the building DASA Coordinator](#) if the issue remains unresolved

**NOTICE OF NON-DISCRIMINATION:** <http://www.rcsdk12.org/Page/37662>

Inquiries regarding the District's non-discrimination policies should be directed to:

Chief, Human Capital Initiatives, Civil Rights Compliance Officer  
131 West Broad Street  
Rochester, New York 14614  
(585) 262-8689

e-mail: [CivilRightsCompliance@rcsdk12.org](mailto:CivilRightsCompliance@rcsdk12.org)

Additional Resources:

- [Rochester City School District Board Policy #1510](#)
- [Superintendent's Regulation #1510R](#)
- [Dignity for all Students Act Coordinators for each School Building](#)
- [Harassment, Intimidation, Bullying Online Reporting](#)

### **Building Safety Strategies**

All building administrators have been trained in NIMS. School Safety officers receive training on emergency response, de-escalation techniques and crowd management annually. A number of students and staff are trained as Community Emergency Response Team (CERT) members.

The following other prevention/intervention strategies are in place:

- Buzz-in or use ID for main entrance to ensure security

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- Security cameras are strategically located throughout all buildings
- Office Sign-in log
- Visitor badges (worn by all visitors in the bldg.)
- Contractor/Volunteer badges
- Staff ID badges
- Doors and windows secured
- Halls clear unless students are passing
- Employees are familiar with personnel and students who belong in the building. They question and report those who do not belong or who do not have an escort/visitor badge

The School Safety Team facilitates a Risk Assessment annually. The team also insures a RCSD Hazard/Risk/Threat Identification form is completed. The assessment is reviewed by the School Safety team to identify sites of internal and external hazard/risk/threats that may warrant protective actions such as mitigation and planning for emergency responses-evacuation, lockdown, lockout or shelter-in-place.

The following preparedness measures are reviewed and updated on an annual basis. The measures are reviewed with staff:

**Employee Preparedness:** The plan is distributed to all staff via email, return receipt requested each year. Staff are required to read and understand the Building-Level Emergency Response Plan. The administrator will meet with building personnel to review the school safety plan. At the start of each school year, Emergency Response Team and Post Incident Teams are identified and trained. Assignments for non-classroom teachers are determined and assigned.

**Floor Plans:** The floor plan for the building indicate exits, utility shut off, fire extinguishers, boiler, areas of refuge/safe rooms and the location of emergency equipment and supplies. It also lists number-locations of all rooms.

**Telephone Tree:** The building telephone tree is used so that staff can be reached in the event of an emergency during non-school hours.

**Functional needs Population:** Each year a list of students and employees who may need special consideration during an emergency are identified. District guidelines are followed. If a student receives special education services, the need for an evacuation plan will be indicated on the Individualized Education Plan (IEP). The special education teacher or classroom teacher develops the emergency evacuation plan and conveys the information to the school nurse. Their evacuation plans become part of the portable emergency file. For additional information-**See Functional Needs Annex.**

**Training:** The greatest mistake principals, teachers and staff can make in crisis is not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. It is critical to evaluate the circumstances of an actual event and determine the most appropriate course of action. The building understands the importance of training, drills, and exercises in being prepared to deal with an incident.

*8 NYCRR Section 155.17 (vii) (xiv) (xv) (i) Instruction.*

*(j) 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 plan or its emergency response procedures under each of its building-level school safety plans, including sheltering 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.*

To ensure that personnel and community responders are aware of their responsibilities under the building emergency response plan, the following training and exercise actions will occur in RCSD building:

- All school staff, students, and others deemed appropriate by the building will receive training during the school year to better prepare them for an incident
- Roles and responsibilities will be delivered at start of school year by building administration as determined by the Safety Team.
- Administrators and those serving roles on teams will take the appropriate Incident Command System (ICS) Training either independently online through FEMA or with the Office of Safety and Security
- The building will participate in quarterly lockout, lockdown and shelter-in-place drills
- The Emergency Response Team and Administration will review the plan with staff and confirm understanding of all aspects of the plan, annexes communications, notifications and reunification procedures
- Emergency Response Team should practice roles that will be performed during a lockout, lockdown, shelter-in-place and evacuation, along with roles in all of the annexes
- Ensure students understand their roles during lockout, lockdown, shelter-in-place, evacuations and threat specific annexes (as appropriate)

### **Instruction in Fire and Arson Prevention, Injury Prevention, and Life Safety Education**

Such instruction has proven to be invaluable to students when confronted by life-threatening fire situations in their home lives as well as at school. The New York State syllabus for Health and Safety Education treats this important subject at all grade levels. Another excellent curriculum which integrates such instruction into regular school subjects has been developed by, and is available from the National Fire Prevention Association <http://www.riskwatch.org>. Other resources are available at [http://www.p12.nysed.gov/facplan/HealthSafety/child\\_safety.html](http://www.p12.nysed.gov/facplan/HealthSafety/child_safety.html).

***Section 808 of State Education Law mandates that every school in New York State must provide a minimum of 45 minutes of instruction in arson and fire prevention for each month school is in session. The instruction is required for all students, and should include such topics as identification of a variety of conditions in the home, school, and community that may lead to fires; procedures to follow in the event of fire in the home, school and the community; and preventative measures that may reduce the risk of fire and arson. Instruction is required in grades K-12, and may be provided by classroom teachers or community resource personnel as designated by the principal. Instruction may be provided as a special subject or integrated within content areas of the curriculum.***

### **Drills & Exercises**

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

- *Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 8 drills each school year, 2 of which must be using alternative egress. An additional 4 lockdown drills\* are required annually. Six of twelve annual drills are required to be completed by December 31<sup>st</sup> and the remaining drills are required to be completed by April 1<sup>st</sup>.*
- *8 NYCRR Section 155.17 e (3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).*

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

Whenever a lockdown drill is conducted, whether announced or unannounced, the building will notify 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.

### **Required**

**Fire Drill Procedures:** Each school year, personnel are given the fire drill procedures established for the building. These procedures are in the staff handbook and part of the emergency plan. Classroom and substitute teachers are expected to review and practice this plan each year with their students.

- **Attendance Procedures**-each classroom teacher will take attendance and complete a Fire Drill Attendance Form. The form is picked up by runners to account for all students/staff. Attendance forms are contained in the teacher emergency handbook. Students unaccounted for are located by the Emergency Response team. After attendance is taken, Operations notifies the Incident Commander of the results of the attendance procedure: All students/staff are accounted for, injuries tended to, students/staff from pool area (if applicable) are on a bus, and Areas of Refuge/Safe Rooms are cleared, etc.
- **Parent Notification**-At the beginning of each school year parents/guardians are notified by letter of the building's Emergency Response Plan. They are given assurance that a plan is in place and staff have been trained.
- **Emergency Contact Numbers**- Emergency contact numbers are collected at the beginning of the year and updated three times a year. The school will notify parents/guardians when drills/exercises take place. In the event there is an emergency that results in an evacuation, the school will notify parents with the details, along with the location to pick-up students, if an alternate site is necessary for reunification (identification will be necessary).

### **During an Emergency:**

The most common incidents have been addressed in the building Emergency Response Plan. In addition, each site must conduct an annual Risk Assessment to identify all hazards that pose a risk to the school.

The initial response to all emergencies will be by the building's emergency response team (ERT) using the Incident Command System. Upon the activation of the building's emergency response plan, notifications and requests for assistance will be made to: 9-1-1, the Chief's Office, Safety and Security and Superintendent of Schools or his/her designee, and when appropriate, other local officials will be notified. The building will immediately engage in the appropriate response (evacuate, lockdown, lockout or shelter-in-place), based on the incident.

**IV. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

**Emergency Response Team**

<b>Name</b>	<b>Title</b>	<b>Primary Contact #</b>	<b>Alternate Contact #</b>
Deborah Washington	Principal	585-454-3525 ext. 1006	585-465-8388
Emily Buss	Asst. Principal	585-454-3525 ext. 3020	607-349-9122
Jeanne Markman	Asst. Principal	585-454-3525 ext. 1180	585-749-0925
Nilda Solis	Head Secretary	585-454-3525 ext. 1004	585-285-5532
Stephen Miko	Head Custodian	585-454-3525 ext. 1360	585-208-9744
Meredith Colwell	Nurse-RN	585-454-3525 ext. 1282	585-703-5929
Jennifer Klimek	SHA	585-454-3525 ext. 1283	585-298-3294
Caswell Smith	Social Worker	585-454-3525 ext. 2161	585-290-2224
Mary Bruton	Social Worker	585-454-3525 ext. 3013	585-313-1255
Shadae Ivey	School Counselor	585-454-3525 ext. 3012	1-845-867-6930
Claudia Birrittella	Psychologist	585-454-3525 ext. 1050	585-363-2047
Israel Rodriguez	SSO	585-454-3525 ext. 1000	585-503-3054
Rohan Ramsahai	SSO	585-454-3525 ext. 3011	585-415-1526
Christine Eldridge	SSO	585-454-3525 ext. 3011	585-402-5664
Ashley Williams	ISS	585-454-3525 ext. 3050	585-317-3101
Michael Blask	Center for Youth	585-454-3525 ext. 1270	

**Post Incident Response Team**

<b>Name</b>	<b>Title</b>	<b>Primary Contact #</b>	<b>Alternate Contact #</b>
Deborah Washington	Principal	585-454-3525 ext. 1006	585-465-8388
Emily Buss	Asst. Principal	585-454-3525 ext. 3020	607-349-9122
Jeanne Markman	Asst. Principal	585-454-3525 ext. 1180	585-749-0925
Nilda Solis	Head Secretary	585-454-3525 ext. 1004	585-285-5532
Stephen Miko	Head Custodian	585-454-3525 ext. 1360	585-208-9744
Meredith Colwell	Nurse-RN	585-454-3525 ext. 1282	585-703-5929
Jennifer Klimek	SHA	585-454-3525 ext. 1283	585-298-3294
Caswell Smith	Social Worker	585-454-3525 ext. 2161	585-290-2224
Mary Bruton	Social Worker	585-454-3525 ext. 3013	585-313-1255
Shadae Ivey	School Counselor	585-454-3525 ext. 3012	1-845-867-6930
Claudia Birrittella	Psychologist	585-454-3525 ext. 1050	585-363-2047
Israel Rodriguez	SSO	585-454-3525 ext. 1000	585-503-3054
Rohan Ramsahai	SSO	585-454-3525 ext. 3011	585-415-1526
Christine Eldridge	SSO	585-454-3525 ext. 3011	585-402-5664

The Incident Commander is not able to manage all the aspects associated with an incident without assistance. The Incident Command System (ICS) uses a team approach to manage incidents. Roles are pre-assigned based on training and qualifications. Each staff member must be familiar with his or her role and responsibilities before an incident occurs.



**Principal or designee**—The principal (or designee) will serve as the **Incident Commander** and will have a minimum of one qualified back-up. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff. Responsibilities include:

- Provide direction and overall incident management actions based on procedures outlined in this plan
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement
- Coordinate/cooperate with emergency responders
- Keep all stakeholders informed of the situation and provide timely updates

**Teachers/Substitute Teachers/Student Teachers**—Teachers are responsible for the supervision of students and remain with students unless directed to do otherwise. Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals
- Take attendance when class relocates to an inside or outside designated area or at an evacuation site
- Report missing students to Emergency Response Team Members
- Execute assignments as directed by the Incident Commander
- Alert school nurse or emergency response team member to provide assistance for injuries or to take class in the event you are injured
- Render first aid or CPR if certified and deemed necessary

**Teaching Assistants**—Activate if a member of the Emergency Response or Post Incident Teams and assist teachers as directed and ensure the safety of students

**Counselors/Social Workers/School Psychologists**—Counselors, social workers, and school psychologists provide assistance with the overall direction of ICS during an incident. Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Take steps to ensure the safety of students, staff and other individuals
- Provide appropriate direction to students
- Render first aid or CPR and/or psychological aid, if trained to do so
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

**School Nurse/Health Assistant**—Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Administer first aid or emergency treatment, as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

**Custodians/Maintenance Staff**—Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- 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

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- Execute assignments as directed by the Incident Commander

**Principal's Secretary/Office Secretaries**-Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

**Food Service/Cafeteria Workers**-Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Use, prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

**Bus Drivers**-Responsibilities include:

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

**Other Staff**-Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Execute assignments as directed by the Incident Commander

**Students**-Responsibilities include:

- Activate if a member of the Emergency Response or Post Incident Teams
- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

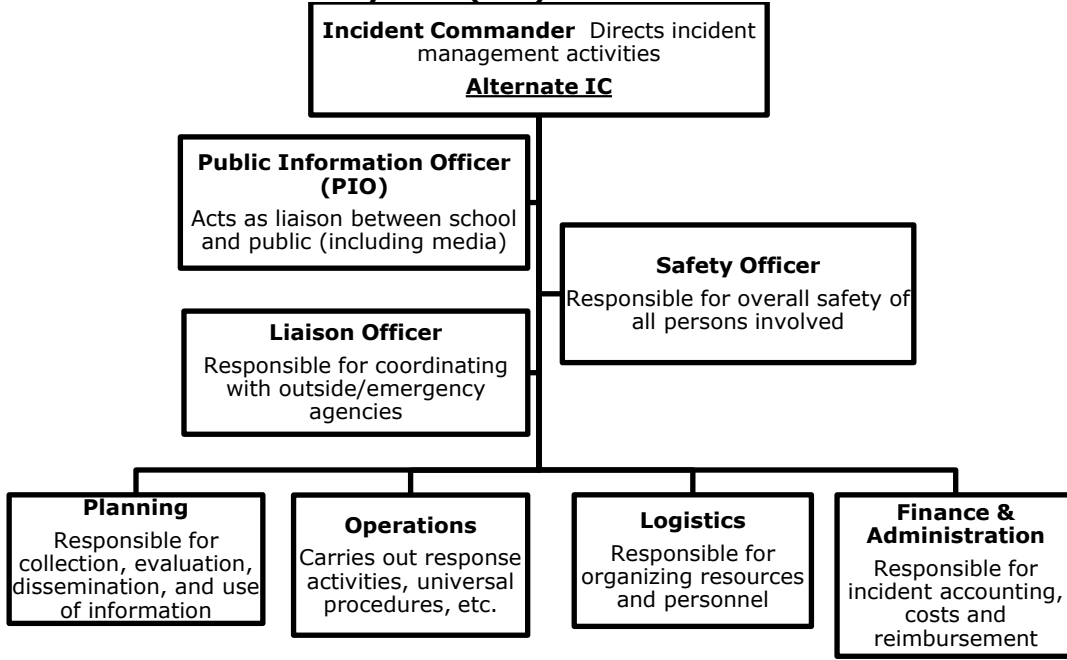
**Parents/Guardians**-Responsibilities include:

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

**V. DIRECTION, CONTROL, AND COORDINATION**

**See below or Plan Summary for ICS Assignments**

**School Incident Command System (ICS) Roles Defined**



**Incident Command System (ICS)**

**Incident Commander**

	Name	Title	Contact
Primary	Deborah Washington	Principal	585-465-8388
Alternate	Jeanne Markman	Asst. Principal	585-749-0925

**Safety Officer**

	Name	Title	Phone
Primary	Israel Rodriguez	SSO	585-503-3054
Alternate	Rohan Ramsahai	SSO	585-454-3525
Alternate	Christine Eldridge	SSO	585-402-5664

**Liaison Officer**

	Name	Title	Phone
Primary	Emily Buss	Assistant Principal	607-349-9122
Alternate	Jeanne Markman	Assistant Principal	585-749-0925

**Public Information Officer**

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	Name	Title	Contact
Primary	Carlos Garcia	District PIO-Chief Information Officer	585-262-8351

**Incident Command**

Directs the incident management activities using strategic guidance provided by the Superintendent’s Office and Safety and Security.

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 with the District’s Chief Communication Officer
- Document all significant activities

**Operations Section**

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

Responsibilities and duties include:

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

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

**Planning Section**

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

Responsibilities and duties include:

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

**Logistics Section**

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

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

### **Finance/Administration Section**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping, 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

### **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 Memorandum of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

### **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/requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

### **Incident Costs**

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

### **Preservation of Records**

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

### **Building Coordination and Cooperation with Emergency Officials**

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

(9) 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, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

(viii) 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;

The building plan 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 building Incident Commander to a responding agency, will occur.

### **Source and Use of Resources**

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

The building will establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency.

All Staff receive an orientation of the Emergency Response Plan at the beginning of the year. Staff members are informed to be on the alert for potential emergencies and to notify the main office immediately. Upon notification the decisions are made as to whether or not to activate the Emergency Response Team.

Policies and Procedures for responding to acts of violence and other emergencies are in accordance with district policies and the Code of Conduct.

Under the direction of the Building Principal, Assistant Principal and other members of the Emergency Response Team classroom teachers will maintain order. Teachers have Emergency notebooks and prepared alternate instructional plans.

**Access to Floor Plans:** An Emergency response notebook is available in the office that contains floor plans and other vital information including maps and schematics.

**Notification and Activation** 8 NYCRR Section 155.17 (xix) *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;*

The building and district uses the following communication systems:

- Telephone, Bus radio
- District radio system (portables)
- Runner system, Local media
- NOAA Weather Radio, Bull horn
- Robo-call mass messaging system to notify stakeholders
- Email, Facebook, Unions

In the case of an Active Shooter, the Command post will be set up across the street or at the discretion of the police command.

Emergency keys, copies of the school floor plan and the school's Emergency Response Plan are located in the Main Office. Supplies of water and non-perishable food are also located here. Floor plans and photos are on the REDI system, accessed by all law enforcement agencies. Extra radios are housed in the cabinet in the main office. Communication will be by radio, on:

**Two-way radios for all admin and SSO/SRO (Coordinator: Operations Chief)**  
**Internal PA School Wide System**  
**Blackboard Connect Ed Mass Recorded Calls and/or Emails**  
**School Website**

For lockdowns all communication by phone, or PA may be discontinued. Communication may be via computer, door to door by school or emergency personnel using keys to rooms. Keypads for entry into the building will be disabled.

Family re-unification will be coordinated by the District Emergency Response Team. The Connect ED parent notification system will be activated. Parents, guardians or contacts listed on emergency card as "acceptable to pick up student", will be required to show identification in order to have students released. In the event of a Lockdown, Lockout or Shelter-In-Place during the school day, no child will be dismissed, until the all clear is given. The same procedures will be used. A hard copy of students contact information is on file with the Emergency Plan.

**Security and Crime Scene:** *8 NYCRR Section 155.17 (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.* **See Crime Scene Management Annex**

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

**Recovery** *8 NYCRR Section 155.17 (vi) coordination of the school safety 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;* **See Recovery Annex**

## VI. BASIC PLAN

### *8 NYCRR Section 155.17 d* **Design of School Emergency Plans.**

*(d) School emergency management plans. A school emergency management plan shall be designed to prevent or minimize the effects of emergencies and to coordinate the use of resources, and shall include, but not be limited to:*

- (1) the identification of sites of potential emergency;*
- (2) the identification of appropriate responses to emergencies;*
- (3) a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;*
- (4) 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;*
- (5) the identification of district resources which may be available for use during an emergency;*
- (6) in the case of a school district, a system for informing all educational agencies within such school district of an emergency;*
- (7) a description of plans for taking the following actions in response to an emergency where appropriate:*
  - (i) school cancellation;*
  - (ii) early dismissal;*
  - (iii) evacuation;*
  - (iv) sheltering;*

## **SITUATION**

### **Specific Building Information**

**Buildings: 1**

**Floors: 3**

**Offices: 1 Main Office on 1<sup>st</sup> Floor**

**Gym 1 (West Wing 1<sup>st</sup> floor attached to Recreation Center)**

**Auditorium: 0**

**Café: 1 (1st floor near main entrance)**

**Faculty and Staff: 80**

**Student population: 490**

**Principal: 1**

**Assistant Principals: 2**

**Counselors: 1**

**Social Worker: 2**

**Psychologist: 1**

**SSOs: 3**

**SRO: 0**

- a. The principal has the primary responsibility for implementing the site Emergency Operations Plan. The principal has the responsibility of executing the policies developed by the district.
- b. Site personnel, District Safety and Security, and/or local fire, EMS and law enforcement agencies handle most emergencies on site.

## **ASSUMPTIONS**

### **Planning Assumptions and Limitations**

#### **Planning Assumptions**

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are standard assumptions. Additional assumptions may be needed depending on your school's circumstances:

- The school community will continue to be exposed and subject to hazards and incidents, as defined in the Annexes, and others 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 stakeholders may be possible; however, some emergency situations occur with little or no warning
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the personnel at the impacted district building may not be able to wait for direction from local emergency response agencies. Action may be required immediately to save lives and protect school property
- During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations
- In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies using National Incident Management system practices. This may include a unified command and the activation of other Incident Command System Positions
- Following a major or catastrophic incident, a building may have to rely on its own resources to be self-sustaining for up to 72 hours
- There may be injuries to faculty, staff, and/or students. Rapid and appropriate intervention and response may reduce the number and severity of injuries



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- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the building to be prepared to carry out the initial incident response until responders arrive at the incident scene
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, may prevent or reduce incident-related losses
- Maintaining the Emergency Response Plan and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises should improve the school’s readiness to respond to incidents

**Planning Limitations**

No guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the building and the district can only strive to make every reasonable effort to manage the situation with the resources and information available at the time.

**COMMUNICATIONS**

8 NYCRR Section 155.17

*(g) 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.*

*(h) Reporting. 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. School districts within a supervisory district shall provide such notification through the district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days.*

*(i) 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.*

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

<b>Name</b>	<b>Title</b>	<b>Radio/Cell Phone #</b>
Deborah Washington	Principal	585-465-8388
Emily Buss	Asst. Principal	607-349-9122
Jeanne Markman	Asst. Principal	585-749-0925
Nilda Solis	Head Secretary	585-285-5532
Stephen Miko	Head Custodian	585-208-9744
Meredith Colwell	Nurse-RN	585-703-5929
Jennifer Klimek	SHA	585-298-3294
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Israel Rodriguez	SSO	585-503-3054
Rohan Ramsahai	SSO	585-415-1526
Christine Eldridge	SSO	585-402-5664
Ashley Williams	ISS	585-317-3101

### **Types of Information**

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

After an incident, the school will assign staff to building telephones, monitor websites, emails and hotlines, etc., to assist stakeholders and determine any information pertinent or critical to the building's recovery effort.

### **Information Documentation**

The assigned staff member will document the information gathered including:

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

### **Emergency Communications**

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language-no code words used.

→ Intercom, Two-way radios, Telephone, Runners-Other

### **Media Relations**

The Rochester City School District maintains strict guidelines regarding media briefings. All communication with the media must go through the **District's Chief Information Officer, Donald Starver**. Incident Commanders will communicate with staff, parents and students but will need to work cooperatively in a unified command post. A separate staging location should be pre-identified for media briefings.

## VII. RESPONSES and FUNCTIONAL ANNEXES

### 4 Step Model of Emergency Planning

This Model represents the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools and State and Local Emergency Management Agencies use to describe planning for, responding to and recovering from emergencies:

**Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters. RCSD building staff look back to see what worked and what didn't...we make changes to improve the plan. We accept feedback from all stakeholders. We are transparent. We document! We Drill. We train!



**Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities. RCSD building staff conduct staff surveys, complete annual risk assessments, update their Emergency Response Plans each year along with drilling and training.

**Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster. The Rochester City School District uses **five (5)** primary responses for emergency situations: **Shelter-In-Place, Hold in Place, Evacuation, Lock-down, and Lockout\***

**Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat. RCSD staff know who to call for help in the building. Staff engage with internal and external community to insure everyone heals. We remember that communication is the key with all stakeholders.

\*RCSD utilizes the 4-Step Model of Emergency Management to develop responses for known threats and hazards. While the Annexes are comprehensive, they should in no way be thought of as a complete listing. It should also be noted that while there is a recommended course of action when dealing with certain situations, the Rochester City School District cannot control the actions or reactions of all individuals, nor can it predict the circumstances in every situation, therefore, this Emergency Response Plan and the Annexes are intended to be guidelines. There may be a need to formulate an alternative response plan based on individual situations (i.e. threat of life safety if the recommended course of action is followed).

## **RESPONSE ANNEXES**

Response Annexes focus on critical operational responses that are carried out in the course of an emergency. The Rochester City School District recognizes five (5) primary responses that buildings can choose from in an emergency situation:

### **Shelter-In-Place**

#### **Hold in Place**

#### **Evacuation**

#### **Lockdown**

#### **Lockout**

While these responses are implemented independently, it is important to remember that they may occur consecutively. For example, the Incident Commander may initiate a shelter-in-place during a hazardous materials release emergency and then receive word that the school needs to evacuate. Staff, students and visitors need to be prepared to immediately react to instructions for any of the Response Annexes and the corresponding Functional and Specific Threat Annexes. In emergencies, the Building's Emergency Response Team will be deployed to assist with the safety of students, staff and visitors, along with helping to implement the actions of the initiated annex(s).

## **RESPONSE ANNEXES**

### **SHELTER-IN-PLACE**

#### **PURPOSE**

Course of action to take 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 (such as in the event of a tornado).

#### **SCOPE**

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat requires the building to shelter-in-place.

#### **CORE FUNCTIONS**

In the event the building needs to shelter-in-place, practiced procedures will be put into action to protect students, staff members and visitors.

#### **ACTIONS**

**Incident Commander:**

- Assesses Scene
- Calls 911, if call is appropriate
- Determines action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office give instructions)
- Once safe, contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to the scene
- For Incident Command to initiate a Shelter-in-Place:

**Activate Emergency Response Team**

Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Shelter-in-Place. **(DO NOT USE CODES, CARDS or COLORS).**

**Sample Script:** May I have your attention please...The building is now sheltering-in-place. All outside activities are discontinued and classes need to come inside. We are now sheltering-in-place. Please remain in your rooms until further notice. Teachers please check your emails for further instructions.

**Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

**General Instructions**

- Use clear, concise language to provide direction to the building
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building
- If the situation is not a threat to the exterior of the building, students in-between classes or outside of their classroom for other reasons should be instructed to return to their class
- Turn off utilities and ventilation systems, (heating, ventilation and air conditioning) if appropriate
- If moving to a different location within the building, teachers need to take their rosters to take attendance-once when the class initially shelters-in-place and then when released back to class
- If a teacher notices a student is missing from class after taking attendance, follow the *Accounting for all Staff and Students Annex*
- If students are injured in the process of sheltering-in-place-teachers should remain with their classes, Emergency Response Team members will attend to the injured.
- If a teacher is injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. Shelter-In Place). Before leaving with the class the team member will radio for another team member to assist with the injured teacher
- Staff members who are injured should call out or if they have a cell phone and are able to call for assistance, either dial the administrator's cell or 9-1-1
- The emergency response team will sweep the building to ensure all have exited, before reporting to the incident command post

**Additional Steps to take depending on situation:**

- Cover up food not in containers or put it in the refrigerator
- If advised, cover mouth and nose with towel, cloth, paper towels, tissues or piece of clothing

- Windows, doors and vents may need to have plastic put on them-(building needs to have heavy plastic and duct tape on hand)
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Notify all concerned parties when the Shelter-in-Place is lifted

## **RESPONSE ANNEXES**

### **HOLD IN PLACE**

#### **PURPOSE**

Course of action to take when students, staff and visitors need to temporarily remain in class or hallways need to be quickly cleared. Typically this action is used when there is a minor student disruption in the hallway or an urgent medical situation requiring an ambulance.

#### **SCOPE**

This annex outlines the procedures that are in place when an event requires staff, students and visitors to hold-in-place.

#### **CORE FUNCTIONS**

In the event the building needs to hold-in-place, practiced procedures will be put into action to protect students, staff members and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assesses Scene
- Calls 911, if call is appropriate
- Determines action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office give instructions)
- Contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to the scene
- For Incident Command to initiate a hold-in-place:

##### **Activate Emergency Response Team**

Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Hold-in-Place. **(DO NOT USE CODES, CARDS or COLORS).**

**Sample Script:** May I have your attention please...The building is now holding-in-place. All outside activities are discontinued and classes need to come inside. We are now holding-in-place. Please remain in your rooms until further notice. Teachers please check your emails for further instructions.

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

**General Instructions**

- Use clear, concise language to provide direction to the building
- Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building
- If the situation is not a threat to the exterior of the building, students in-between classes or outside of their classroom for other reasons should be instructed to return to their class
- If a teacher notices a student is missing from class after taking attendance, follow the Accounting for all Staff and Students Annex
- If students are injured in the process of holding-in-place-teachers should remain with their classes, Emergency Response Team members will attend to the injured.
- If a teacher is injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. Hold-in Place). The team member will radio for another team member to assist with the injured teacher
- Staff members who are injured should call out or if they have a cell phone and are able to call for assistance, either dial the administrator’s cell or 9-1-1

**Additional Steps to take depending on situation:**

- Notify all concerned parties when the hold-in-place is lifted

**RESPONSE ANNEXES**

**EVACUATION**

**PURPOSE**

This response focuses on the course of action that the school will take to evacuate. Included are school 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.*

**SCOPE**

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat requires the building to evacuate.

**CORE FUNCTIONS**

In the event of an evacuation, practiced procedures will be put in to action to protect students, staff members and visitors.

**ACTIONS**

**Incident Commander:**

- Assesses Scene
- Calls 911 to notify of evacuation
- Determines Action for Staff, Students and Visitors (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- Contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- For Incident Command to initiate an evacuation:

**Activates Emergency Response Team**

Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Evacuation. **(DO NOT USE CODES, CARDS or COLORS).**

**Sample Script:** May I have your attention please...The building is now evacuating. We are now evacuating. Teachers take your students and rosters to the designated assembly area. Please exit the building safely.

**Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

**Executing an Evacuation**

- Incident Commander (IC) communicates changes in evacuation routes, if primary routes are unusable
- IC communicates 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
- Emergency response team members will assist with evacuation of building
- If classrooms are unable to use escape routes then they will use escape windows
- Students with functional needs will follow their pre-planned evacuation plan. If an assigned staff member is unable to remove a student, the staff member and student, along with appropriate equipment or service animal, are to report to one of the areas of refuge/safe rooms (see plan summary)
- If a teacher notices a student is missing from class after taking attendance, follow the Accounting for all Staff and Students Annex
- If visitor or student is injured in the process of evacuation, teachers should remain with their classes, Emergency Response Team members will attend to the injured. If a teacher/visitor is injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. evacuation). Before leaving with the class the team member will radio for another team member to assist with the injured teacher/visitor
- Staff members and visitors unable to exit the building should report, along with their equipment or service animals, to any of the areas of refuge/safe rooms. Members of the Emergency Response Team will sweep the hallways and rooms to assist the injured and functional needs population
- **For buildings with Pools-See Safe Room/Area of Refuge Annex**
- 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
- No one should stop for student or staff belongings



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- Teachers and staff members are reminded to take class roster, phone lists, first-aid kit and other emergency supplies with you (go bags). Main office staff: Take visitor log and student sign out sheet to evacuation assembly area
- All staff are requested to check the bathrooms, hallways and common areas for visitors, staff or students while exiting
- Please report to your designated evacuation assembly area for additional instructions
- Emergency Response Team members are responsible for turning off lights, electrical and gas equipment, water, air conditioning and heating systems, unless unable to do so
- Teachers and staff are responsible for closing windows and locking doors as they are leaving the building, unless it is not safe to do so
- **Emergency Response Team Members need to check the areas of refuge/safe rooms and report to the Fire Incident Commander, immediately, any staff, student, visitors needing assistance in those areas or injured in the building**
- Once at evacuation location, check for additional injuries
- Check attendance and account for all students, staff and visitors. Immediately report the injured and missing to the School Incident Commander

### **Evacuation – (Off School Grounds)**

In the event that the situation poses significant 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 alternate site.

- Perform all evacuation steps as indicated for a building evacuation
- Incident Commander has designee contact transportation for buses and to alert the pre-assigned evacuation location (see plan summary)
- Operations will notify all of the staff of the next steps to prepare the staff and students
- If the wait for buses will be lengthy the building will be notified by transportation. The Incident Commander will make a decision to remain on scene if the delay will only be a few minutes. If it will be a long delay or the weather is inclement, the IC may have the staff and students go to the temporary walking evacuation location and wait for the buses

### **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, Emergency Medical Services EMS) are called, 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

## **RESPONSE ANNEXES**

### **LOCKDOWN**

#### **PURPOSE**

Course of action to secure buildings during incidents that pose an immediate threat of violence in the building. The primary objective of a lockdown is to quickly ensure all staff, students and visitors are secured in rooms away from immediate danger.

#### **SCOPE**

This annex outlines the procedures that are in place to protect staff, students and visitors in the event that a threat is in the building and requires the building to go into a lockdown.

#### **CORE FUNCTIONS**

In the event of a lockdown, practiced procedures will be put in to action to protect students, staff members and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assesses Scene and determines need for lockdown
- Calls 911
- Once safe, contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- For Incident Command to initiate a Lockdown:

##### **Activate Emergency Response Team**

***If possible***...Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Lockdown\*. **(DO NOT USE CODES, CARDS or COLORS)**.

##### **Sample Script: LOCKDOWN! - LOCKDOWN! - LOCKDOWN!**

*\*Remind staff in training that unfortunately in some cases the only announcement for a lockdown is the sound of gunfire. Staff need to be prepared to make a decision on their own to lockdown if they feel the situation warrants (i.e. they hear loud noises coming from the hall that they cannot identify and the noise is getting louder. If they hear gunfire, screaming, etc.).*

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Executing a lockdown**

- In the event where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any staff member can initiate the lockdown
- **IF SAFE**, staff should immediately gather students from hallways and areas nearest their rooms. This includes common areas and restrooms
- **Priority needs to be given to securing functional needs population-students, staff and visitors, along with any service animals and required equipment.**
- Lock door(s) and have students/staff move to the designated safe area of the room, **\*\*REMAIN SILENT\*\*** Leave lights on and blinds as they are. Do not cover door window

- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively (without being seen) in the following manner 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
  - 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
  - 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
- Office staff need to immediately find a room that has a locking door to hide in, unless there is an exit that is safe to use. Gather any students, staff and visitors into the locked area and do not come out
- **LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT OR SAFETY AND SECURITY.**

#### **Incident Commander Additional Responsibilities:**

- Join unified Command Post
- Work with Police and Fire to set up Incident Action Plan
- Re-direct any buses that are due to arrive (i.e. lockdown occurs at dismissal) away to a safe location
- Move any students or visitors that are outside near the doors to a safe location
- Close the front loop and parking lots to prevent staff, parents, students and visitors from entering the area
- Provide communications with all details-assist with robo-call to parents
- Set up secure area for press
- Set up parent re-unification area. Follow Reunification Annex
- Activate Post Incident Team and District Crisis Team
- Complete IC responsibilities unless command is transferred to another district IC
- Have plant security deactivate keypads
- Locate classes that were outside at the time of the lockdown

#### **Emergency Response Team Members and Buildings with School Safety Officers**

##### **LOCKDOWN ACTIVE THREAT:**

1. Announce right away with type of threat and location
2. Get students, staff, visitors and yourself safe
3. Make sure functional needs population are secured
4. Keep announcing on secure channel

##### **ERT/SSO RULES:**

1. No unnecessary radio transmission
2. Remain in assigned areas until you are contacted either in person or cell phone

##### **NON-ACTIVE THREAT:**

1. Get Incident Commander or another member of ERT on secure channel
2. Alert of type of threat and possible location
3. Command post will be in the main office (non-threat only)

##### **SSO LOCATIONS:**

1. SSO's should help lockdown, if possible, and then find secure lockdown location or get outside incident command post, if possible

## **RESPONSE ANNEXES**

### **LOCKOUT**

#### **PURPOSE**

Course of action that will be taken to secure the building and grounds during incidents that pose an imminent concern **outside** of the building. The primary objective of a lockout is to quickly ensure all staff, students, and visitors are secured in the building away from the outside danger.

#### **SCOPE**

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat is on or near school grounds that requires the building to go into a lockout.

#### **CORE FUNCTIONS**

In the event of a lockout, practiced procedures will be put in to action to protect students, staff members and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assess Scene. Call 911 to notify of lockout, unless told by police/Safety & Security to put building in lockout.
- Determine action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions).
- Contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene.
- For Incident Command to initiate a lockout:

##### **Activate Emergency Response Team**

Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Lockout. **(DO NOT USE CODES, CARDS or COLORS).**

##### **Sample Script:**

May I have your attention please-the building is now in lockout. All classes, please remain in your rooms until you receive additional instructions. Staff please check your email. Thank you

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Additional Incident Commander, Emergency Response Team and Staff Actions**

- Incident Command Post will be in the Main Office or adjacent conference room unless otherwise designated
- IC contacts plant security to disable card readers

- Staff members will immediately lock classroom doors and windows. Students may remain in their seats and lessons should continue unless otherwise instructed. An announcement will be made when it is safe to transfer classes. Please do not allow students to leave the classroom without an escort during a lockout (unless otherwise directed)
- Entry to the building is gained only on a one on one basis and only through a locked and monitored door (the front main entrance)
- All staff, including teachers will go directly to the command center to assist with dismissal of students, if applicable.
- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.)
- It is not necessary to turn lights off. Close blinds on lower level and first floor windows.
- 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 any additional Annex(s) appropriate to respond to the situation

## **FUNCTIONAL ANNEXES**

### **ACCOUNTING FOR ALL PERSONS ANNEX**

### **COMMUNICATIONS ANNEX**

### **CONTINUITY OF OPERATIONS PLAN (COOP) ANNEX**

### **RECOVERY ANNEX**

### **REUNIFICATION ANNEX**

### **SECURITY ANNEX**

Functional Annexes describe the purpose and responsibilities for key functions/operations. Functional annexes are commonly implemented along with Response Annexes and Specific Threat Annexes. For example, if there is a fire in a building, the first annexes typically to be implemented will be the Evacuation, Fire, Accounting for All Persons and Communications Annexes (depending on the size and type of fire). Later it may become necessary to implement the Reunification Annex and Recovery Annex.

#### **All Functional Annexes address:**

- Situations the annexes may be used
- Activation of the annex
- Actions of the annex

#### **To implement annexes:**

- Staff and students should train and participate in drills
- Staff and bus drivers assigned to work with students with functional needs should train and participate in drills

**Emergency Response Team, Post Incident Team, Threat Assessment Team, Cardiac Response Team, Leadership, Planning and Building Team members:**

**Review, provide input and assist in training and drills on the use of this plan and annexes.**

Evaluating the appropriateness of the plan and assisting with modifications or updating the plan, as necessary, will help to ensure that the plan and annexes are appropriate to provide a safe environment for students, staff and visitors.

# **FUNCTIONAL ANNEXES**

## **ACCOUNTING FOR ALL PERSONS ANNEX**

### **PURPOSE**

Course of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

### **SCOPE**

This annex outlines the procedures that are in place to account for all staff, students and visitors in the event of a hazard or a threat on school grounds or in the school building.

### **CORE FUNCTIONS**

In the event that a student, staff member or visitor is unaccounted for, practiced procedures will be put in to action to locate the person and to continue to protect students, staff members and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess Scene. Call 911 to notify of missing student, personnel or visitor
- Determine action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions).
- Contact Chief's Office, and Safety and Security Office. Can call Chief or Safety and Security first to have other notifies made and move additional personnel to scene.
- For Incident Command to initiate a search for a missing person:

#### **Person is missing during the normal course of the day:**

- Person is reported missing
- Emergency Response Team is activated
- Search of building and grounds is conducted
- Report is made to Chief's Office and Safety and Security
- 911 is called if person is not found immediately or if assistance is needed in bringing the person back to the building
- Once the person is found, a follow-up report is immediately given to all stakeholders

#### **Person is missing during a drill or an emergency:**

- Report is made to Chief's Office, Safety and Security and Superintendent's Office
- Once missing persons or injured are located, those that are able to, will be re-united with their class, office, etc. or provided with emergency care. A follow-up report is given to all stakeholders immediately. Notifications are provided to parents via robo-call and letter home

#### **Lockdown/Lockout/Shelter-in-Place/Other:**

All teachers are required to take attendance during drills and emergencies. Once safely able to identify who is unaccounted for, the following procedures will take place:

Runners will collect attendance and missing person information to provide to the Incident Commander and the Emergency Response Team. The school team will work with emergency responders to locate missing persons.

- Report is made to Chief's Office, Safety and Security and Superintendent's Office
- Once missing persons or injured are located, those that are able to, will be re-united with their class, office, etc. or provided with emergency care. A follow-up report is given to all stakeholders immediately. Notifications are provided to parents via robo-call and letter home

### **If student has not reported home from school:**

#### **Student is transported via bus**

If a parent/guardian has reported that a student has not come home, the following steps will be taken, as appropriate:

- Report is made to Chief's Office and Safety and Security
- 911 will be called
- The dispatcher will be called to check with the driver to confirm if the student was on the bus and if so, if and where the student was dropped off
- The Director of Transportation will be advised
- The school will retrace the student's steps at dismissal
- Safety & Security check the camera feed from school and the bus, if necessary
- The District will work closely with emergency responders until the student is found
- Once the student is located, communication will be sent to appropriate stakeholders by school or safety & security to advise of resolution

#### **Student walks or receives a ride**

If a parent/guardian has reported that a student has not come home, the following steps will be taken, as appropriate:

- Report is made to Chief's Office, Safety and Security and Superintendent's Office
- 911 will be called
- The school will retrace the student's steps at dismissal
- Safety & Security check the camera feed from school, if necessary
- The District will work closely with emergency responders until the student is found
- Once the student is located, communication will be sent to appropriate stakeholders by school or safety & security to advise of resolution



## **FUNCTIONAL ANNEXES**

### **COMMUNICATION ANNEX**

#### **PURPOSE**

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 e \(2\) iv](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures are included for emergency notification to parents/guardians ([8 NYCRR Section 155.17 e \(2\) i](#)). Templates for statements/press releases, media contacts at the major television, Internet, and radio stations are maintained by the Chief Communications Officer at Central Office.

#### **SCOPE**

This annex outlines the procedures that are in place for communication with stakeholders during and after emergencies.

#### **CORE FUNCTIONS**

In the event of a threat or hazard that requires the building and or district to engage in communication, practiced procedures will be put in to action to provide timely public information to stakeholders-including but not limited to students, staff members, families and the community.

#### **ACTIONS**

##### **Types of Communications**

##### **Communication Between School and Law Enforcement and Emergency Responders**

The building will contact and maintain communications with law enforcement and other emergency responders during an incident. The building Incident Commander will assume a unified command position or will transfer command (depending on the incident). The district Chief Communication Officer, the building Incident Commander (IC) and the Public Information Officer (PIO) for the emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

##### **Internal Communications**

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

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

##### **Communication Between Building Officials and Staff Members**

Building 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. The

following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree
- Text-Messaging System/E-mail System
- Mobile Device Applications
- Faculty Meeting

### **Communication Between Building Officials and Students**

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

- Posted notices throughout building and letter home to parent/guardian

### **External Communications**

The Building must communicate with the larger community on how incidents will be addressed. However, once an incident does occur, parents, media and the community will require clear and concise messages about the incident. This will include what is being done and the safety of the children and staff. All incident related communication must be approved through the District Communication Office prior to dissemination.

### **Communication with Parents**

Before an incident occurs, the building will:

- Inform parents on how to access alerts and incident information
- Inform parents that the school has developed a plan, its purpose and its objectives. **Detailed response tactics should not be shared**
- Include the plan information in the parent handbook, school newsletter, school events, trainings, etc.
- Provide translation services for non-English-speaking families and students with limited English proficiency
- Provide detailed information on the Functional Needs Population Annex

In the event of an incident, the building will work with the Chief Communication Officer to:

- Inform parents about what is known to have happened
- Implement a plan to manage phone calls and parents who arrive at the school
- Describe how the building and school district are handling the situation
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information
- Inform parents and students when and where school will resume

After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

### **Communication with the Media**

In the event of an incident, the Chief Communications Officer and the PIO for the emergency responders will coordinate in a joint information effort to:

- Establish a media site and reception area away from the building 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 building would be deemed impractical due to the nature and severity of the incident

- Low Impact events can be handled at the School District Central Offices or similar type facility 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.

**Pre-designated Media sites**

Alternate Location		Address and description
LOW IMPACT	To be determined by District PIO at time of incident	TBD
HIGH IMPACT	RCSD Central Office	131 West Broad Street, Rochester New York 14614

- Provide regular updates to the media and school community.
- **Provide only information that has been approved to be released.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

**All staff must refer media to District Chief Communications Officer/Public Information Officer PIO (Chip Partner).**

If designated District PIO is unavailable, an alternate assumes responsibilities.

District Chief Communications Officer/Public Information Officer (PIO):	Carlos Garcia
Telephone Numbers (home, work, mobile):	262-8351
Alternate District spokesperson	Terry Dade or designee
Telephone Numbers (home, work, mobile)	262-8378

**Incident Commander Actions**

- Assess scene
- Call 911. Activate Emergency Response Team, Post Incident Team
- Contact Chief’s Office, Safety and Security and Superintendent’s Office. Can call Safety and Security first to have others contacted and start additional personnel to scene
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

**During an emergency:**

- Incident Commander or designee relays all factual information to Chief, Department of Safety and Security and Superintendent’s Office
- Disseminate information to inform parents about what is known to have happened
- Implement a plan to manage phone calls and parents who arrive at school
- Describe how the school and school district are handling the situation
- Provide information regarding possible reactions of their children and ways to talk with them
- Provide a web site, or hotline where parents can receive updated incident information
- Inform parents and students when and where school will resume
- District Incident Commander or designee notifies other schools in district and works with PIO to prepare a joint statement for the media in cooperation with emergency services
- Building staff are asked to refrain from arguing with the media but to not allow them into the buildings. Please refer media to the Chief Communications Officer at Central Office
- Maintain log of all telephone/walk-in inquiries. Use scripted response to respond to inquiries
- Establish a media reception area away from the building and the Incident Command Post
- Provide regular updates to media and school community
- Provide only information that has been approved to be released by the Incident Commander
- Monitor release of information and correct misinformation

- Coordinate messages with the principal/designee
- Provide appropriate information to internal groups, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated
- Designate and brief personnel answering calls to help control misinformation
- Conduct briefings for community representatives directly associated with the school
- Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled

**Media statement-Released by Chief Communication Officer:**

- District PIO will develop templates and adjust statements based on situation or incident
- Emphasize safety of students and staff first
- Briefly describe building's plan for responding to emergency
- Issue brief statement consisting only of the facts
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media**
- **Refrain from exaggerating or sensationalizing crisis**
- Be prepared with translation services and services for families with functional needs.

## **FUNCTIONAL ANNEXES**

### **CONTINUITY OF OPERATIONS PLAN (COOP)**

#### **PURPOSE**

The overall purpose of this building-level plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the building's initial response would transition into the overall response to a critical incident at the building.

This plan is based upon the concept that the incident management functions that must be performed by the building generally parallel some routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed in responding to an incident in the building. Some personnel, equipment and supplies that would typically be required for routine functions may be redirected to accomplish assigned incident management tasks.

This plan anticipates the range of potential incidents that could cause a temporary interruption of operations to a complete shut-down of the building, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. The goal of the plan is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

#### **RESPONSIBILITIES**

Delegation of authority and management responsibilities are predetermined in this plan. Safety of students and building personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services have been developed so that resources are readily available if needed.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on the next page.

Incident Command structure will be utilized. Please see the Building Plan Summary for the Incident Command Assignments. Table 2 lists other possible operation section teams that may be implemented in an emergency.

**Planning Section**-When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops
- Assisting with ongoing planning efforts
- Maintaining the incident time log
- Documenting all activities

**Logistics Section**-When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication
- Establishing and maintaining school and classroom first-aid kits
- Coordinating access to and distribution of supplies during an incident
- Monitoring inventory of supplies and equipment
- Documenting all activities

**Finance/Administration Section**-When activated, the Finance/Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities
- When possible, photographing or videotaping damage to property
- Developing a system to monitor and track expenses and financial losses
- Secure all records

Central Office may assume responsibility for these functions and perform these duties off-site.

District IC/Superintendent or designee	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations</li> <li>• Identify a line of succession, including who is responsible for restoring business functions for school</li> <li>• Ensure systems are in place for rapid contract execution after an incident</li> <li>• Identify strategies to continue teaching</li> <li>• Reevaluate the curriculum</li> </ul>
Chief Communications Officer/Building IC	<ul style="list-style-type: none"> <li>• Disseminate information internally to students and staff</li> <li>• Communicate with parents, media, and the larger school community</li> </ul>
Safety & Security	<ul style="list-style-type: none"> <li>• Provide building support to maintain a safe &amp; secure learning environment; Assist with execution of emergency plan</li> </ul>
Building IC/Principal/Assistant Principal	<ul style="list-style-type: none"> <li>• Identify relocation areas for classrooms and administrative operations</li> <li>• Brief and train staff regarding their additional responsibilities</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations</li> </ul>
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> <li>• Work with local officials to determine when it is safe for students and staff to return to the school buildings and grounds</li> <li>• Manage the restoration of school buildings and grounds</li> </ul>
School Secretary/Office Staff	<ul style="list-style-type: none"> <li>• Maintain inventory and essential records</li> <li>• Ensure redundancy of records</li> <li>• Secure classroom equipment, books, and materials</li> <li>• Restore administrative and record-keeping functions such as payroll, accounting and personnel records</li> <li>• Retrieve, collect, and maintain personnel data</li> <li>• Provide accounts payable and cash management services</li> </ul>
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> <li>• Establish academic and support services for students and staff/faculty</li> <li>• Implement additional response and recovery activities according to established protocols</li> </ul>
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> <li>• Determine how transportation and food services will resume.</li> </ul>

**Table 2. Operations Section Teams**

**Emergency Response Teams** are responsible for the initial response of all building emergencies. Team members assist with evacuations, lockouts, lockdowns and sheltering-in-place for all ambulatory and non-ambulatory students, staff members and visitors in the building, including those who may be injured. Team members will also assist with emergency response drills, training and exercises.

**Search & Rescue Teams** are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas,
- Conducting initial damage assessment
- Obtaining injury and missing student reports from teachers.

**First-Aid Teams** provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:

- Setting up first-aid area for students
- Assessing and treating injuries
- Completing master injury report.

**Evacuation/Shelter/Care Teams** are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:

- Accounting for the whereabouts of all students, staff and volunteers
- Setting up a secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies.

**Facility & Security Response Team** is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control.

**Crisis Intervention Team** is responsible for:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention /counseling resources
- Monitoring well-being of School Incident, Command Team, staff and students
- Reporting all findings to the Operations Section Chief.

**Student Release/Reunification Team** is responsible for:

- Getting students reunited with their parents or guardians in an efficient and orderly manner
- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating information officers on internal and external communications and messages

## **SPECIFIC PROCEDURES**

### **Activation and Relocation**

The Building IC will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The IC will activate COOP

procedures whenever it is determined the building is not suitable for safe occupancy or functional operation. The IC will notify the Chief, Superintendent's Office and Safety and Security Office.

**Alert, Notification, and Implementation Process**

The IC will activate the communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

**Relocation Sites**

The Building Safety Team has identified walking and busing evacuation locations to maintain and/or restore operations and essential functions disrupted by an incident. Each building has one walking evacuation location and two busing locations.

<b>Building, Wing or Location</b>	<b>Assembly Area</b>
East Wing	Frederick Douglass Street near front and rear of building
West Wing	Playground and Athletic field near front and rear of building
North Wing	Adams Street near front of building
South Wing	Sophia Pl near rear of building
Safe Rooms	Rm. 128 (Nurse's Office), Rm. 216, Rm. 302.

	<b>Off Site Location</b>	<b>Address</b>	<b>Facility Contact Name and Number</b>
PRIMARY	Mt Olivet Church	141 Adams St Rochester, NY 14608	Rickey Harvey 585-232-6742
SECONDARY	School #4	198 Samuel McCree Way Rochester, NY 14611	Karon Jackson 585-235-7848

Students will either walk, travel by bus, or other means of transportation provided by the district. Safe rooms at NRCS #3 will be Rm. 128 (Nurse's Office), Rm. 216, and Rm 302. Emergency "To Go" bag will be located in the nurse's office (Rm. 128).

**Interoperable Communications/Backup Sites**

As noted above, temporary alternative sites will be used for short-term disruptions involving payroll and personnel actions. With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites will need to be identified.

**Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored:

- Personnel Records-HCI
- Student Records-Martin Street
- Other vital department or building records-with each department/building



## **Human Capital Management**

Personnel responsible for essential functions are cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo annual training on executing COOP procedures. Training is designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training includes specific protocols for identifying and assisting functional needs populations.
- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All personnel will be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

## **Reconstitution**

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations
- Supervise an orderly return to the building
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures

## **Source and Use of Resources**

The building will use its own resources and equipment to respond to incidents until emergency or other incident response personnel arrive. District CERT members have been trained to assist, if called upon, and are available after an incident occurs.

## **Administration, Finance and Logistics**

### **Agreements and Contracts**

If building resources prove to be inadequate during an incident, it will request assistance from the district, local emergency services, and other agencies in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All pre-negotiated agreements and contracts are kept: in the main office and readily available.

### **Recordkeeping**

**Administrative Controls-**The building is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established district fiscal policies and standard cost accounting procedures.

**Activity Logs-**Staff assigned within the building ICS will maintain accurate logs recording key incident management activities, including:

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

- Casualties
- Containment or termination of the incident

**Incident Costs-**ICS Finance and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

**Preservation of Records-**In order to continue normal operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained:

- Current student records: at the building
- Previous students: Martin Street
- Personnel records: HCI

**Plan Development, Maintenance, and Distribution**

**Approval and Dissemination of the Plan-**In developing the Emergency Response Plan for each building, the building safety team must involve community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and nonteaching employees who are assigned to the building as described in [8 NYCRR Section 155.17](#). The safety plan clearly identifies the latest revision date and the signature of individuals involved in its creation and/or revision.

Revision/Update/ Amendment	Name	Date
	Emergency Response Team	7/30/19

**Record of Distribution-**Copies the school safety and floor plans are distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered.

Agency	Name of Receiving Party	Date
NRCS #3	Emergency Response Team	9/3/2019

School Safety Planning documents will not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

**Review and Updates to the Plan-**In order to remain in compliance with [8 NYCRR Section 155.17](#), the school safety team will review and update the emergency response plan every year and whenever a major modification to the building requires changes in the procedures outlined in the plan.

The emergency response plan will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. By October 1<sup>st</sup> (or whenever the plan is updated because of midyear changes) the updated plan, summary and any other updated documents need to be submitted to the office of Safety and Security as well as distributed via read receipt, to all building personnel, including contractors and agencies.

**Training and Exercising the Plan-**RCSD understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur. School officials will coordinate training efforts with guidance from the Department of safety and Security.

Emergency Response Plan Training available to buildings:

- Hazard and incident awareness training
- Active Shooter Training
- Orientation to the School Plan
- First-aid and CPR
- Team training for incident response or recovery activities such as Family Reunification
- ICS 100, ICS-200, ICS-700 and ICS-800
- POD Training
- CERT Training
- Multi-hazards for Schools Training (FEMA)

Additional training will include drills and tabletop exercises.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
NYS Annual Required Training for Staff	9//4/2018	All staff
See evacuation and lockdown drill report	2018/2019	All staff

All student and staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

# **FUNCTIONAL ANNEXES**

## **RECOVERY ANNEX**

### **PURPOSE**

To have a plan in place to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

Academic recovery includes:

- When the school should be closed and reopened, and who has the authority to do so
- What temporary space(s) the school may use if school buildings cannot be immediately reopened
- How to provide alternate educational programming in the event that students cannot physically reconvene

Physical recovery includes:

- How to document school assets, including physically accessible facilities, in case of damage
- Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after a disaster
- How the school will work with utility and insurance companies before an emergency to support a quicker recovery

Fiscal recovery includes:

- How district leadership will be included
- How staff will receive timely and factual information regarding returning to work
- What sources the school may access for emergency relief funding

Psychological and emotional recovery includes:

- Who will serve as the team leader
- Where counseling and psychological first aid will be provided
- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling
- Who will provide trained counselors
- How to address the immediate, short and long-term counseling needs of students, staff, and families
- How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance
- How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future
- How the Medical and Mental Health annex will inform the actions and plans of the Recovery annex

## **SCOPE**

This annex outlines the procedures that are in place for recovery from a hazard or a threat on school grounds or in the school building.

## **CORE FUNCTIONS**

In the event of a threat or hazard, practiced procedures will be put in to action to help the building recover and return the students and staff members back to their safe, pre-incident learning environment.

## **ACTIONS**

The building will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following, depending on resources and type of incident:

- Conduct a comprehensive assessment of the physical and operational recovery needs
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical)
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes
- Educate school personnel, students and parents on available crisis counseling services
- Establish absentee guidelines for teachers/students after an incident
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident
- Develop alternative teaching methods for students unable to return immediately to classes (i.e. correspondence classes, videoconferencing, tele-group tutoring, etc.)
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms)
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans
- Ensure that the needs of functional needs population and non-ambulatory populations are met and all aspects of programming, the structural aspects of the building, resources and communication are addressed prior to resuming building activities.

### **Recovery after an incident**

After the safety and status of students, staff and visitors has been assured and emergency conditions have resolved following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

# **FUNCTIONAL ANNEXES**

## **REUNIFICATION ANNEX**

### **PURPOSE**

The Family Reunification Annex details a safe and secure means of accounting for students, staff and visitors and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and an alternate site is needed.

### **SCOPE**

This annex outlines the procedures that are in place to account for all staff, students and visitors and to reunify students with their families in the event of a hazard or a threat on school grounds or in the school building.

### **CORE FUNCTIONS**

In the event of a threat or hazard that requires the building to relocate or parents to retrieve their children from school, practiced procedures will be put in to action to protect students, staff members and visitors and to reunify students with their families.

### **ACTIONS**

#### **Reunification Site:**

Mt Olivet Baptist Church	141 Adams St Rochester, NY 14608	585-232-6742 571-233-8996
School #4	198 Samuel McCree Way Rochester, NY 14611	Karon Jackson 585-235-7848

#### **IC and Emergency Response Team Actions**

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Emergency Response Team**

- Follow Evacuation procedures for transporting students to the reunification site(s) (**See Evacuation Annex**), including non-ambulatory students and staff members
- Notify a contact person at the relocation site(s) to prepare for the arrival of students, including non-ambulatory students and staff members
- Designate a Reunification Coordinator

- Activate Annex(s) appropriate to respond to the situation
- Designate a holding area for arriving students and staff away from waiting family members
- Designate an adult report area for parents/guardians to sign-in and to check identification
- Establish a student release area. Students will be escorted to their parent/guardian to sign out
- Establish a mental health area-for parent/guardians of any injured, missing or deceased students. The School Psychologist or other designee, will coordinate this activity with emergency response personnel
- Set up a media staging area away from the reunification site and notify the PIO of the location
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians
- Only release students to authorized persons after checking proof of identity and signing a student release form
- Instruct parents/guardians to leave the site to 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
- Functional needs populations may be significantly impacted by the stress of the incident and additional support staff may be required to support these students and staff
- Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues

## **FUNCTIONAL ANNEXES**

### **SECURITY ANNEX**

#### **PURPOSE**

The purpose of this Annex is to provide the course of action to secure the building and grounds from internal and external threats or hazards.

#### **SCOPE**

This annex outlines the security procedures that are in place to protect staff, students and visitors while on school grounds or in the school building.

#### **CORE FUNCTIONS**

In the event of an internal or external threat or hazard, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **Ongoing Security Planning and Important Points for Secure Building Operations**

- Agreements with law enforcement agencies in place to address the daily role of law enforcement officers in and around school
- Daily walk-throughs to ensure building is physically secure
- Using Crime Prevention Through Environmental Design Principles **CPTED**: Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers. Using natural surveillance by arranging physical features to maximize visibility. Natural access control, territoriality reinforcement-clearly delineating space, expressing pride and ownership, and creating a welcoming environment, management and maintenance-ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed
- Having a plan to get students to and from school safely (including traffic control and pedestrian safety)
- Plan for keeping prohibited items out of school
- Respond to threats identified by the behavioral threat assessment team
- Plan for monitoring and sharing information with law enforcement officers or other responders to prevent gang or other violent activity in the building
- Use of the National Incident Management System for handling all incidents and working with emergency service personnel. For example:

In all Annexes, reliable use of the Incident Commander (typically the Principal), and consistent IC response:



## **ACTIONS**

### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

## **THREAT OR HAZARD SPECIFIC ANNEXES**

Abuse Recognition and Prevention Annex  
Active Shooter/Terrorist Annex  
After-Hours Annex  
Animals (Dangerous) Annex  
Assaults/Fights Annex  
Bomb Threats Annex  
Building Events Annex  
Bus Incident/Accident Annex  
Cold Emergencies Annex  
Control of Common Childhood Contagious Diseases & Illnesses Annex  
Crime Scene Management Annex  
Cyber-Threat Annex  
Field Trip Annex  
Fire Annex  
Food Defense Annex  
Functional Needs Population Annex  
Gas Annex  
General Emergency Annex  
Hazardous Materials Emergency Annex  
Heat Emergencies Annex  
Hostage/Intruder Annex  
Mass Casualty Incident Annex  
Mechanical Emergencies Annex  
Medical and Mental Health Annex  
Pandemic Annex  
Radiological Event Annex  
Safe Room/Area of Refuge Annex  
Serious Injury-Death Annex  
Student Unrest Annex  
Sudden Cardiac Arrest Annex  
Suicide/Threat of Suicide Annex  
Threat of Violence Annex  
Weather/Natural Disaster Annex

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **ABUSE RECOGNITION AND PREVENTION ANNEX**

#### **PURPOSE**

The purpose of this Annex is to have a plan in place for a course of action when a student discloses an act of abuse to a staff member. The goal of the building is to provide a safe learning environment for every student. It is not uncommon for students to develop relationships with trusted educators. As mandated reporters we are required to report disclosures to protect and obtain assistance for students. Disclosures can be direct or indirect. Most likely a disclosure will be indirect, meaning the student does not share the details of the abuse without being prompted, or does so in a round-about way. A disclosure can also be disguised, or given through hints or gestures, or even through another student. The student is hoping that you understand what they are trying to share.

It is important to recognize the possible clues so that further questions are asked. Most children who disclose want the abuse to stop. When the disclosure is "missed" they may continue with additional hints (or not). For many abused children, a class presentation on child abuse prevention is the first time they realize that what happens to them does not happen to everyone. Some children may try to protect the abuser, especially when the abuser is someone they love.

#### **SCOPE**

##### **Do You Suspect Abuse or Maltreatment? Report it Now!**

**Call our Statewide Toll Free Telephone Number:  
1-800-342-3720**

**If you are deaf or hard of hearing, call TDD/TTY at  
1-800-638-5163  
or have your Video Relay System provider call  
1-800-342-3720**

**If you believe that a child is in immediate danger,  
call 911 or your local police department.**

#### **Important Information from the Office of Children and Family Services (OCFS):**

The following are some common indicators of abuse or maltreatment. This list is not all-inclusive, and some abused or maltreated children may not show any of these symptoms.

#### **Indicators of Physical Abuse can include:**

- Injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body)
- Frequently appearing injuries such as bruises, cuts and/or burns, especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns or impressions of other instruments;
- Destructive, aggressive or disruptive behavior;
- Passive, withdrawn or emotionless behavior; and
- Fear of going home or fear of parent(s)

**Indicators of Sexual Abuse can include:**

- Symptoms of sexually transmitted diseases; Injury to genital area
- Difficulty and/or pain when sitting or walking
- Sexually suggestive, inappropriate or promiscuous behavior or verbalization
- Expressing age-inappropriate knowledge of sexual relations
- Sexual victimization of other children

**Indicators of Maltreatment can include:**

- Obvious malnourishment, listlessness or fatigue
- Stealing or begging for food
- Lack of personal care – poor personal hygiene, torn and/or dirty clothes
- Untreated need for glasses, dental care or other medical attention
- Frequent absence from or tardiness to school
- Child inappropriately left unattended or without supervision

**Sex Trafficking:**

- Excess amount of cash or hotel keys
- Chronic runaway/homeless youth
- Lying about age/false ID or inconsistencies in story
- Has engaged in prostitution or commercial sex acts
- Any mention of a pimp/boyfriend or Refers to employer/boyfriend using slang such as “Daddy”

**Labor Trafficking:**

- Family relationships not clear (trafficker may or may not present as formal guardian)
- Child may not be biological child of “parent” in the home
- No evidence of legal guardian
- Works for “aunt” or “uncle”
- Excluded from family events (e.g., church, vacations, parties)
- Physically exhausted; works long hours
- Child is fearful of family he/she lives with
- Child is responsible for child care, elder care, or cleaning -- often hidden as “chores”

Source: <http://www.ocfs.state.ny.us/main/humantrafficking/default.asp#redflags>

**Important Points**

- Have an understanding about abuse and neglect
- Know the four kinds of child abuse: physical, emotional, sexual, and neglect
- Understand the symptoms of each type of abuse
- If you think a child is in danger, you should seek the advice of the school administration
- If a child’s disclosure involves an employee or volunteer, do not confront the alleged perpetrator
- Report any suspicion of child abuse and neglect
- Have the following information: what happened, when it happened, where it happened, and who did it
- You will be asked for some identifying information and how the child disclosed
- Remember, it is the responsibility of adults to take action and keep children safe

It is not uncommon for CPS to follow-up with interviews at school and/or home. A parent/guardian may be upset that an accusation or report was made against them. If the parent/guardian/family member comes to school:

- Do not let him or her go directly to the classroom
- The best course of action may be to have the parent wait in the office with the administrator and bring the student to the office (if that is the reason for the visit)
- If the person does not calm down or leave alert them that you will need to seek further assistance to have them removed (police)  
Explain that you do not wish to do that. Call for assistance if the person does not calm down or leave
- Do not allow staff or students to be subjected to verbal or physical abuse

## **CORE FUNCTIONS**

In the event of a report of abuse, practiced procedures will be put in to action to care for and protect students, staff and visitors.

## **ACTIONS**

### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **ACTIVE SHOOTER/TERRORIST ANNEX**

### **PURPOSE**

To protect students, staff, visitors and property in the event of an active shooter or terrorist incident on school grounds or in the building.

### **SCOPE**

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

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

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

### **CORE FUNCTIONS**

In the event of an active shooter or terrorist incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

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

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

#### **Incident Commander Actions**

- Assess scene
- Call 911. Activate Emergency Response Team, Post Incident Team
- When safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and additional personnel moved to scene
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

#### **Emergency Response Team Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **IC Important Points**

- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors

- When it is safe to do so, implement Accounting for All Persons and Family Reunification Annexes

### **Other Staff Actions**

**Follow directions and lockdown unless instructed to do otherwise! Stay quiet. Do not come out! Do not open your door.**

- Use extreme caution
- When leaving the building with law enforcement, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Family Reunification Annexes

### **Other Terrorist Events**

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional.

Below are the outlined procedures in place to protect students, staff and visitors:

**Nuclear**-Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate
- Close all doors leading into hallways to minimize flying glass
- All people assume the **duck, cover and hold** position on the ground
- Shut down all utility systems to the building (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by authorities

#### **Biological:**

- Shelter in place (**Do not use basements or low lying areas**)
- Close all doors and windows
- Shut down the HVAC system (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by authorities

#### **Chemical:**

- Shelter in place (**Do not use basements or low lying areas**)
- Close all doors and windows
- Shut down the HVAC system (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape
- Be prepared to treat students and staff who experience a reaction to the chemical agent
- The decision to evacuate should be made after consulting with authorities

**Conventional**-The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate

- Close all doors leading into hallways to minimize flying glass
- All people assume the **duck, cover, and hold** position on the ground.
- Shut down all utility systems to the building (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away

Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by law enforcement, fire or EMS.

**If the building is the target:**

- Evacuate to walking evacuation site
- Along route watch for secondary incendiary devices (backpacks sitting alone, etc.)
- At site await further instructions
- Do not speak to the press
- Stay calm
- District and building administration will arrange for reunification, busing and communication with parents/guardians



## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **AFTER HOURS ANNEX (Before/After School, Weekends, School Breaks)**

#### **PURPOSE**

To protect students, staff, visitors and property before/after school, on weekends and during school breaks on school grounds or in the building.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for all staff and persons (including contract, part-time and volunteer) when on school grounds or in the school building before/after school, on weekends and during school breaks.

#### **CORE FUNCTIONS**

In the event of an emergency after hours in a building or on school grounds, practiced procedures will be put in to action to care for and protect students, staff, visitors, the building and property.

#### **ACTIONS**

The individual responsible for the activity at the building is considered the Incident Commander and will activate the Emergency Response Plan. For example, if there is sports practice taking place after school then the coach in charge will be the Incident Commander. If there is a community-based organization hosting a program then it is the principal's responsibility to brief the leader on the emergency plan. The leader will be the IC unless the principal is in the building.

For official after-school programs such those conducted through the City of Rochester Department of Recreation, the program does have an emergency response plan, however, the principal is responsible for reviewing the building plan with the site coordinator to insure that appropriate contacts and follow-up reports are completed for RCSD.

All of the Annexes contained in this Emergency Response Plan would also apply to after-hours programs at the building or on the grounds.

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **ANIMAL (DANGEROUS) ANNEX**

### **PURPOSE**

To protect students, staff, visitors and property in the event of an animal loose on school grounds or in the school building.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to an incident with a loose animal on school grounds or in the school building. An animal on school property involves one or more dogs, cats, reptiles, birds or amphibians that may cause physical harm and/or death to students, staff or visitors. An unwanted animal on school grounds will result in law enforcement (animal control) responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school may be considered a crime scene and therefore would be subject to search and processing.

### **CORE FUNCTIONS**

In the event of a dangerous animal loose on school grounds, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

The first individual(s) to see an animal on the grounds or in the building should activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office should be made, if possible.

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **IC Important Points**

- Notify Nurse and first aid certified persons in school building of medical emergencies
- Seal off area, if animal(s) still present
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **ASSAULTS/FIGHTS**

### **PURPOSE**

To protect students, staff, visitors and property in the event of an assault or fight on the grounds or in the building.

### **SCOPE**

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

An assault or fight on school property involves multiple people who may cause physical harm and/or death to students, staff or visitors. An assault or fight on school grounds may result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school may be considered a crime scene and therefore would be subject to search and processing.

### **CORE FUNCTIONS**

In the event of an assault or fight, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

The first individual(s) to see an assault or fight on the grounds or in the building should activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office should be made if possible.

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

### **IC Important Points**

- Seal off area where assault took place.
- Defuse situation, if possible
- Notify police if weapon was used, victim has physical injury causing substantial pain, impairment of physical condition, or assault involved sexual contact
- Document all activities
- Ask victim(s)/witness(s) for their account of incident
- Assess counseling needs of victim(s) or witness(s)
- Implement post-crisis procedures

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **BOMB THREATS**

### **PURPOSE**

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

### **SCOPE**

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

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

### **CORE FUNCTIONS**

In the event of a bomb threat, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Activating the Emergency Response Plan**

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

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **IC Important Points**

- Activate communications annex
- Coordinate with emergency responders at the command post; provide a site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons

- Work with law enforcement to determine if building will shelter-in-place or evacuate

### **Staff Actions**

- Implement the appropriate response procedures to keep students safe
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place
- Do not touch or handle any suspicious object, bag or container
- When safe to do so and instructed by the Incident Commander implement Annex(s)

### **Actions of Individual Receiving Bomb Threat**

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes
- Use the Bomb Threat Checklist (On next page-Should be placed next to all telephones)

## BOMB THREAT CHECKLIST

<p><b>Description Detail Report</b></p> <p><b>Questions to ask:</b></p> <p>1) When is the bomb going to explode?</p> <p>2) Where is it right now?</p> <p>3) What does it look like?</p> <p>4) What kind of bomb is it?</p> <p>5) What will cause it to explode?</p> <p>6) Did you place the bomb?</p> <p>7) Why?</p> <p>8) What is your address?</p> <p>9) What is your name?</p> <p>Exact wording of the threat: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sex of Caller: _____ Race: _____</p> <p>Length of call: _____ Age: _____</p> <p>Date: _____ Time: _____</p> <p>Number at which call was received: _____</p> <p><b>Notes:</b></p>	<p><b>Callers Voice - Circle as applicable:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Angry</li> <li>• Excited</li> <li>• Slow</li> <li>• Rapid</li> <li>• Soft</li> <li>• Loud</li> <li>• Laughter</li> <li>• Crying</li> <li>• Normal</li> <li>• Distinct</li> <li>• Slurred</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Nasal</li> <li>• Stutter</li> <li>• Lisp</li> <li>• Raspy</li> <li>• Deep</li> <li>• Ragged</li> <li>• Clearing Throat</li> <li>• Deep Breathing</li> <li>• Cracked Voice</li> <li>• Disguised</li> <li>• Accent</li> <li>• Familiar</li> </ul> </td> </tr> </table> <p>If voice is familiar, whom did it sound like?</p> <p>_____</p> <p><b>Background Sounds:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Street Noises</li> <li>• Animal Noises</li> <li>• Clear</li> <li>• Static</li> <li>• Music</li> <li>• House Noises</li> <li>• Motor</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Factory Machinery</li> <li>• Voices</li> <li>• PA System</li> <li>• Local Call</li> <li>• Long Distance</li> <li>• Phone Booth</li> <li>• Office Machinery</li> </ul> </td> </tr> </table> <p>• Other _____</p> <p>_____</p> <p><b>Threat Language:</b></p> <ul style="list-style-type: none"> <li>• Well Spoken (educated)</li> <li>• Incoherent</li> <li>• Foul</li> <li>• Irrational by threat maker</li> <li>• Taped</li> <li>• Message read</li> </ul> <p>Remarks: _____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• Calm</li> <li>• Angry</li> <li>• Excited</li> <li>• Slow</li> <li>• Rapid</li> <li>• Soft</li> <li>• Loud</li> <li>• Laughter</li> <li>• Crying</li> <li>• Normal</li> <li>• Distinct</li> <li>• Slurred</li> </ul>	<ul style="list-style-type: none"> <li>• Nasal</li> <li>• Stutter</li> <li>• Lisp</li> <li>• Raspy</li> <li>• Deep</li> <li>• Ragged</li> <li>• Clearing Throat</li> <li>• Deep Breathing</li> <li>• Cracked Voice</li> <li>• Disguised</li> <li>• Accent</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Street Noises</li> <li>• Animal Noises</li> <li>• Clear</li> <li>• Static</li> <li>• Music</li> <li>• House Noises</li> <li>• Motor</li> </ul>	<ul style="list-style-type: none"> <li>• Factory Machinery</li> <li>• Voices</li> <li>• PA System</li> <li>• Local Call</li> <li>• Long Distance</li> <li>• Phone Booth</li> <li>• Office Machinery</li> </ul>
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## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **BUILDING EVENTS ANNEX**

**(activities, sporting events)- See AFTER HOURS ANNEX  
(Before/After School, Weekends, School Breaks)**



## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **BUS INCIDENT/ACCIDENT ANNEX**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff in the event of a bus incident.

#### **SCOPE**

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

#### **CORE FUNCTIONS**

In the event of a bus incident or accident, practiced procedures will be put in to action to care for and protect students and staff.

#### **ACTIONS**

##### **Activating the Emergency Response Plan**

Individual(s) receiving information about bus incident should notify the IC as soon as possible. The IC will implement the procedures specified in this annex.

##### **Incident Commander Actions**

- Contact Chief's Office, Safety and Security and Superintendent's Office
- Contact Transportation (for report)
- Activate Emergency Response Team
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

##### **Bus Driver/Monitor Response**

- Ensure the safety of students and staff first
- Call 911, if necessary
- Notify the district transportation office

##### **Non-Ambulatory**

- If a non-ambulatory student, is injured, the driver and aid will ensure the safety of the student first. The student will not be moved from the bus unless there is a threat to life safety.
- If there is a threat to life safety and the lift is operable, the person will remain in his or her chair to protect neck, back and head stabilization. If the lift is not working, and if able, the driver and aid will use one of the carries in **Functional Needs Annex** to move the injured person outside to safety or to another bus, if on scene.
- The driver or aid will ensure that 9-1-1 has been called for emergency assistance, along with contacting transportation department personnel.
- The driver and or aid will remain with the injured student and provide first aid/CPR-AED assistance until emergency responders arrive.

## **Ambulatory**

- If an ambulatory student, driver or aid is injured, the person will not be moved, unless there is a threat to life safety.
- If there is a threat to life safety, and it is safely possible, use one of the carries in the **Functional Needs Annex** to move the injured person outside to safety or to another bus, if on scene.
- The driver or aid will insure that 9-1-1 has been called for emergency assistance, along with contacting transportation personnel.
- The driver and/or aid will remain with the injured and provide first aid/CPR-AED assistance until emergency responders arrive.

## **Transportation Department Response**

- Notify Building IC
- Notify Safety and Security and Superintendent's Office
- Depending on time of day safety and Security may take lead and assume command
- Incident Commander assembles Emergency Response and Post Incident Team Members

## **Building IC**

- Notify nurse
- Assess counseling needs
- Implement post-crisis procedures
- Identify location(s) where injured are taken
- Collaborate on communication to stakeholders

## **School Bus Accident Procedures**

### **For all accidents:**

- Call the dispatcher – state if anyone is injured, if there are students on the bus, and the exact location
- Dispatcher immediately contacts the Safety Director who is sent to the scene to take pictures and give any assistance necessary
- Call 911 – (even if no injuries, report required)
- Send troubleshooter

### **If there are students on the bus, no injuries:**

- Even if there are no injuries, notify the school
- The driver needs to make a list of students (names and ages if possible). If it is on the way home, speak to as many parents as possible explaining the delay, etc.
- Contact the Director of Transportation
- If accident occurred on the way to school-the school will check each child to make certain there are no injuries. A note will be sent home with the child to each parent on the bus explaining what has occurred

### **Students on the bus -- injuries:**

#### **(See non-ambulatory, ambulatory above)**

- Contact the Director of Transportation

- Call 911
- Contact school
- Contact Deputy Superintendents, Safety and Security. Chief of Operations

**Troubleshooters and Safety Director to:**

- Make certain that no one is moved-unless there is a threat to life safe
- Start collecting names of students, keep track of what hospitals children are being taken to and make certain that someone is assigned to go to each hospital
- Give information to Dispatcher so that parents can be contacted. If parents are not reachable, send troubleshooters to homes to find them. Offer transportation if necessary

**Interaction with emergency responders on the scene:**

EMS personnel will make initial assessment and stabilization of all passengers on the bus. Students who have been assessed by EMS personnel and have no obvious injuries may be transferred to a spare bus on the scene

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **COLD EMERGENCIES ANNEX**

### **PURPOSE**

The purpose of this annex is to have a plan in place for responding to cold emergencies.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to cold emergencies

### **CORE FUNCTIONS**

In the event of a cold emergency, practiced procedures will be put into action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Activating the Emergency Response Plan**

Individual(s) alerted of a cold emergency should notify the Incident Commander and nurse as soon as possible. The incident Commander will implement the procedures specified in this annex.

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Hypothermia**

When your body temperature sinks below 96°F, you have hypothermia. Prolonged exposure to temperatures as warm as 60°F, particularly in water, can trigger hypothermia if you aren't properly dressed. If your temperature is 96°F or less, you feel cold and sluggish, or are having trouble thinking clearly, see a doctor immediately or go to the nearest emergency room. If you are trying to help someone who may have hypothermia, first call an ambulance. Cover the person with thick blankets. Don't rub the person or handle him or her roughly.

#### **Degrees of Frostbite**

- **First degree:** ice crystals forming on your skin

- **Second degree:** Skin begins to feel warm, even though it is not yet defrosted
- **Third degree:** Skin turns red, pale or white
- **Fourth degree:** Pain lasts for more than a few hours and skin may develop dark blue or black

### **Frostbite First Aid**

Until you can get indoors:

- Don't rub or massage cold body parts
- Put your hands in your armpits
- Hold onto another person or animal
- Drink warm liquids
- Put on extra layers of clothes, blankets, etc.
- Remove rings, watches, and anything tight

Once Indoors

- Don't walk on a frostbitten foot. You could cause more damage
- Get in a warm, NOT hot, bath and wrap your face and ears in a moist, warm, NOT hot, towel
- Don't get near a hot stove or heater or use a heating pad, hot water bottle, or a hair dryer
- You may burn yourself before feeling returns
- Frostbitten skin will become red and swollen and feel like it's on fire. You may develop blisters. Don't break the blisters. It could cause scarring
- If your skin turns blue or gray, is very swollen, blistered or feels hard and numb even under the surface, go to a hospital immediately

# THREAT OR HAZARD SPECIFIC ANNEXES

## **CONTROL OF COMMON CHILDHOOD CONTAGIOUS DISEASES AND ILLNESSES**

### **Contagious Disease Annex**

#### **Introduction**

In the school environment, many communicable diseases are transmitted from one individual to another. Effective control measures include education, avoidance of risk factors, sanitation, vaccination, early recognition of symptoms, health assessment, prompt diagnosis and adequate isolation or treatment.

#### **Transmission**

Communicable diseases are transmitted from person to person by:

**Airborne**-germ from an infected person becomes suspended in the air and is then inhaled by another person. Example: Tuberculosis, Measles and Chickenpox.

**Respiratory Droplet**-germ from an infected person's nose or throat comes into contact with the mucous membranes (the eyes, nose or mouth) of another person by coughing, sneezing or spitting (usually from distances of less than 6 feet). Examples include: Common cold, influenza (flu), and whooping cough

**Direct/Indirect Contact**-Direct contact: Infections spread from person to person by either skin-to-skin contact or skin-to-mucous membrane contact. Indirect contact: Infections spread from contaminated object to person. Example: Fungal infections, herpes virus, mononucleosis, skin infections (such as Staph and Strep), influenza (flu), common cold

**Fecal**-Spread from the stool or fecal matter of an infected person to another person, usually by contaminated hand-to-mouth contact, or by way of contaminated objects, when effective hand washing is not done after toileting or through poor personal hygiene. Example: Diarrheal illnesses, Hepatitis A, pinworms

**Foodborne**-Occur as a result of eating food that has been improperly handled, prepared or stored. Example: Diarrheal diseases, Hepatitis A

**Waterborne**-Spread by drinking or playing in water that has been contaminated with infectious germs from hands or objects used by students in the water, or by body excrement from humans or animals in water, such as in reservoirs, aquifers or swimming areas. Examples include: Diarrheal diseases, skin infections, Hepatitis A

**Bloodborne**-Very specific and close contact with an infected person's body fluids such as unprotected sexual contact, sharing needles or drug paraphernalia, by a pregnant mother to her unborn child, blood transfusions (rarely), tattooing or piercing in non-approved establishments and puncture wounds. Communicable infections include: Hepatitis B, C, and D; HIV/AIDS

**Sexually Transmitted Infections**-Person to person through heterosexual and homosexual activity. Some diseases, such as HIV, and Hepatitis B, C and D, can be transmitted both by bloodborne and sexual routes. Examples include: Gonorrhea, Chlamydia, Herpes, Genital warts (human papillomavirus)

## **Prevention**

### **Hand Washing**

Frequent and effective hand washing is the primary prevention measure against the spread of communicable diseases.

According to the Center for Disease Control CDC, staff and students should wash their hands:

- **Before**, during, and after preparing food
- **Before** eating food
- **Before** and after caring for someone who is sick
- **Before** and after treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** touching garbage

<http://www.cdc.gov/Features/HandWashing/>

The CDC recommends using the following guidelines for proper hand-washing:

- Wet your hands with clean running water (warm or cold) and apply soap.
- Rub your hands together to lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.
- Continue rubbing your hands for at least 20 seconds.
- Rinse your hands well under running water.
- Dry your hands using a clean towel or air dry.

### **Hand sanitizers**

- May not be as effective when hands are visibly dirty.
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Alcohol-based hand sanitizers can quickly reduce the number of germs on hands in some situations, but sanitizers do not eliminate all types of germs.
- Apply the product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Continue to rub the product over all surfaces of your hands and fingers until your hands are dry.

For more information on hand washing, please visit CDC's [Handwashing website](#). You can also call 1-800-CDC-INFO, or email [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov) for answers to specific questions.

## **Communicable Disease Control Measures – Guidelines for Handling Body Fluids**

The Occupational Safety and Health Administration Regulations Bloodborne Pathogens (1910.1030)

[http://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=standards&p\\_id=10051](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10051)

**Standard Precautions:** “Standard Precautions” refer to a system of infectious disease control, which assumes the body fluids of all persons are infectious. Standard Precautions are designed to reduce the risk of transmission of all communicable diseases, whether a person exhibits symptoms of illness or not. Standard Precautions refer to the use of barriers or protective measures when dealing with the following:

- Blood;
- All body fluids, secretions and excretions, except sweat, regardless of whether they contain visible blood;
- Non-intact skin; and
- Mucous membranes

Strict adherence to Standard Precautions and the appropriate use of personal protective equipment will decrease the risk of infection from Bloodborne organisms or germs as well as the transmission of all communicable diseases.

Only employees who have been trained in all elements of the Bloodborne Pathogen Regulations should perform first aid, offer assistance for ill or injured students, or be assigned other tasks that involve the potential risk of body fluid contact (e.g. delegated nursing tasks such as blood glucose monitoring). Other employees should be given information about avoidance measures. Peer tutors and volunteers in the school must also receive general information about avoidance measures and **cannot be assigned any task or offer assistance with tasks where personal protective equipment is required.**



## CONTAGIOUS DISEASE GUIDELINES

<b>Condition</b>	<b>Able to Be in School</b>	<b>Comment</b>	<b>Other Restrictions</b>
<b>Bronchitis</b>	Controlled cough, Absence of fever	None	None
<b>Cellulitis</b> (Staph, Strep)	24 hr. after treatment if covered or is dry and not oozing.	Parent advisory letter. For resistant organisms, e.g. MRSA, involve School MD and possible County Health Dept.	No contact sports until healed. Good hand hygiene.
<b>Chicken Pox</b> (see also Zoster and Shingles)	Not immunized: When student is not clinically ill and after last pustule is crusted and dry; or on the 6 <sup>th</sup> day after onset of rash if all lesions are crusted. Immunized: Treat as Zoster	Parent advisory letter, Contacts do not need to be excluded but parents of elementary age children should be notified of index case outbreak. Pregnant staff without prior immunity in last trimester should alert OB.	None
<b>Conjunctivitis</b> Viral, Bacterial, Allergic or Chemical	Yes	Children who have red eyes and/or pruritus, and/or clear or yellow discharge, do not need to be excluded from school if they are not ill in other ways, and if eye symptoms do not interfere with their ability to stay in class and learn, and if reasonable hygienic practices in the affected setting can be implemented. Exclusion from school and consultation with the primary care provider should be obtained in the following instances: the child is too ill to learn, or the child has significant irritation or pain, reduced vision, light sensitivity; and/or redness, swelling or lesions on the eyelids. When conjunctivitis is discovered in a classroom, an informational letter may be sent home to draw particular attention to educating their child about the importance of good hand washing not sharing towels and avoiding rubbing of the eyes. The school nurse will provide educational reinforcement and appropriate measures to reduce infection spread in the classroom.	
<b>Coxsackie</b> (Hand-Foot-Mouth Disease)	Yes as long as not too ill to learn and able to eat and drink	Special classrooms for students with bladder or bowel incontinence may require special handling: call school physician.	Good hand washing and hygiene are essential
<b>Fever</b>	Yes if temperature is less than 38 degrees Celsius (100.4 F) and student is not clinically ill; off anti pyretic.	Does not need to be fever free for 24 hours, but does need to be well enough to learn off anti-pyretic.	

<b>Fifth's Disease</b>	Yes	Rash may occur intermittently for weeks; good hand washing and proper disposal of tissues with respiratory secretions are essential; parent letter sent home; staff notified. Pregnant staff should advise OB.	
<b>Gastroenteritis</b>	Absence of fever or vomiting	Student should be well enough to learn without frequent interruptions	Diarrhea in non-toilet trained individuals require exclusion
<b>Hepatitis:</b>			
<b>A</b>	7 Days after onset of illness or jaundice or note from physician	Parent advisory from Health Department	Diarrhea in non-toilet trained individuals require exclusion; Food handlers notify school MD
<b>B</b>	Exclusion per family physician based upon clinical symptoms	See precautions for spread of infection via Bodily Fluids, Appendix B; Standard precautions and confidentiality apply	Diarrhea in non-toilet trained individuals require exclusion; Food handlers notify school MD
<b>C</b>	Exclusion per family physician based upon clinical symptoms	See precautions for spread of infection via Bodily Fluids	Standard precautions and confidentiality
<b>Herpes</b> (Oral or Genital)	Yes, no exclusion	Notify parents of immune suppressed contacts.	No contact sports, swimming or locker room until lesions are dry and crusted.
<b>Impetigo</b> (see also cellulitis) Including MRSA, VRSA	After 24 hrs. of Rx or until lesions are no longer weeping or all lesions are fully covered with a dry dressing.	Parent advisory letter. If resistant organism involve school MD and possible County Health Department. No contact sports until dry and healed.	Good hand washing
<b>Infectious Mononucleosis</b>	Once physician diagnosis is mad, exclude until recovery is confirmed by private physician (usually after absence of fever or exudative-pharyngitis)	No need to send home advisory letter unless multiple cases reported.	No sports if spleen enlarged and until private physician releases.
<b>Influenza-like-illness</b>	24 hrs. after symptom free off all antipyretic, unless otherwise specified by the County Public Health Dept. for a given virus strain.	No need to send home advisory letter unless otherwise directed by County Public Health Department.	Good hand washing; social distancing; respiratory precautions
<b>Meningitis, Bacterial</b>	Always confirm with Public Health Department and follow their guidance.	Letter home for public health reasons from the Health Department. Cover letter from District or school from principal or Superintendent with District physician input.	Once student is well enough to return to school, there are no special precautions unless so stipulated by treating physician on an individual basis.

<b>Meningitis, Viral</b>	Once they are feeling well enough to work or learn and are afebrile. Remind them to use good respiratory and hand hygiene.	Enterovirus is the most common cause though other viruses can also cause meningitis. Only 0.01% of all persons infected with Enterovirus develop meningitis as a symptom. Otherwise, it is a flu-like illness and therefore is not considered a significant public health risk.	While is not necessary to send home a letter, this may be done depending on Superintendent and/or principal discretion in cooperation with the District physician for public relation purposes only.
<b>Measles</b>	Upon clinical recovery; 6 days after onset of rash	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
<b>Mumps</b>	9 days after onset of swelling	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
<b>Pinworms</b>	Yes	Good hand washing is essential. Re-infestation is common. Parent letter may be helpful	
<b>Pediculosis</b> (Head Lice)	Yes after approved treatment has begun; for 3 <sup>rd</sup> re-infestation, or if 3 or more cases in a classroom, nurse may consider exclusion until nit free, but contact District MD to discuss all exclusions before child is excluded. Send home with live adult lice. If only nits present, child can finish end of school day. After first treatment, remaining live lice can be removed and child may stay.	Letter goes home to families. Daily health office checks before going to class for 14 days after treatment for all treated children. Parent advisory letter. Note: Nits greater than 3/4" on hair shaft from scalp should be considered non-viable.	Second Rx is required 7-10 days following initial Rx. 4 oz. of chemical per 6 inches of hair is required for each treatment. Treatment must be according to package instructions with no products placed on the hair but shampoo for 14 days.
<b>Pertussis</b> (see Whooping Cough)	Exclusion for 5 days on appropriate antibiotic Rx; 21 days if not on Rx.	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Expect more cases
<b>S.A.R.S.</b>	Follow procedures in standing orders	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
<b>Scabies</b>	24 hours after institution of topical Rx.	Staff and parent advisory letter	Immediate exclusion of any individual infested with untreated scabies.
<b>Sexually Transmitted Diseases STDs</b>	Yes	Refer to Health Department and private MD	
<b>Shingles</b> (see Zoster)	Yes if lesions are completely covered. Child may be in school when uncovered lesions are dry and crusted.	If lesions cannot be fully covered, when student is not clinically ill and after last pustule is crusted and dry; or on the 6 <sup>th</sup> day after onset of rash if all lesions are crusted.	Parent advisory needed if lesions not covered. No locker room or swimming.

<b>Strep Throat and/or Scarlet Fever</b>	Yes once 24 hours of treatment is given, if afebrile and feeling well. If extensive in the classroom or building, check with District MD to consider a 48 hr. return to school.	If extensive in classroom or building, check with District MD to consider a 48 hr. return to school. For multiple classroom outbreaks, contact District MD. Letter home to families.	For recurrent classroom outbreaks, contact District MD.
<b>Tinia</b> (Ringworm) Capitis, Corporis or Pedis	Yes. Notify District MD if lesions cannot be covered. For Capitis, may re-enter after initiation of appropriate oral agent.	Physician clearance for sport participation. See skin Infections in the Wrestler as needed.	Standard precautions
<b>Tuberculosis</b> (Positive Mantoux PPD test)	If symptomatic, exclude until Health Department has determined child is not infectious. If non-symptomatic, contact District MD.	Health Department will direct all positive symptomatic cases. No exclusions are necessary without their direct guidance to do so.	Nurse may participate in giving medication per Health Department.
<b>Upper Respiratory Infection</b>	Yes if absence of fever, controlled cough and child is well enough to learn.	If presentation is unusual, is part of a large cluster of outbreaks, or if there is a widespread community illness, keep District MD apprised of trends or concerns.	Respiratory precautions
<b>Warts</b> (all sizes)	Yes. Refer to doctor	No bare feet in locker room, pool or during competition. No wrestling until treated. Must be covered with either duct tape or liquid bandage after treatment.	Flip flops in locker room.
<b>Whooping Cough</b> (see Pertussis)			
<b>Zoster</b> (or Varicella following immunization)	Yes if lesions are completely covered. Otherwise, child may be in school when uncovered lesions are dry and crusted.	Child previously immunized with Varivax with mild case of varicella may return to school before 6 days if: the child is not systematically ill; there are no new lesions in the previous 24 hours; any vesicular lesions can be covered with clothing or a dry bandage; lesions on exposed areas are dry and crusted.	

Note: Definition of fever is temperature equal to or greater than 100 degrees F (axillary), 101 degrees F (orally), or 102 degrees F (rectally). In some instances of minor contagious diseases it may be advisable that a letter go home to parents or close contacts. This would be true especially after diagnosis of the second case of minor infectious disease, such as pin worm, head lice, scabies, strep, etc. in the same classroom. All such letters should be carefully worded to avoid causing panic or raising unnecessary concerns. All letters should be approved by the building principal unless your principal states it is not necessary. A sample parent information form letter is in Appendix. A last reminder concerns reportable diseases. For illnesses such as those covered by standard immunizations among other Health Department reportable illnesses, please involve the Health Department. They have standard approaches and letters for the problem mentioned. The Infection Control Nurse at the Infectious Diseases Unit of the Health Department is the appropriate resource to call. Do send out letters with input in these major diseases.

If you have questions, please call the District MD before sending out letters of notification to families or excluding a child from school.

Note: Any cluster of illness (i.e. more than three in a given classroom) and/or any unusual or bizarre illness should be reported to the District MD for surveillance purposes.

## **CONTAGIOUS DISEASE: EMERGENCY PROCEDURES**

### **STUDENTS**

#### **Applications of Policy**

This procedure applies to children with contagious diseases or other illnesses and physical conditions that do not require classification for purposes of special education. It is intended and expected that parents and school officials will work cooperatively to reach agreement on how particular cases should be handled. However, the ultimate responsibility and authority to protect the health and safety of children in the schools remains with the Board of Education. This policy delegates authority and responsibilities to various school officials, and establishes procedures and standards for their actions, when emergency steps may be necessary or when agreement with parents may not be reached.

#### **Identification of Health Problems**

- Parents have the primary responsibility to assure their children are healthy and physically fit to attend school. Parents who suspect that their children are suffering from contagious disease, or any other illness or physical condition that might endanger the health or safety of themselves or others if they were to attend school should keep them home and take appropriate steps to confirm the diagnosis. If it is confirmed that a child has a contagious disease or is suffering from any other illness or physical condition that would endanger the health or safety of the child or others if the child were to attend school, the parents should inform the school nurse and keep the child at home.
- Children who report to school with symptoms of a contagious disease or signs of an illness or physical condition that may endanger the health or safety of themselves or others in school shall be referred to the school nurse. The school nurse shall consult with such children's parents to determine appropriate steps for returning to the child home and diagnosing the child's condition.
- When the nurse has grounds to believe that a child has a contagious disease or other illness or physical conditions that may endanger the health or safety of the child or others in school, and the child's parents cannot be reached or will not cooperate in obtaining diagnosis of the child's condition, the school nurse shall consult with the Nurse Coordinator who will consult with the District MD to determine if an examination by the District MD should be performed.
- Any cluster of illness (i.e. more than three in a classroom) and/or any presentation of a bizarre or unusual illness shall be reported to the District MD for surveillance

#### **Attendance at School**

- Parents who have determined that a child should not attend school because of a contagious disease, or other physical condition, should inform the school nurse of the diagnosis and the probable or recommended period of isolation or convalescence during which the child shall be excused from attendance

#### **Community Notification of Public Health Concerns**

- When the Nurse Coordinator has received confirmation from either the County Health Department for a reportable disease or the treating physician for a non-reportable contagious disease, then the Nurse Coordinator will contact the District MD about a course of action to notify the community of a possible public health risk.

- The District MD will work with the Nurse Coordinator who in turn will work with Safety & Security, Health & Safety, Communications and Superintendent's Office to ensure that necessary and adequate information is shared with the community in a way that will minimize panic while maintaining medical confidentiality of the index case
- Any media calls will be handled by the Chief Communications Officer/PIO, Superintendent or designee

## **STAFF**

### **Application of this Policy**

This policy applies to employees with contagious diseases or other illnesses and physical or mental conditions that may endanger the health and safety of themselves or others in the schools. It is intended and expected that employees and school officials will work cooperatively to reach agreement on how particular cases should be handled. However, the ultimate responsibility and authority to protect the health and safety of children in the schools remains with the Board of Education.

### **Identification of Health Problems**

*N.Y. EDN. LAW § 913 : NY Code - Section 913: In order to safeguard the health of children attending the public schools, the board of education or trustees of any school district or a board of cooperative educational services shall be empowered to require any person employed by the board of education or trustees or board of cooperative educational services to submit to a medical examination by a physician or other health care provider of his or her choice or the director of school health services of the board of education or trustees or board of cooperative educational services, in order to determine the physical or mental capacity of such person to perform his or her duties. The person required to submit to such medical examination shall be entitled to be accompanied by a physician or other person of his or her choice. The determination based upon such examination as to the physical or mental capacity of such person to perform his or her duties shall be reported to the board of education or trustees or board of cooperative educational services and may be referred to and considered for the evaluation of service of the person examined or for disability retirement.*

- Employees have the primary responsibility to assure that they are healthy and physically and mentally fit to perform the duties of their employment
- The Board of Education authorizes the Superintendent of Schools to require any employee to submit to a medical examination, in accordance with Section 913 of the Education Law, whenever the Superintendent shall have reasonable grounds to believe that any such employee may be physically or mentally unfit to perform the duties of his or her employment. Whenever the Superintendent shall direct an employee to submit to a medical examination, such direction shall be given in writing and shall include a statement of the grounds for such action

### **Protection of Health and Safety in the Schools**

- Whenever the Superintendent has grounds to believe that an employee poses a risk to the health or safety of himself or others in the schools because of a contagious disease or other illness or mental or physical condition, the Superintendent shall confer with the employee to agree on a course of action to protect the health and safety of the employee and others
- Whenever the Superintendent and employees are not able to reach agreement on a course of action, the Superintendent shall take reasonable measures to protect the health and safety of the employee and others. No action affecting rights, terms or conditions of employment shall be taken except in accordance with applicable provisions of the Public Health Law, the Civil Service Law and relevant collective bargaining agreements

### **Community Notification of Public Health Concerns**

- When a staff member has confirmed a reportable or non-reportable contagious disease, the Nurse Coordinator, the District MD, Safety & Security, Health & Safety and Communications will confer with the Superintendent about a course of action, if any, to notify the community of a possible public health risk, if appropriate and indicated
- The District MD will work at the direction of the Superintendent, Chief Communications Officer, Safety & Security, Health & Safety and the Nurse Coordinator to ensure that necessary and adequate information is shared with the community in a way that will minimize panic while maintaining medical confidentiality of the index case
- Any media calls will be handled by the Chief Communications Officer/PIO, Superintendent or designee

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **CRIME SCENE MANAGEMENT**

### **PURPOSE**

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence 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 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. Since typically school employees will be first at a school crime scene, the state police recommend that trained school safety officers or administration be designated to manage the crime scene prior to police arrival.

### **SCOPE**

The annex outlines the responsibilities and duties for all staff, students and visitors in maintaining the integrity of a crime scene on district grounds and in district buildings.

### **CORE FUNCTIONS**

In the event of a crime, practiced procedures will be put in to action to protect students, staff and visitors and the crime scene.

### **ACTIONS**

#### **Incident Commander**

- Assess scene. Call 911
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

The following RESPOND steps, may assist in protecting and managing the crime scene:

#### **Respond. . . .**

- Personal safety – Your safety comes first! You can't help others if you are injured
- Organize your thoughts and formulate a plan on how to handle the situation. Make mental notes of your observations
- Locate and identify any witness. Take their names, address, and phone/cell numbers. If possible, have them stay until law enforcement arrives
- Set up two-way radio communication with command post
- Stay on scene until relieved by law enforcement



**Evaluate . . .**

- Evaluate the severity of the situation. Is the crime/incident in progress or not? Call 911.
- Identify all involved and uninvolved individuals in the area
- Take care of any injured. Patrol personnel will allow ambulance personnel in scene
- Emergency response personnel should be offering aid to the victims
- Be aware of weapons and hazards
- Be aware of potential evidence
- Don't touch anything unless necessary
- Record the who, what, why, and when and provide to officer in charge

**Secure . . .**

- Clear away uninvolved people
- Protect, isolate, cordon off the area immediately. Use rope or crime scene tape if possible. Assign one or more building emergency responders to make sure no one enters that is not authorized. One person must be assigned as a scribe to log in who, what time, and why they entered
- Police will adjust the perimeter if they need to

**Protect . . .**

- Safe guard the scene – limit and document any people entering the area
- Don't use phones or bathrooms within the scene area
- Don't eat, drink or smoke in the area of the scene

**Observe . . .**

- Write down your observations – These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court
- Record detailed information – don't rely on your memory

**Notify . . .**

- Call 911 (Police/EMS/Fire Personnel), if not already called or there

**Document . . .**

- Take thorough notes – such as: time, date, people at scene, weather, doors open or closed, lights on or off, and position of furniture
- Be prepared to provide your notes and information to police

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **CYBER THREAT ANNEX**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property from cyber threats.

### **Staff and Students-Cyber-Bullying**

*Rochester City School Board Policy, Code of Conduct Manual, P. 18-19*

*Students may be subject to disciplinary action, up to and including suspension from school, when they:*

*A. Engage in conduct that is disorderly. Examples of disorderly conduct include:*

*7. Misuse of computer/electronic communication, including any unauthorized use of telephones, two-way radios, cell phones, computers, smartphones, mp3 players, Ipods, Ipads, Kindles, Nooks, PDAs, laptops, pagers, recording devices, peer-to-peer networks, software, or internet/intranet account; accessing inappropriate websites (which includes, but is not limited to pornographic sites, violent or hate sites, sites encouraging the making of bombs, incendiary devices or devices to counteract locks or security systems, —gaming and gambling sites, or other sites not reasonably and directly related to the educational function of the District); —cyber-bullying (the repeated use of information technology, including email, instant message, blogs, chat rooms, pagers, cell phones, smartphones, mp3 players, Ipods, Ipads, Kindles, Nooks, PDAs, laptops, pagers, recording devices, and gaming systems to deliberately harass, threaten or intimidate others); —sexting (sending or forwarding sexually suggestive nude or nearly nude photographs through text message or email); attempts to —hack or compromise any computer system; downloading music, videos or other copyrighted material for personal use without license, authorization or legal privilege; or any other violation federal or State law, or of the District’s acceptable use policy and regulations personal use without license, authorization or legal privilege; or any other violation federal or State law, or of the District’s acceptable use policy and regulations.*

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to cyber threats against students, staff, or buildings.

### **CORE FUNCTIONS**

In the event of a cyber-threat incident, practiced procedures will be put in to action to care for and protect students and staff.

### **ACTIONS**

#### **Activating the Emergency Response Plan**

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

**Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and Post Incident Team, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office and Safety and Security. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

**Online Incident:**

- Have members of Emergency Response Team or Cyber Threat Review Team\* review threat material to determine validity
- If the online material appears to present a legitimate imminent threat of violence and danger to others, contact local law enforcement and initiate protective response. Ensure the safety of students and staff first
- Notify Chief, Safety and Security and Superintendent's Office
- Notify Incident Commander. Incident Commander assembles Crisis Team Members

**Additional Steps:**

- Preserve all evidence from the District Internet system. Advise parent /student/staff to preserve evidence on home computer. Offer technical assistance if necessary
- Seek to identify creator(s). May be obvious, anonymous or impersonated
- Search for additional material and/or suspects.
- Read "Cyber Threat Review Process" for additional steps (appendix)

\*Members of the Safety Team, Emergency Response Team and Post Incident Team may also be members of the Cyber Threat Review Team, Threat Assessment Team or Cardiac Response Team- this is particularly true in small schools where stakeholders serve on multiple teams.

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **FIELD TRIP ANNEX**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff when on a field trip.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to field trip incidents.

### **CORE FUNCTIONS**

In the event of a field trip incident, practiced procedures will be put in to action to care for students and staff, communicate with parents/guardians and district personnel.

### **ACTIONS**

#### **Activating the Emergency Response Plan**

Individual(s) receiving information about a field trip incident should notify the Incident Commander as soon as possible. Appropriate announcements will be made and the incident Commander will implement the procedures specified in this annex.

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office and Safety and Security Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Additional Important Steps**

Make sure the trip coordinator and Main Office has the following:

- Student list by assigned vehicle
- Supervision list by assigned vehicle
- Chaperon list by assigned vehicle
- Map of intended route

- List of medical needs and conditions
- Name of bus company with contact person and phone number
- List of important phone numbers significant to the trip including administrators' phone numbers, students' home phone numbers, etc.
- Trip coordinator should carry or have access to a cellular phone, if possible.

#### **On Site Responsibility**

- Attend to any medical needs if there are injuries or complaints of pain. Call 911 if appropriate.
- Contact dispatcher and transportation director (if on bus)
- Contact school administrator with update and actions being taken.

#### **Responsibility of School**

- IC/Administrator or designee will contact Director of School Safety and provide update and actions being taken. Consider deploying personnel to the scene; hospital, police department, or to appropriate locations.
- IC/Administrator or designee will work with Chief Communication Officer to contact parents with update and actions being taken indicating any meetings or pickup times at the school.

#### **District Responsibility**

Chief Communications Officer will work with the media.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **FIRE**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from fire.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to fire emergencies.

#### **CORE FUNCTIONS**

In the event of a fire emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Additional Steps**

##### **In the event a fire or smoke from a fire has been detected:**

- Activate fire alarm if not already activated.
- Follow **Evacuation Annex, Functional Needs Population Annex, Communications Annex.**
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.

**BUILDING/PROGRAM FOOD DEFENSE**-See *Food Defense Annex*

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **FUNCTIONAL NEEDS POPULATION ANNEX**

#### **PURPOSE**

The purpose of this Annex is to ensure that there are plans and procedures in place to protect and keep safe all students, staff and visitors with functional needs.

#### **SCOPE**

This Annex outlines the responsibilities and duties for all staff in compliance with the Americans with Disabilities Act and the Civil Rights Act of 1964, specifically Title VI

#### **PLANS MUST COMPLY WITH THE AMERICANS WITH DISABILITIES ACT**

*Plans must comply with the Americans with Disabilities Act, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information and technical assistance about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov> [http://rems.ed.gov/docs/rems\\_k-12\\_guide\\_508.pdf](http://rems.ed.gov/docs/rems_k-12_guide_508.pdf)*

#### **PLANS MUST ADDRESS LANGUAGE ACCESS**

*Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/coord/titlevi.php>) and the Title VI regulation of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/fedagencies.php>) [http://rems.ed.gov/docs/rems\\_k-12\\_guide\\_508.pdf](http://rems.ed.gov/docs/rems_k-12_guide_508.pdf)*

Rochester City School District is committed to the safety of all students, staff and visitors, while in RCSD buildings and on school grounds. Plans are in place to assist ambulatory and non-ambulatory functional needs population (students, staff and visitors) in the event of an emergency requiring a building level response to: Evacuate, lockdown, lockout or to shelter-in-place. Functional needs include, but are not limited to:

- Blindness or low vision
- Cognitive
- Deaf or Hard of Hearing
- Limited English proficiency
- Medically fragile health
- Mobility-ambulatory and non-ambulatory (permanent or temporary)
- Respiratory
- Speech

The school's current enrollment of students with functional needs is noted on the Plan Summary; however, this number will fluctuate. The district provides all students who have a functional need for an evacuation plan with one on their IEP or is otherwise noted with the nurse. Staff with permanent or staff and students with temporary functional needs are encouraged to report their requirements to the nurse. Temporary assistance includes the use of crutches, wearing casts, air



casts, ace bandages that may slow evacuation or require assistance or the use of one of the areas of refuge/safe rooms, etc.

Classrooms containing students and staff that require additional assistance during an incident should be indicated with an asterisk next to the room number on the master schedule. The list of students and staff names, along with their schedules, should be available with the nurse and senior secretary. The list is CONFIDENTIAL-except on a need to know basis for the Incident Commander, emergency response team members and emergency responders. The emergency response team, along with additional staff members have been trained and assigned to assist the functional needs population during drills, exercises, and incidents. The list of trained staff members is also available, along with the Plan Summary in the main office.

## Definitions

An individual with a disability is defined by the ADA as a person who had a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

The Federal Emergency Management Association or FEMA, defines Functional Needs as: Populations whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to:

- Maintaining independence
- Communication
- Transportation
- Supervision
- Medical care

## Language

<b>Disability</b>	<b>Out-Dated Language</b>	<b>Respectful Language</b>
Blind or Visually Impairment	Dumb, Invalid	Blind/Visually Impaired, Person who is blind/visually impaired
Deaf or Hearing Impairment	Invalid, Deaf-and-Dumb, Deaf-Mute	Deaf or Hard-of-hearing, Person who is deaf or hard of hearing
Speech/Communication Disability	Dumb, "One who talks bad"	Person with a speech / communication disability
Learning Disability	Retarded, Slow, Brain-Damaged, "Special ed"	Learning disability, Cognitive disability, Person with a learning or cognitive disability
Mental Health Disability	Hyper-sensitive, Psycho, Crazy, Insane, Wacko, Nuts	Person with a psychiatric disability, Person with a mental health disability
Mobility/Physical Disability	Handicapped, Physically Challenged, "Special," Lamé, Deformed, Cripple, Gimp, Spaz, Spastic, Wheelchair-bound	Wheelchair user, Physically disabled, Person with a mobility or physical disability
Emotional Disability	Emotionally disturbed	Emotionally disabled, Person with an emotional disability
Cognitive Disability	Retard, Mentally retarded, "Special ed"	Cognitively/Developmentally disabled, Person with a cognitive/developmental disability
Short Stature, Little Person	Dwarf, Midget	Someone of short stature, Little Person
Health Conditions	Victim, Someone "stricken with" a disability	Survivor, Someone "living with" a specific disability (i.e. "someone living with cancer or AIDS")

If you are asked to assist with a crisis or emergency in a Rochester City School District Building and you encounter a visitor, student or staff member struggling with the emergency instructions, do not automatically assume the person needs help—ask **if** and **how** assistance is needed. Below are the four components of standard building evacuation along with the 5 general categories of disabilities (*Fair Housing Act Design Manual*) and suggestions for providing assistance to staff, students and visitors during emergencies.

Please use the following components as the foundation for the basic evacuation needs for all staff, students and visitors:

**Components of Standard Building Evacuation**

1. Occupant Notification System: alarms, public address systems or appliance that provides one or more audible, tactile or visible outputs
  2. Circulation Path: Continuous and unobstructed way to travel from and point in the building to a public way
  3. Directions to and through the Circulation Path(s): Signage, oral instructions (live, automated, broadcast), personal notification devices
- **What** kind of emergency it? Timely notification is critical so students, staff and visitors can follow the pre-determined Emergency Response Plan immediately.
  - Everyone needs to know **where** the exits are located and how to get to them safely. The National Fire Protection Association or NFPA refers to this as “way finding”.
  - The next step is to determine **how** staff, students and visitors will exit the building—in other words can they do it alone, with a device or with assistance.
  - The final step is to determine the assistance that will be needed. Answer the following questions:

Who needs to assist?	How many are needed to assist?
What level of assistance is needed?	Where is assistance needed?
When is assistance needed?	How is assistance needed?

Should a student or staff member with a functional need refuse to comply with a request during an emergency (i.e. evacuation, lockdown), the staff member assigned to assist is responsible for the following actions:

- Using the two-way radio or cell phone to call for additional assistance
- Staying with the individual until help arrives
- Continuing to calmly and gently try to get the individual to an area of refuge/safe room to wait for assistance.

If the individual has a permanent functional need and it is anticipated that the same reaction may occur again, a plan needs to be developed to address emergencies. Successful plans have included—establishing additional areas of refuge/safe rooms in blended or self-contained rooms. If individuals exhibit refusal behaviors and they are already in the area of refuge/safe room, it defuses the situation and all staff have to do is just wait for the emergency responders to arrive. For assistance in planning please contact the office of Safety and Security at 262-8650 or [Lisa.burkovich@rcsdk12.org](mailto:Lisa.burkovich@rcsdk12.org).

**Action:**

**Incident Commander**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent’s Office are giving instructions)
- When appropriate and safe, contact Chief’s Office, Safety and Security and Superintendent’s Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

**Operations:**

**Emergency Response Team-Functional Needs Response**

**Category of Disability: Mobility**

The mobility category includes anyone who has an impairment which impacts his or her ability to evacuate in an emergency unless alternatives are provided or available. Mobility impairments that may affect evacuation are not limited to physically negotiating the path of egress and using or operating some part or element of a standard building egress system including stairs, door locks or latches,

People with mobility disabilities may use wheeled devices such as wheelchairs or scooters. Wheelchairs may be power-driven or operated manually by the user. This category also includes people with ambulatory mobility disabilities, for example:

- People who can walk but with difficulty or their gait is impacted
- People who do not have full use of or lack the coordination of their arms or hands
- People who use crutches, canes, walkers, braces, artificial limbs or orthopedic shoes

**Methods for Assistance: Non-wheelchair user/Ambulatory**

- ➔ *Ask if assistance is needed.* Inquire if the person is able to evacuate using the stairs without help or with minor assistance
- ➔ *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit route.
- ➔ *No imminent danger.* If there is no imminent danger, the person may choose to be directed to an Area of Refuge/Safe Room until emergency personnel arrive.
- ➔ *Imminent danger.* If danger is imminent, assist the person (as needed) down the stairs and out of the building to safety. If the person is not able to navigate the stairs safely with assistance, as a last resort a carry with or without a chair may be used to move the person to safety.
- ➔ *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person’s location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.

- ➔ *Mobility aids or devices.* Return any mobility aids or devices to the person as soon as possible.
- ➔ *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in an Area of Refuge/Safe Room and their locations.

### **Methods for Assistance: Wheelchair user/Non-Ambulatory**

- ➔ *Ask if and how assistance is needed.* Inquire if the person is able to evacuate using the stairs without help or with minor assistance.
- ➔ *Wheelchair-user on the ground floor.* Individuals who use wheelchairs may choose to evacuate themselves from the ground floor with minimal assistance.
- ➔ *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit.
- ➔ *No imminent danger.* If there is no imminent danger, the person may choose to be directed to an Area of Refuge/Safe Room until emergency personnel arrive. Fire Department personnel, who are trained in emergency rescue, can then enter the building and assist the person in exiting the building, either down the stairs or using the emergency elevator recall.
- ➔ *Imminent danger.* If danger is imminent and the individual does not wish to be removed from his or her wheelchair, direct or assist the the person to the nearest Area of Refuge/safe room and notify emergency personnel immediately. While in the Area of Refuge/safe room, the wheelchair user should remain in direct contact with 9-1-1, reporting pertinent information including his or her location in the building.
- ➔ *Carrying wheelchair users.* Most wheelchairs are too heavy to carry down stairs. If the person wishes to be carried down the stairs without the wheelchair, consult with him or her on the best carry options, e.g., two-person cradle carry, office chair evacuation, portable or manual wheelchair or, if available, an evacuation chair.
- ➔ *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person's location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.
- ➔ *Mobility aids or devices.* Return any mobility aids or devices to the person as soon as possible
- ➔ *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in the building and their locations.

### **Category of Disability: Blind or Low Vision**

The Blind and Low Vision Category includes people with partial or total vision loss. Typically if a person cannot use or operate some part/element of a standard building egress system or access displayed information because the element requires vision to be used then that person has a visual impairment that could impact his or her ability to evacuate in an emergency unless alternatives or assistance are provided/offered.

People with vision impairments may be able to read large print or distinguish high contrast color/images. Conversely, small print instructions or dimly lit areas will make it very challenging for people with visual impairments to navigate in an emergency.

## **Methods for Assistance: Blind or Low Vision**

- *Assistance.* Ask if assistance is needed. Inquire if the person is able to evacuate using the stairs without help or with minor assistance
- *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit route.
- *No imminent danger.* If there is no imminent danger, offer your arm to assist with guiding the individual out of the building. If the person is unable to leave or refuses direct or assist the person to an Area of Refuge/Safe Room until emergency personnel arrive.
- *Imminent danger.* If danger is imminent, assist the person (as needed) down the stairs and out of the building to safety. If the person is not able to navigate the stairs safely with assistance, as a last resort a carry with or without a chair may be used to move the person to safety.
- *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person's location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.
- *Orient and return any mobility aids or devices.* Once at a safe location, orient the individual to the location and inquire if further assistance is needed before leaving the location. Return mobility aids or devices to the person as soon as possible.
- *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in an Area of Refuge/Safe Room and their locations.

## **Category of Disability: Deaf or Hard of Hearing**

People who cannot receive some or all of the information emitted by a standard building egress system such as a fire alarm gong or horn or hear voice instructions are considered to have a hearing impairment which may impact their ability to evacuate unless alternatives are provided or assistance offered.

It is important to remember that people who are deaf or hard of hearing may use lip reading, facial expressions and other body language to interpret communication. Face the person when communicating and speak normally. Do not over-annunciate or yell at the person. Writing notes can help avoid confusion. Some people will have devices such as hearing aids or a cochlear implant.

## **Methods for Assistance: Deaf or Hard of Hearing**

- *Alert individual.* Turn the lights on/off or wave your arms to gain the person's attention.
- *Gestures or written notes.* Indicate directions with gestures or write a note with evacuation instructions.
- *Assistance.* Ask if assistance is needed. Inquire if the person is able to evacuate using the stairs without help or with minor assistance
- *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit route.

- *No imminent danger.* If there is no imminent danger, offer to escort the individual out of the building. If the person is unable to leave or refuses direct or assist the person to an Area of Refuge/Safe Room until emergency personnel arrive.
- *Imminent danger.* If danger is imminent, assist the person (as needed) down the stairs and out of the building to safety. If the person is not able to navigate the stairs safely with assistance, as a last resort a carry with or without a chair may be used to move the person to safety.
- *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person's location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.
- *Return any mobility aids or devices.* Once at a safe location, inquire if further assistance is needed before leaving the location. Return any mobility aids or devices to the person as soon as possible.
- *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in an Area of Refuge/Safe Room and their locations.

### **Category of Disability: Speech**

A speech disability may prevent a person from being able to effectively communicate with emergency responders or use emergency response communication devices such as telephones or two-way radios. It can be frightening for a person to need assistance and not to be understood. Be patient and give the person time to communicate. Try to avoid completing the person's sentences.

### **Methods for Assistance: Speech**

- *Assistance.* Ask if assistance is needed. Inquire if the person is able to evacuate using the stairs without help or with minor assistance.
- *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit route.
- *No imminent danger.* If there is no imminent danger, offer to escort the individual out of the building. If the person is unable to leave or refuses, direct or assist the person to an Area of Refuge/Safe Room until emergency personnel arrive.
- *Imminent danger.* If danger is imminent, assist the person (as needed) down the stairs and out of the building to safety. If the person is not able to navigate the stairs safely with assistance, as a last resort a carry with or without a chair may be used to move the person to safety.
- *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person's location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.
- *Return any mobility aids or devices.* Once at a safe location, inquire if further assistance is needed before leaving the location. Return any mobility aids or devices to the person as soon as possible.
- *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in an Area of Refuge/Safe Room and their locations.

### **Category of Disability: Cognitive**

Cognitive impairments may be caused by conditions including, but not limited to: developmental disabilities, multiple sclerosis, depression, alcoholism, Parkinson disease, traumatic brain injury, stroke, some psychiatric disorders. Cognitive impairments may prevent or diminish a person's ability to effectively use the standard building evacuation systems without alternatives or assistance.

### **Methods for Assistance: Cognitive**

- *Assistance.* Ask if assistance is needed. Inquire if the person is able to evacuate using the stairs without help or with minor assistance.
- *Ensure circulation path.* If debris is present, it may be necessary to clear a path to the exit route.
- *No imminent danger.* If there is no imminent danger, offer to escort the individual out of the building. If the person is unable to leave or refuses direct or assist the person to an Area of Refuge/Safe Room until emergency personnel arrive.
- *Imminent danger.* If danger is imminent, assist the person (as needed) down the stairs and out of the building to safety. If the person is not able to navigate the stairs safely with assistance, as a last resort a carry with or without a chair may be used to move the person to safety.
- *Injuries.* If the person is injured assist the person outside to safety or move the person to the nearest area of refuge/safe room. If the person is moved to an area of refuge, radio the Incident Commander or use the telephone to call 9-1-1 to obtain immediate assistance. If the injured person is not able to be moved, radio the IC for immediate assistance from the injured person's location. Stay with the injured person and provide first-aid/CPR until emergency responders arrive.
- *Return any mobility aids or devices.* Once at a safe location, inquire if further assistance is needed before leaving the location. Return any mobility aids or devices to the person as soon as possible.
- *Notify emergency personnel.* Notify emergency personnel immediately about any individuals remaining in an Area of Refuge/Safe Room and their locations.

## Carry Techniques

**Remember, a carry is only used as a last resort.** The person with the disability may be able to move better on their own without help or with minimal assistance. Ask if and how you can help!

Example:

- Generally people who use wheelchairs are trained in transferring techniques or the person will have an aid who is trained to assist them with transferring

### TIPS:

If you will be lifting, transferring or carrying:

- Do not lift with your back bent
- Do not twist-pivot your feet
- Keep the weight you are lifting close to your body
- Some wheelchairs weigh over 600 pounds! It is unsafe to carry a power chair down stairs.
- If as a last resort you have to carry a portable or manual wheelchair, be certain the brakes are applied, the person is secured and all of the areas that will be carried are stable and solidly attached.

**For use in emergency situations where death is imminent or serious bodily injury has occurred or is imminent.**

**No single method is suited for all situations-carrying is considered only as a last resort!**

**One-person Carry Techniques (Cradle Lift, Pack Strap)**-used when the person to be carried has little or no arm strength. This carry is not recommended if the person being carried weighs more than or is taller than the carrier.



Cradle Lift

- Place arms around person's back and under knees
- Lift person by keeping your own back straight and lifting with legs

Pack-Strap Carry

- Place both the person's arms over your shoulders.
- Cross the person's arms, grasping the person's opposite wrist.
- Pull the arms close to your chest.
- Squat slightly and push your hips into the person while bending slightly at the waist.
- Balance the load on your hips and support the person with your legs.

**Two-person Carry Technique (The Swing Carry or Chair Carry)**

- Carry partners stand on opposite sides of the individual.
- Wrap individual's closest arm around one carry partner's shoulder.
- Grasp carry partner's forearm behind the individual in the small of the back.
- Reach under the individual's knees to grasp the wrist of carry partner's other hand.





- Both carry partners should then lean in close to the individual and lift on the count of three.
- Continue pressing into the individual being carried for additional support in the carry.

### Two-person Extremity Carry

- The first partner raises the person to a sitting position; then, from behind, reaches under the person's armpits and grasps their own wrists in front of the person's chest.
- The first partner hugs and lifts while the second carries the person's legs and the person is moved feet first.
- The second partner moves between the person's legs with their back to the person and encircles the person's legs at the knees with each arm.



### Emergency Wheelchair Carry

- 2 or 4 person. Preferred method is having all partners facing forward.
- Lock the wheels.
- Secure the person in the chair.
- Proceed slowly with one partner taking the lead and directing others when to step. If possible rest at landings.



**Chair Carry**-This is a last resort method for carrying people up and down stairs or through narrow or uneven areas. *The chair used should be a sturdy one. Don't use aluminum lightweight folding chairs. REMEMBER: Chairs with wheels can be used to roll a person, but should not be used for a carry.*

- Have the person sit on the chair unless you need to assist, transfer, or pick up and place the person on the chair.
- The partner at the head grasps the chair from the sides of the back, palms in.
- The partner at the head then tilts the chair back onto its rear legs.
- For short distances or stairwells, the second partner should face in and grasp the chair legs.
- For longer distances, the second partner should separate the person's legs, back into the chair and, on the command of the partner at the head, both partners stand using their legs and proceed.

### Stair Chair (if available):

- Secure the person on the chair with straps.
- Position team members at the head and foot of the chair.
- If available, a third team member should "back up" the lead emergency response team member at the foot end.
- Lower the chair to roll on landings, or if needed for transfer to the wheelchair.
- To transfer to wheelchair either slide from the seat or if possible, assist with a stand-pivot-transfer. If person is unable to stand or slide see lifts/carries below.

### Evac-U-Chair (if available):

- Secure the person on the chair with straps.
- Position team members at the head and foot of the chair.

- A third team member should “back up” the lead emergency response team member at the foot end.
- To maneuver on flat surfaces and around corners apply pressure to handle.
- To transfer to wheelchair either slide from the seat or if possible, assist with a stand-pivot-transfer. If person is unable to stand or slide see lifts/carries below.

#### **Blanket Pull-**

- Place the person on the blanket by using the "logroll" or the three-person lift.
- The person is placed with the head approx. 2 ft. from one corner of the blanket.
- Wrap the blanket corners around the person.
- Keep your back as straight as possible.
- Use your legs, not your back.
- Try to keep the pull as straight and in-line as possible.

**Human Crutch/Two Person Drag**-if the person is conscious, this carry allows the person, to swing his or her leg using the team as a pair of crutches. For the **unconscious person**, it is a *quick* and easy way to move a person out of immediate danger.

- Start with the person on the ground.
- Both team members stand on either side of the person’s chest.
- The team member’s hand nearest the feet grabs the person’s wrist on their side of the person.
- The team member’s other hand grasps the clothing of the shoulder nearest them.
- Pulling and lifting the person’s arms, the team brings the person into a sitting position.
- The **conscious person** will then stand with team assistance.
- The team place their hands around the person’s waist.
- For the **unconscious person**, the team will grasp the belt or waistband
- The team will then squat down.
- Place the person’s arms over their shoulders so that they end up facing the same direction as the person.
- Then, using their legs, they stand with the person.
- The team then move out, dragging the person’s legs behind.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **GAS LEAK**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from gas leaks.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to gas leaks.

#### **CORE FUNCTIONS**

In the event of a gas emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Additional Steps**

##### **If gas odor has been detected in the building:**

Gas leaks are identified by an odor similar to rotten eggs. If a gas leak is suspected:

- Activate Evacuation Annex (Do not use Fire Alarm). Open windows in immediate area to diffuse gas.
- DO NOT OPERATE ANY LIGHT SWITCHES OR ELECTRICAL OUTLETS.
- Call Maintenance and Operations Supervisor at ext. 6010 and report all known information.

**If gas odor has been detected outside the building:** Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **GENERAL EMERGENCY**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from general emergencies.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to general emergencies.

### **CORE FUNCTIONS**

In the event of a general emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Additional Steps**

- Notify Nurse and CPR/first aid certified persons in school building of medical emergencies, if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to District Public Information Officer: Bruce "Chip" Partner

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **HAZARDOUS MATERIALS ANNEX**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from hazardous materials.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to hazardous materials incidents.

### **CORE FUNCTIONS**

In the event of a hazardous materials incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Additional Steps**

##### **IF OUTSIDE**

- Move upwind away from spilled material.

##### **IF INSIDE**

- Avoid direct or indirect contact with spilled material.
- Move to alternate location without common ventilation system to avoid fumes.
- Use Material Safety Data Sheet (See Principal's Secretary)
- Seal off area of leak/spill.

#### **Incident occurred near school property:**

- Fire or police will notify Superintendent.
- Fire officer in charge of scene will recommend shelter or evacuation actions.

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **HEAT EMERGENCIES ANNEX**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to care for students, staff or visitors with heat emergencies.

Heat is one of the leading weather-related killers in the United States, resulting in hundreds of fatalities each year. Unfortunately, many of these fatalities are children.

During extremely hot and humid weather, your body's ability to cool itself is challenged. When the body heats too rapidly to cool itself properly, or when too much fluid or salt is lost through dehydration or sweating, body temperature rises.

**Heat Cramps**-the first sign of heat-related illness, and may lead to heat exhaustion or stroke.

**Symptoms:** Painful muscle cramps and spasms usually in legs and abdomen, heavy sweating

### **Heat Exhaustion**

**Symptoms:** Heavy sweating, weakness, cool, pale, clammy skin, fast, weak pulse, possible muscle cramps, dizziness, nausea or vomiting, fainting

### **Heat Stroke**

**Symptoms:** Altered mental state, throbbing headache, confusion, nausea, dizziness, shallow breathing, body temperature above 103°F, hot, red, dry or moist skin, rapid and strong pulse, faints, loses consciousness

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to heat emergencies.

### **CORE FUNCTIONS**

In the event of a heat emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

## **Instructions**

### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Additional Actions**

**Heat Cramps**-First Aid: Apply firm pressure on cramping muscles or gently massage to relieve spasm. Give sips of water unless the person complains of nausea, then stop giving water

**Heat Exhaustion**-First Aid: Move person to a cooler environment, Lay person down and loosen clothing, Apply cool, wet cloths to as much of the body as possible, Fan or move victim to air conditioned room, Offer sips of water, If person vomits more than once, seek immediate medical attention.

**Heat Stroke**-Heat stroke is a severe medical emergency, call 911 or get the victim to a hospital immediately, delay can be fatal, move the victim to a cooler-preferably air-conditioned environment, reduce body temperature with cool cloths or bath, use fan if heat index temperatures are below the high 90s, A fan can makes you hotter at higher temperatures, Do NOT give fluids.

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **Intruder/Hostage Annex**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from intruders and in hostage situations.

Intruder-An unauthorized person who enters school property. Any person entering the school that is not school personnel or a registered student. (It is suggested that staff wear identification at all times.)

A hostage is a person taken and held, against his/her will, by means of physical force or threat of harm and held by an individual until certain conditions are met. A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s) is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

Criminal Trespass 3<sup>rd</sup> Degree (NYS Penal Law 140.10 – B Misdemeanor) A person is guilty of Criminal Trespass in the third degree when he (she) knowingly enters or remains unlawfully in a building, or upon real property, where the building is used as an elementary or secondary school in violation of conspicuously posted Rules and Regulations governing entry and use thereof.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to intruder/hostage incidents.

### **CORE FUNCTIONS**

In the event of an intruder or hostage incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders



## **Instructions**

### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

## **Additional Steps**

### **Intruder:**

All visitors must display approved visitor passes. Escort all visitors to the office to sign in.

- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

### **If intruder refuses to leave:**

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Incident Commander notifies Chief, Safety and Security and Superintendent's Office and may issue lock-down procedures (see Lock-Down Procedures section).

### **Others are hostage:**

- Call 911 immediately. Give dispatcher details of situation.
- If hostage taker is unaware of your presence, do not intervene.
- Seal off area near hostage scene.
- Avoid, at all costs, any reckless and imprudent action.
- Keep a distance.
- Don't make any quick moves.
- Use time as a tool to de-escalate this very tense situation.
- Don't force the issue physically or mentally.
- Get down if you hear a loud noise.
- Notify Incident Commander.
- Incident Commander notifies the Chief, Safety and Security and Superintendent's Office.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

### **If you are taken hostage:**

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.
- Don't force the issue physically or mentally.
- Keep a distance.
- Don't make any quick moves. They might be interpreted as offensive.
- Change your mind-set from one of authority to "hostage."

- Keep your cool!
- Do not become a spokesperson for the system.
- Don't defend the system/school.
- Do not negotiate, dictate, confront, antagonize, defend, or plead.
- Evaluate potential hiding places or areas that would keep you out of harm.
- Be alert for police actions.

### **A Person with a Gun**

A gun is any pistol, revolver, shotgun, rifle, or object that looks like a gun.

An incident involving a firearm is potentially capable of causing injury to a large number of students and/or faculty. No one should attempt to be a "hero" in these situations because, if the effort is not successful, tragic results could occur.

- Immediately contact 911
- Notify administrator-This may be accomplished by sending a sealed note to the office with a trusted student, or some other predetermined signal.
- Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
- Contain the situation and, if possible, remove all innocent persons.
- If possible, isolate the individual with the gun.
- Control your own actions. Do not raise the emotional level of the person possessing the firearm by your own actions.
- Do not confront the armed person. If it is practical and possible, wait for law enforcement personnel to arrive to negotiate a settlement.
- Notify the school administrator immediately. If the incident is after school hours (e.g., athletic event, dance, etc.) contact 911 immediately.
- Make every effort to keep your eyes on the person suspected of having a weapon until help arrives so that you may point him/her out to the police.
- It is best to have the police officer confront the person and conduct the search of the person suspected of possessing a weapon. Let the police officer take custody of any weapons.
- Treat all firearms as if they were loaded. If a firearm is found, do not pick it up, but call the police. Make every effort to secure the area and move students to safety.
- To reduce the risk of injury and promote personal safety, AVOID HANDLING WEAPONS.
- Ask the police officer to photograph the weapon and send a copy of the photo along with an incident report and police report to the principal.

### **A Person with a Weapon (Not a Gun)**

Definition: Unauthorized presence or use of dangerous weapons such as knives, bombs, explosives, and firecrackers.

Remember that the majority of weapons confiscated in New York State schools fell into this category. Don't relax just because the weapon is not a gun. All weapons are potentially life-threatening.

#### **Other Weapon:**

##### **Staff**

- Call 9-1-1, if there is imminent threat to life. Immediately notify the Principal/AP. Secure your area to protect students, staff and visitors.

- Secure building and grounds. Do not confront the person. If possible try to identify the person, obtain whereabouts in the building or on the grounds of the person, type and location of the weapon and if the person has harmed anyone or has people near him/her.

#### **Emergency Response Team Member**

- Determine the level of threat. Call for back up. If possible, isolate the individual with the weapon.

#### **Incident Command Additional steps:**

- Accompany suspect to private office to wait for police. If an adult do not proceed with questioning or search without police.
- If a student, ask another administrator, SRO or SSO to assist in questioning and search.
- Inform student of rights and why you are conducting questioning and search.
- Keep detailed notes of all events and why questioning and search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm. Secure area. Wait for police. Follow Lockdown or Hold-in-Place Annex as appropriate.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **MASS CASUALTY INCIDENT (MCI) ANNEX**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors in the event of a mass casualty incident (MCI).

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to a mass casualty incident (MCI).

#### **CORE FUNCTIONS**

In the event of a mass casualty incident (MCI), practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **If MCI occurs in Building:**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Active CERT (if you have one in the building)
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **If MCI occurs on a bus:**

**Follow Bus Incident/Accident Annex**

##### **If MCI occurs on a Field trip:**

**Follow Field Trip Annex**

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **Mechanical Emergencies Annex**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from mechanical emergencies.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to mechanical emergencies.

#### **CORE FUNCTIONS**

In the event of a mechanical emergency incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **ELECTRICAL POWER FAILURE**

1. Check that all students are calm and safe.
2. Designate personnel to notify Maintenance and Operations.
3. Evacuate the building by fire drill procedures, if there is any threat to safety of students or staff.
4. Keep refrigerated food storage units closed.
5. If food preparation was in progress and utilities remain out for a period of time, verify safety of food by calling Food Service Supervisor.
6. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.

### **WATER MAIN BREAK**

1. Designate Head Custodian to shut off valve at primary control point and notify Building Administrator.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.

### **BOILER**

1. Head Custodian will secure main cutoff, then secure fuel supply, and notify Building Administrator.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
4. Never attempt to feed water to boiler; shutdown and leave area.

### **PLUMBING**

1. Head Custodian *must* shut off main valve at primary control if break is internal to building.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
4. Maintenance and Operations Supervisor will call RG&E to shut off electricity to affected areas.
5. Relocate articles that may be damaged by water.
6. Per state law, if building is equipped with an automatic sprinkler system, when the water supply is cut off, institute a fire watch and continue until the system is restored.
7. Hot water overheating condition:
  - a. Shut off burner to water heater, secure fuel supply.
  - b. Relieve system pressure.
  - c. Isolate/lock lavatories secure other water supply outlets.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **MEDICAL and MENTAL HEALTH EMERGENCY ANNEX**

#### **PURPOSE**

This annex describes the courses of action that the building will implement to address emergency medical (e.g. first aid) and mental health counseling issues. The building will coordinate these efforts with emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 e (2) vi requires the coordination of the ERP with the statewide plan for disaster mental health services.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to medical and mental health emergencies.

#### **CORE FUNCTIONS**

In the event of a medical or mental health incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **If incident occurred in school:**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Important Points**

- Notify nurse and CPR/first aid certified persons in school building of medical emergencies.
- If possible, isolate affected student/staff member.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(s) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Chief Communication Officer.
- All communication should transpire via 2-way radio or cell phone.
- Do not move the student/victim unless his/her location is potentially dangerous. Reassure the student/victim; keep him/her quiet and lying down.

- When calling 9-1-1 for an ambulance use the following steps:
- It is preferred that the following people call for an emergency vehicle if it is needed: the Principal, Assistant Principal, Nurse, or designee.
- Report location and specific entrance to be used. Provide the nature of the emergency, number of victims, and any other pertinent information.
- The guidance counselors will be notified for assistance as needed. If further counseling needs are necessary after the immediate medical emergency, contact the Nurse.
- The Nurse or Principal/Assistant Principal-Incident Commander will notify the parent/guardian as soon as possible. The Principal or Assistant Principal is always consulted before notifying parent/guardian, unless it is a life threatening situation and the neither are in the building. If EMS determines that immediate notification is critical then follow directions and then promptly contact the Chief, Superintendent's Office and Safety & Security. Remember *notification needs to be given tactfully and in a manner not to create undue panic*. Known details of the accident should be given. If parent/guardian cannot be reached immediately, use the STUDENT EMERGENCY FORM.

**If incident occurred outside of school on field trip or on bus:**

- Call 9-1-1
- Follow scene safety and CPR/AED steps from CPR Annex
- If bus driver is not victim, driver contact dispatcher
- Lead teacher, contact school
- Administrator/IC notifies Chief, Safety and Security and Superintendent's Office.
- District works with building to determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Chief Communication Officer.

**Post-crisis intervention:**

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas. Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff. Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

**Mental Health Emergencies**

**Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders



### **School Safety Officers and Other Trained Responders**

- Secure area. Remove all other staff and students
- Attempt to calm student or staff member
- Remove or block person from obtaining items can harm himself or others
- If the person is being disruptive but not a danger to himself or others should allow the person to de-escalate without physical intervention but should continue to use CPI or TCI de-escalation techniques
- If there is eminent danger to the person or others because of the person's actions and only as a last resort to protect life, district trained staff may intervene to remove the person from harm, using Crisis Prevention Intervention (CPI) or Therapeutic Crisis Intervention (TCI)
- If the person refuses to comply and restraint is necessary to protect the person from harming himself or others, 9-1-1, may be called for mental health crisis intervention, along with support services from the Department of Safety and Security

**THREAT OR HAZARD SPECIFIC ANNEXES**

**Missing/Lost Student-See ACCOUNTING FOR ALL PERSONS ANNEX**

**THREAT OR HAZARD SPECIFIC ANNEXES**

**Pandemic-See District Pandemic Annex**

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **RADIOLOGICAL EVENT ANNEX**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from radiological emergencies.

Schools within 10-mile radius of Ginna Nuclear Power Facility: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to radiological emergencies.

### **CORE FUNCTIONS**

In the event of a radiological emergency incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

The building's Post-incident Response Team has developed the following focus for post-incident response:

#### **Short term**

- Mental health counseling
- Building security

- Facility restoration
- Post-incident response critique

### **Long term**

- Mental Health counseling (monitor for post-traumatic stress behavior)
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Building security: Incident Commander, Operation Chief, SSO (if applicable) and Custodian will survey building inside and out to ensure building is safe for occupancy. Custodial staff with assistance from Facilities Department will ensure building and its facilities are in operating order.
- The building's leadership team, along with the Emergency Response Team and district teams will meet to debrief and plan for the building.
- Any Long Term impact of an incident that cannot be managed by the building and district crisis teams will result in a request for assistance from RCSD to appropriate city, county and state teams.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **SAFE ROOM/AREA OF REFUGE ANNEX**

#### **PURPOSE**

The purpose of this annex is to ensure that there are areas of refuge/safe rooms in place to protect students, staff and visitors within the building.

Areas of Refuge/Safe rooms are for staff and students who are unable to leave the building. The Area of Refuge/Safe rooms and are required on all floors, must have windows, have a working telephone that has access to 9-1-1, must be near or in a stairwell, must be accessible and can never be locked. If you have chosen a room that meets all of the criteria but is often locked, you will either need to find another room or you will need to assign at least 4 staff members to have the primary assignment of responding to the safe room in the event of a drill or emergency. All will need a key and must understand that their first responsibility will be to report to the safe room and unlock the door. It is a fail-safe in the event someone is sick, there are injuries, etc.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff for use of the areas of refuge/safe rooms in the building.

#### **CORE FUNCTIONS**

In the event of any emergency, every floor has established areas of refuge/safe rooms for students, staff and visitors to use in the building. Practiced procedures will help students, staff and visitors locate and access the areas of refuge/safe rooms when needed.

#### **ACTIONS**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

## **Areas of Refuge/Safe Rooms**

### **Building, Wing or Location**

Students will either walk, travel by bus, or other means of transportation provided by the district. Safe rooms at NRCS will be Rm. 128 (Nurse's office), Rm. 216, Rm 302 (ISS room), Emergency "To Go" bags will be located in the nurse's office (Rm. 128)

## **Buildings with Pools**

All RCSD buildings with pools that have an outside exit door will be considered areas of refuge/safe rooms and will use the following procedures for drills and emergencies:

At the time of an emergency, the pool area will become an area of refuge/safe room.

Upon the sound of the fire alarm or notification by runner or other means that an emergency has been declared in the building, the students and staff will exit the pool immediately, **WALK** and line up along the wall leading to the door that exits to outside. All staff and students will receive the following:

### **One towel, Pair of disposable flip flops, Emergency blanket**

The staff member will take attendance and radio to the Incident Commander that students are accounted for.

The incident commander will immediately request a bus from transportation.

As soon as the bus arrives the Incident Commander will radio the pool staff and students. The staff and students will exit from the pool and go directly to the bus, where they will remain until cleared to return to the pool area/locker room.

If other students, staff or visitors come to the pool area, the lead staff will include them on the attendance sheet, and communicate all attendance to the Incident Commander.

Under no circumstances should anyone leave the pool area to go back into the school once an emergency has been declared. If the pool area becomes uninhabitable because of smoke, fire or debris: staff, students and any visitors must exit the building immediately using the steps above. The lead staff member will report to the Incident Commander that an evacuation was necessary. The group will be advised where to wait for the bus.

In the unlikely event someone is injured at the pool area or while walking to the bus, the lead staff member will contact the Incident Commander to advise of injuries. If the injury is to a student-the group will wait for an emergency response team member or emergency responder and then proceed to the bus. If the injury is to an adult, after the call is placed to the Incident Commander, the group will continue to the bus.

The Incident Commander or his/her designee will contact transportation to expedite the bus.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **STUDENT/STAFF/VISITOR UNREST ANNEX**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from student/staff/visitor unrest emergencies.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to student/staff/visitor unrest emergencies.

#### **CORE FUNCTIONS**

In the event of a student/staff/visitor unrest incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

**Student/staff/visitor unrest includes all types of protests, or civil disobedience. It also includes rioting and general property destruction (school, athletic, surrounding, or community properties).**

#### **On School Property**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Important Points**

- Meet with student, staff or visitor representatives to address issues.
- Keep students, staff, visitors calm.



## THREAT OR HAZARD SPECIFIC ANNEXES

### **SUDDEN CARDIAC ARREST (CPR/AED) ANNEX**

Any person in the building can activate the Sudden Cardiac Arrest (CRP/AED) Annex. It is important to know where in the building the Automated External Defibrillators AED's are located. The district uses ZOLL AED's.



The primary units are generally located in the main office. Additional units **may** be found in the gym area or with the nurse. Preplanning is very important. Knowing in advance where the units are can save precious time. A person who is in cardiac arrest only has 10 minutes without

oxygen to tissues before suffering death to the brain. The best chance for survival is immediate Cardiopulmonary Resuscitation CPR and AED.

If you are the only one on scene-call out loudly but calmly so people will understand you: HELP! Call 9-1-1! Get the AED!

- Immediately check the scene to make sure it is safe for you to proceed!
- Assess the person
- Check for A, B, C's (Airway, Breathing, Circulation)
- If the person is an adult and you are alone-after you check the person, go call 9-1-1, bring back the AED and provide care
- If the person is a child-after you check ABC's, provide two minutes of care (CPR), then go call 9-1-1, bring back the AED and continue to provide care.
- Continue to call out for assistance. Once in-school help has arrived, have someone get the administrator/IC to activate the emergency response team.

CPR/AED instructions are in Appendix D. It is okay to be nervous and if you forget the steps for CPR all you have to do is turn on the AED. The unit has pictures and will talk you through it. The 9-1-1 operator will also talk you through the steps.

#### **Incident Commander:**

- Assess scene.
- Activate Emergency Response Team, Post Incident Team
- Call 911 if not already called
- Station person at driveway and door to direct ambulance
- Contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief or Safety and Security first to have others contacted and move additional personnel to scene.
- Initiate appropriate Response and Functional Annex(s) for the Building

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **If incident occurred in school:**

- Call 9-1-1, notify nurse and CPR/first aid certified persons
- If possible, isolate affected student/staff member.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(s) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Chief Communication Officer.
- Provide follow-up report to appropriate stakeholders

#### **If incident occurred outside of school on field trip or on bus:**

- Call 9-1-1
- Follow scene safety and CPR/AED steps from above
- If bus driver is not victim, contact dispatcher
- Lead teacher, contact school
- Administrator notifies Chief, Safety and Security and Superintendent's Office.
- District works with building to determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Chief Communication Officer.

**Post-crisis intervention:**

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.
- Schedule additional CPR classes in building

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **SUICIDE ANNEX**

### **Suicide attempt in the building**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from suicide attempts in the building.

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to suicide attempts in the building.

#### **CORE FUNCTIONS**

In the event of a suicide attempt in the building, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **ACTIONS**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call chief or Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

##### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Important Points**

- Verify information
- If suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action
- Calm suicidal person
- Try to isolate suicidal person from other students
- Stay with person until counselor/suicide intervention arrives
- **Do not leave suicidal person alone**
- **Determine method of notifying staff, students and parents**
- **Hold frequent staff debriefings before and after normal operating hours as needed**

# **THREAT OR HAZARD SPECIFIC ANNEXES**

## **Serious Injury-Death**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors when there is a serious injury or death.

### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to a serious injury or death.

### **CORE FUNCTIONS**

In the event of a serious injury or death, practiced procedures will be put in to action to care for and protect students, staff and visitors.

### **ACTIONS**

#### **Serious injury or death (Accidental) at School:**

##### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Make sure someone is at the driveway and at the door to assist the ambulance personnel
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Chief Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

##### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

##### **Important Points**

- Verify information.
- Determine method of notifying students and parents. Do not mention details in notification. Protect privacy of family.
- Implement post-crisis intervention.

##### **Post-crisis Intervention:**

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.

- Refer media to Chief Communications Officer. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

### **Death/Serious Injury-outside of school:**

#### **Incident Commander:**

- Assess scene. Call 911, if call if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Important Points**

- Verify information.
- Determine method of notifying students and parents. Do not mention details in notification. Protect privacy of family.
- Implement post-crisis intervention.

#### **Post-crisis Intervention:**

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Chief Communications Officer. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

## **THREAT OR HAZARD SPECIFIC ANNEXES**

### **THREAT OF VIOLENCE ANNEX**

#### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from threats of violence.

Acts of violence are actual situations that have occurred or are still occurring, or have the potential to occur in the immediate future. They include, but are not limited to: unauthorized person on campus; fighting or civil disturbances, person with a weapon; person with a gun, a suicide threat, bomb threat device; intrusions; hostage taking or any other situation that has the potential for endangering the health and safety of students, staff, visitors, or other people.

The Rochester City School District makes no distinction between implied or direct threats of violence or any acts or incidents of a violent nature committed by any teacher, student, staff member, visitor, or any other person against this school district, its buildings and/or its inhabitants. Each act or threat is dealt with in a very serious manner at all times. This includes any school sponsored or related activity held on or off campus at any time. Upon the report of any act of violence or the receipt of any threat, implied or directed towards this school district, the following procedures are followed:

**Threat (Implied or Direct)**-Any student, staff member, or other employee of this district who receives or witnesses a verbal, written, visual, or any other form of information or fact that could be perceived a threat to themselves or others, including any buildings, vehicles or properties of this district shall: immediately make the building principal or designee aware of the information regarding the threat. Present any information, such as phone call information, web site information, information written on walls or any other mediums (journals or personal notes, conversations overheard from students or others, information from parent or any other community stakeholders, etc.)

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to threats of violence.

#### **CORE FUNCTIONS**

In the event of a threat of violence, practiced procedures will be put in to action to care for and protect students, staff and visitors.

## **ACTIONS**

### **Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

### **Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**



**THREAT OR HAZARD SPECIFIC ANNEXES**

**WEAPONS-See INTRUDER/HOSTAGE ANNEX**

## THREAT OR HAZARD SPECIFIC ANNEXES

### **Weather/Natural Disaster Response Annex**

#### **PURPOSE**

The purpose of this Annex is to provide the necessary information and procedures in the event that a Severe Weather Emergency has been issued. The National Weather Service urges that all schools develop plans and conduct drills to cope with severe weather. The State Education Department requires that plans be developed.

*This Weather Safety Annex specifies that someone at the building be designated to monitor the weather while students are engaged in all outdoor activities. The 'monitor' should not be the PE teacher, coach, umpire, or referee, as they are not able to devote the attention needed to adequately monitor conditions and the students. The 'monitor' must know the plan's guidelines and be empowered to assure that those guidelines are followed.*

#### **SCOPE**

The annex outlines responsibilities and duties, as well as procedures for staff responding to weather or natural disaster emergencies.

#### **CORE FUNCTIONS**

In the event of a weather or natural disaster emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

#### **Severe Weather Terms**

- **Avalanche:** A mass of tumbling snow.
- **Blizzard:** Sustained winds or frequent gusts of 35 mph or more with snow and blowing snow frequently reducing visibility to less than a quarter mile for 3 hours or more.
- **Blowing Snow:** Wind-driven snow that reduces visibility. Blowing snow may be falling snow and/or snow on the ground picked up by the wind.
- **Earthquake** is what happens when two blocks of the earth suddenly slip past one another. Earthquakes may cause damage to school buildings and local infrastructure, which may disrupt school facility operations without evident physical damage being present.
- **Excessive Heat Outlooks:** are issued when the potential exists for an excessive heat event in the next 3-7 days. An Outlook provides information to those who need considerable lead-time to prepare for the event.
- **Excessive Heat Watches:** are issued when conditions are favorable for an excessive heat event in the next 24 to 72 hours. A Watch is used when the risk of a heat wave has increased but its occurrence and timing is still uncertain.
- **Excessive Heat Warning/Advisories** are issued when an excessive heat event is expected in the next 36 hours. These products are issued when an excessive heat event is occurring, is imminent, or has a very high probability of occurring. The warning is used for conditions posing a threat to life.
- **Flash flooding** is caused by heavy or excessive rainfall in a short period of time or because of dam failure.
- **Flood Advisory: Be Aware:** A Flood Advisory is issued when flooding is not expected to be bad enough to issue a warning. However, it may cause significant inconvenience, and if caution is not exercised, it could lead to situations that may threaten life and/or property.

- **Flood Watch: Be Prepared:** A Flood Watch is issued when conditions are favorable for flooding. It does not mean flooding will occur, but it is possible.
- **Flash Flood Warning: Take Action!** A Flash Flood Warning is issued when a flash flood is imminent or occurring. If you are in a flood prone area move immediately to high ground. It is even possible to experience a flash flood in areas not receiving rain.
- **Flooding** occurs in every U.S. state and territory, and is a threat experienced anywhere that receives rain. In the U.S. floods kill more people each year than tornadoes, hurricanes or lightning.
- **Flood Warning: Take Action!** A Flood Warning is issued when the flooding is imminent or occurring
- **Flurries:** Light snow falling for short durations with little or no accumulation.
- **Hurricanes** are categorized according to the strength of their winds using the Saffir-Simpson Hurricane Scale. A Category 1 storm has the lowest wind speeds, while a Category 5 hurricane has the strongest.
- **Snow Showers:** Snow falling at varying intensities for brief periods of time. Some accumulation is possible.
- **Snow Squalls:** Brief, intense snow showers accompanied by strong, gusty winds. Accumulation may be significant.
- **Special Weather Statements:** Issued to increase public awareness of a potential hazard.
- **Severe Weather Statements:** Issued for observed severe weather to maintain a heightened public awareness and strengthen the public's risk perception. They are also issued to cancel all or part of a warning and as a follow-up to a warning that has recently expired.
- **Severe Thunderstorms** Considered severe if it produces hail at least 1 inch in diameter or has wind gusts of at least 58 miles per hour. Every thunderstorm produces lightning.
- **Severe Thunderstorm Watch: Be Prepared!** Severe thunderstorms are possible in and near the watch area. Stay informed and be ready to act.
- **Thunderstorm Warning: Take Action!** Severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property. Take shelter in a substantial building.
- **Tornado** is a violently rotating column of air extending from the base of a thunderstorm down to the ground. Tornadoes are capable of completely destroying well-made structures, uprooting trees and hurling objects through the air like deadly missiles. Tornadoes can occur at any time of day or night, at any time of the year and they have been reported in all 50 states.
- **Tornado Watch: Be Prepared!** Tornadoes are possible in and near the watch area. Review and discuss your emergency plans, and check supplies and your safe room. Be ready to act quickly if a warning is issued or you suspect a tornado is approaching.
- **Tornado Warning: Take Action!** A tornado has been sighted or indicated by weather radar. There is imminent danger to life and property. Move to an interior room on the lowest floor of a sturdy building. Avoid Windows. If outdoors, move to the closest substantial shelter and protect yourself from flying debris.
- **Urban and small stream flooding** occurs with small streams, streets, and low-lying areas such as railroad underpasses and urban storm drains.
- **Watch:** Used when the risk of a hazardous weather event has increased significantly, but the occurrence, location, and/or timing of the hazardous event is still uncertain.
- **Warning:** Is issued when a hazardous weather event is occurring, is imminent, or has a very high probability of occurrence. A warning is used for conditions posing a threat to life and property.

### **District and Building Monitoring**

When weather conditions indicate an area may be affected, local radio or television broadcasts will be monitored. The district will be prepared to:

- Implement school cancellation or late opening policy as per Superintendent instructions.

- Notify parents via radio, television, telephone, and the local cable channel.
- If students are already in school and a weather warning occurs the superintendent will determine the course of action for schools (shelter-in-place, early release or evacuation of impacted buildings), unless the emergency is imminent and building specific (tornado), then the building Incident Commander will make the decision, and follow the IC guidelines (see under **Tornado** below).

## **ACTIONS**

### **District Preparation**

- Buildings will annually check supplies and provisions.
- Classroom teachers will annually check and update their "Go Bags" and Classroom emergency provisions.
- Office staff will be responsible for maintaining the main office "Go Bag" and the Emergency Responder Bag.
- The building administration will report to the safety team annually that all supplies, provisions and plans, including contacts, are up to date and ready in the event of an emergency.
- If the school is designated as a Red Cross emergency shelter or Point of Distribution (POD), the plans/MOA's must be reviewed and updated annually. Building administration will coordinate Shelter and POD planning through the District Safety and Security Office.
- The Safety Team will provide the updated Plan Summary and any changes to Shelter or POD documents by October 1<sup>st</sup> each year.

## **WEATHER EVENTS**

### **Earthquakes**

#### **Important Points**

- Schools may be unable to resume operations due to damage to utility systems (power, water, gas, and communications), hazardous material spills, and other issues after a quake.
- Keep calm, and stay where you are.
- If you are indoors, take cover under a desk, table or bench, against an inside wall or solid heavy framed doorway, and hold on. (Drop, Cover and Hold-see instructions below)
- Leave doors in an open position.
- In an office, take cover under a desk or large table away from windows and outside walls. Stay in the building on the same floor. Do not be surprised if the electricity goes out if sprinkler systems or elevator or fire alarms go on—this often happens. DO NOT USE ELEVATORS!
- Tall buildings may sway back and forth during earthquakes, so you will need to hold on while the ground shakes.
- Hold on and move along with the desk as it slides or brace yourself in a central hallway or against an interior wall.
- If you are in a stairwell, sit down and hold on.
- If you are outdoors, stay there. Move away from buildings, streetlights, large trees and utility wires.
- If you are in an elevator, step out if the door is open. Otherwise, drop, cover, and hold on.
- School bus drivers should stop the bus and park away from buildings, bridges, overpasses, trees, power lines and street lights. Instruct students to duck in their seats and cover their heads. Remain calm.

- Be prepared for aftershocks, these secondary shock waves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures.
- Open any closed doors cautiously. Beware of unstable objects.
- Do not use any open flames (matches, candles, etc.)
- Continue listening to local news or a NOAA Weather Radio
- Do not re-enter buildings until authorities have checked for possible structural damage, leaking gas lines, and other utility disruptions.

#### **Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

#### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

### **DROP, COVER AND HOLD**

#### **Indoor Procedure. When indoors, students/staff should:**

- **Drop** to the floor-**Cover** by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover face and head with arms
- **Hold** on to the table or desk until directed to stop
- When directed by the IC or designee, evacuate to pre-assigned locations
- Emergency Response Team Members will search for and triage injuries
- Special care needs to be taken in securing and moving students/staff/visitors with functional support needs or those with injuries (**See non-ambulatory, ambulatory**).
- Areas of refuge/safe rooms may need to be used if evacuation is not possible

Note: Do not use the elevators to evacuate

#### **Outdoor Procedure. When outdoors, students/staff should:**

- **Move** away from buildings, streetlights and utility wires.
- **Drop** to the ground.
- **Cover** their face and head with their arms.
- When directed by IC or designee, evacuate to pre-assigned locations.
- Emergency Response Team Members will search for and triage injuries.
- Special care needs to be taken in securing and moving in moving students/staff with functional support needs or students & staff with injuries.
- Assigned staff may need to use the areas of refuge/safe rooms and wait for emergencies responders for additional assistance.

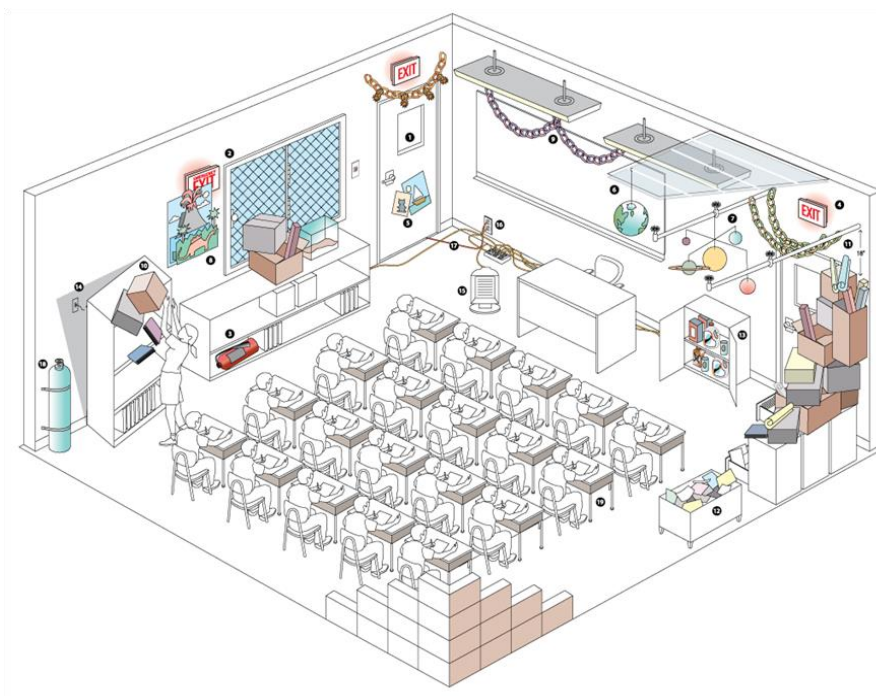
### **Moving Vehicle Procedure. When in a moving vehicle, drivers/staff should:**

- Stop as quickly as safety permits
- Instruct all students/staff to stay in the vehicle
- When it is safe to do so, proceed cautiously or evacuate the vehicle
- Special care needs to be taken in securing and moving students/staff with functional support needs or students & staff with injuries. See **Functional Needs Annex** for carries for non-ambulatory and ambulatory persons with and without injuries.
- Assigned staff may need to stay in the vehicle and wait for emergency responders for additional assistance.

### **Recommendations:**

- ✓ **DO NOT** stack things above head level.
- ✓ **DO NOT** block emergency exit signs or passageways.
- ✓ **DO** keep your fire extinguisher in operating condition and strapped to a wall.
- ✓ Check for hazards that could make your office or work area more dangerous during an quake:

Tall Shelves, bookshelves, tall or heavy lamps, hanging plants, heavy objects on wall, windows, light fixtures, desks by windows, etc., heavy pictures, unsecured TV, typewriters, computers, file cabinets, signs, fans and microwave stands and coffee/tea pots



### **Hurricanes**

A hurricane is a type of tropical cyclone. It can be up to 600 miles across and have strong winds spiraling inward and upward at speeds of 75 to 200 mph. Hurricanes are classified:

**Tropical Depression**-maximum sustained winds of 38 mph (33 kt) or less.

**Tropical Storm**-maximum sustained winds of 39-73 mph

**Hurricane**-maximum sustained winds of 74 mph or higher

Emergency procedures or school cancellations will be coordinated through Superintendent.

### **Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

### **Instructions**

#### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

#### **Severe Thunderstorms/Lightning**

Most victims can survive a lightning strike, but will need medical help right away. It is okay to touch the person because they do not carry an electrical charge. Be ready to provide CPR/AED care. If possible, move the victim away from the threat of another lightning strike.

### **Important Points**

- Listen to local news or NOAA Weather Radio for emergency updates. Watch for signs of a storm, like darkening skies, lightning flashes or increasing wind.
- If you can hear thunder, you are close enough to be in danger from lightning. If thunder roars, go indoors! Don't wait for rain. Lightning can strike out of a clear blue sky.
- Avoid electrical equipment and corded telephones. Cordless phones, cell phones and other wireless handheld devices are safe to use.
- Keep away from windows.
- If you are outside and cannot reach a safe building, avoid high ground; water; tall, isolated trees; and metal objects such as fences or bleachers. Picnic shelters, dugouts and sheds are NOT safe.
- The sooner that activities are stopped and people get to a safe place, the greater the level of safety. In general, a significant lightning threat extends outward from the base of a thunderstorm cloud about 6 to 10 miles. Therefore, people should move to a safe place if lightning is seen, if thunder is heard or if the time between lightning and corresponding thunder is 30 seconds or less. This would indicate that the thunderstorm is 6 miles away or less.
- Also, activities should be halted if the sky looks threatening. Some storms may develop lightning just as they move into an area.
- Because electrical charges can linger in clouds after a thunderstorm has passed, experts agree that people should wait at least 30 minutes after the storm before resuming activities.

### **Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

### **Instructions**

### **Non-Ambulatory and Ambulatory –see Functional Needs Annex**

## **Tornadoes**

### **Important Points**

- The safest place is in a small-windowless interior room or hallway on the lowest level of a sturdy building.
- If you are outside, return to the building immediately.
- Continue listening to local news or a NOAA Weather Radio
- Watch out for fallen power lines or broken gas lines. Report downed lines immediately.



<http://www.nws.noaa.gov/om/severeweather/after.shtml>

- Get out and stay out of damaged buildings. If you smell gas or hear a blowing or hissing noise, open a window and get everyone out of the building quickly. Once out, call 9-1-1.
- Check for injuries. Provide first aid to victims in need until emergency responders arrive.
- Use battery-powered flashlights when examining buildings. Do NOT use candles which could start a fire. Use the telephone only for emergency calls so rescue operation lines aren't tied up.



**Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

**Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

**Winter Storms**

When the City School District receives notice of severe weather winter warning, schools will be called or emailed through the Office of the Superintendent or designee.

- Continue to listen to local radio stations and for cancellation and early dismissal notices relative to snow, wind, and/or ice.

**Incident Commander:**

- Assess scene. Call 911, if call is appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

**Instructions**

**Non-Ambulatory and Ambulatory –see Functional Needs Annex**

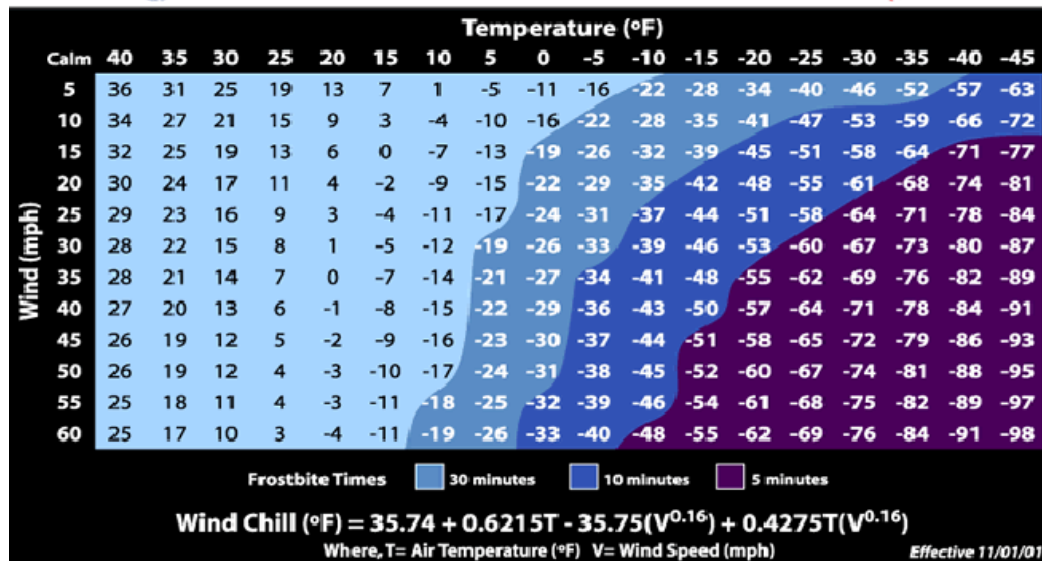
**WINDCHILL:**

Determination of school closure or early dismissal is made by the Superintendent. A variety of factors are included in the decision when a wind chill warning is in effect. The Superintendent will look at:

- Ambient temperature at time of students departing for school in the morning
- Wind speed
- Forecasted temperature throughout the day
- Dismissal temperature, wind speed
- Snow fall predicted throughout the day



# NWS Windchill Chart



## Appendix Master Class Schedule, Building/Grounds/Local Road Maps