

District Level School Emergency Response Plan

20 Church St. Honeoye Falls, NY 14472

2023-2024 School Year

Revised 5/5/2023

Honeoye Falls-Lima CSD
EMERGENCY RESPONSE PLAN
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INTRODUCTION

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

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

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

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

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

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

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

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

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

As you work your way through this guide you will find text highlighted in three colors:

- Red text indicates a section that is required to be completed
- Blue text indicates a section of law
- Yellow text indicates a date by which a requirement must be met

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SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-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 Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

[155.17 \(b\)](#) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

[155.17 \(e\)\(2\)](#) 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:

- [155.17 \(e\)\(2\)\(i\)](#) Policies and Procedures for Safe Evacuation
- [155.17 \(e\)\(2\)\(ii\)](#) Designation of Response Teams
- [155.17 \(e\)\(2\)\(iii\)](#) Procedures for Emergency Responder Access to Building Plans and Road Maps
- [155.17 \(e\)\(2\)\(iv\)](#) Communication in Emergencies
- [155.17 \(e\)\(2\)\(v\)](#) Definition of the chain of Chain of Command Consistent with NIMS/ICS
- [155.17 \(e\)\(2\)\(vi\)](#) Coordinated Plan for Disaster Mental Health Services
- [155.17 \(e\)\(2\)\(vii\)](#) Procedures for Annual Review
- [155.17 \(e\)\(2\)\(viii\)](#) Procedures for the Conduct of Drills
- [155.17 \(e\)\(2\)\(viii\)](#) Procedures for Restricting Access to Crime Scenes

[155.17 \(e\)\(3\)](#) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

[155.17 \(j\)](#) 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 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.

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THE BASIC PLAN

1. Introductory Material

A. Plan Development and Maintenance

The Honeoye Falls-Lima School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel, including bus drivers and monitors.

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>Contact Information</u>
Alecia Barker	Facilities Secretary	HFLCSD	624-7040
Christine Burnette	EH&S Risk Management Specialist	Genesee Valley BOCES	334-7900
Allison Cimmerer	Lima School Principal	HFLCSD	624-7143
Bonnie Coddington		Community Rep	
Renee Davis	Safety Personnel	HFLCSD	624-7983
Angelo Diminuco	District Head Custodian	HFLCSD	370-3049
Capt. Chris Fay	Law Enforcement Rep	MCSO	
Timothy Fay	DEC Officer	Community Rep	
David Francis	BOE Member	HFLCSD	
David Friedlander	Assistant Fire Chief	MFD / Parent Rep	
Bob Fussa	Director of Facilities	HFLCSD	624-7041
Michelle Hildreth	Manor School Assistant Principal	HFLCSD	624-7162
Cynthia Kettlehone	Middle School Nurse	HFLCSD	624-7105
Jeff Klein	BOE Member	HFLCSD	
Matt Knapp	Technology	HFLCSD	624-7032
Gene Mancuso	Superintendent of Schools	HFLCSD	624-7010
Elizabeth Mandak	High School Nurse	HFLCSD	624-7055
Jim Marini	Student Support Partner	HFLCSD	
John Miller	Director of Technology Services	HFLCSD	624-7091
Lynne Monaco		Community Rep	
Kim Muth	High School Assistant Principal	HFLCSD	624-7054
Christopher Neff	BOE Member	HFLCSD	
Lynn Parrish	Head Bus Driver	HFLCSD	624-7135
Colin Pierce	Assistant Superintendent, Business & Operations	HFLCSD	624-7038
Kim Roberts	Director of Community Programs	HFLCSD	624-7068
Joel Robinson	BOE Member	HFLCSD	
Rhonda Schaefer	Administrative Assistant to the Superintendent	HFLCSD	624-7010
Carol Schrader	Lima School Nurse	HFLCSD	624-7145

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Meghan Stanley	Manor School Nurse	HFLCSD	624-7165
Cory Trewer	Fire Chief	HFFD	
Braedon Warren	Student Rep	HFLCSD	
Joelle Weaver	Manor Principal	HFLCSD	624-7174
Matthew Weider	Middle School Assistant Principal	HFLCSD	624-7104
TBD	Student Rep	HFLCSD	

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Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandums of Understanding (MOU) are created, they shall be listed in **Appendix A**, with copies maintained in Rapid Responder.

Advanced planning should specify the type of communication and services provided by one agency to another.

B. Distribution and Publication of the District Plan

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

Send Building Level Safety Plans to:

New York State Education Department
via SED Portal
Safe Schools tab
Superintendent must Certify Submission

C. Distribution and Publication of the School Building Plans

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

D. Record of Distribution of the District Plan

The HFL District ERP Plan shall be posted on the District web site and shall be forwarded either through Rapid Responder or emailed to the following:

<u>Agency</u>	<u>Name of Receiving Party</u>	<u>Send by Date</u>
Honeoye Falls Fire Department	Chief – Cory Trewer	October 1
Honeoye Falls Ambulance	Chief – Ed Sheidlower	
Lima Fire Department	Chief – Steve McGrath	
Lima Ambulance	Chief – Kim Quinlan	
Monroe County Sheriff's Department	Capt. – Chris Fay	
Livingston County Sheriff's Department	Detective – Joshua Monster	

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E. Plan Review and Updates

The district plan must be reviewed by the district-wide safety team at least annually and updated as necessary and adopted by the school board by **September 1** annually. Prior to adoption, the district must hold at least one public hearing that provides for school personnel, student, and public participation, and must be made available for public comment at least 30-days. Within 30 days from adoption, each district must post their district-wide safety plan on their district website. The URL must be submitted to the Education Department via the annual Basic Educational Data System (BEDS) collection each October to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

A timeline that will ensure compliance with these requirements is as follows:

1. District Health & Safety Committee review at April meeting
2. Post for public comment around May 12th - begins 30-day period
3. Presentation to the BOE and Public Hearing on May 17th
4. Close public comment period and adopt at the BOE meeting on June 21st

2. Purpose and Situation Overview

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

Building-Level Safety Teams shall complete a vulnerability/hazard assessment to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property. Building level vulnerability/hazard assessments shall be updated annually and as needed throughout the academic year.

There is a fillable form for the Vulnerability/Hazard Assessment that can be completed electronically. The checklist can be found in Rapid Responder, Building site, Resources & References, General Resources section.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. A copy of the completed Vulnerability/Hazard Assessment can be found in Rapid Responder, building site, Resources & References, Resources section.

A risk assessment was completed by the insurance carrier in April 2022.

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Included in the Threat and Hazard Specific Annex section are examples of formats you may utilize while developing these ANNEXES. The table below provides a list of potential threats that schools should consider when conducting a threat/vulnerability/hazard assessment.

Threat, Vulnerability, Hazard Types, and Examples

Threat, Vulnerability, and Hazard Type	Examples
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Environmental Hazards	• Adjacent to interstate highway (Routes 5 & 20) • Adjacent to a busy residential road • Near an industrial area • Near a business district • In or near a flood plain • Near a major waterway
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials release from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Loss of electric service • Loss of water service • Loss of natural gas service • Loss of internet and/or network connection including phone system • Loss of sewage (toilet) service

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Biological Hazards:	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters and/or threat of shooting • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

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Planning Assumptions and Limitations

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

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

3. Concept of Operations

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

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Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

Law Enforcement Agency Designation

Honeoye Falls Campus

In an effort to provide clear lines of command structure in the event of a major incident requiring police command, HF-L School District designates the **Monroe County Sheriff's Department** as the lead, or incident command law enforcement agency. This will avoid confusion at the command level and save time if a major event were to happen. It will also allow for agencies and schools to train properly and to know their respective roles of responsibility and accountability. If a major event were to happen, there will be many different law enforcement agencies from many jurisdictions responding to assist with the incident.

Lima Campus

In an effort to provide clear lines of command structure in the event of a major incident requiring police command at the Lima campus, HF-L School District designates the **Livingston County Sheriff's Department** as the lead, or incident command law enforcement agency. This will avoid confusion at the command level and save time if a major event were to happen. It will also allow for agencies and schools to train properly and to know their respective roles of responsibility and accountability. If a major event were to happen, there will be many different law enforcement agencies from many jurisdictions responding to assist with the incident.

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4. Organization and Assignment of Responsibilities

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

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

Superintendent / Principal

In the event of a district-wide incident or event, the Superintendent (or their designee) will serve as the **Incident Commander**. For a building-level incident or event, the Principal (or their designee) will serve as the **Incident Commander**. The Superintendent / Principal shall designate a minimum of two qualified individuals to serve as alternates in the event that they are unable to serve in that role. At all times, the Superintendent / Principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

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

Director of Security

- Coordinate/cooperate with emergency responders
- Serve as an Advisor to the Incident Commander
- Assist the Incident Commander with incident management/procedures

Teachers / Substitute Teacher / Student Teachers

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

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site. Such attendance must be in hard copy form and include the full name of all students and staff.
- Report missing students to the appropriate Safety Team Member
- Execute assignments as directed by the Incident Commander.

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- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Aids and Assistants

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

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse/Health Assistant

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

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Principal's Secretary/Office Secretaries

Responsibilities include:

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

Food Service/Cafeteria Workers

Responsibilities include:

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

Bus Drivers

Responsibilities include:

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (i.e., "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.

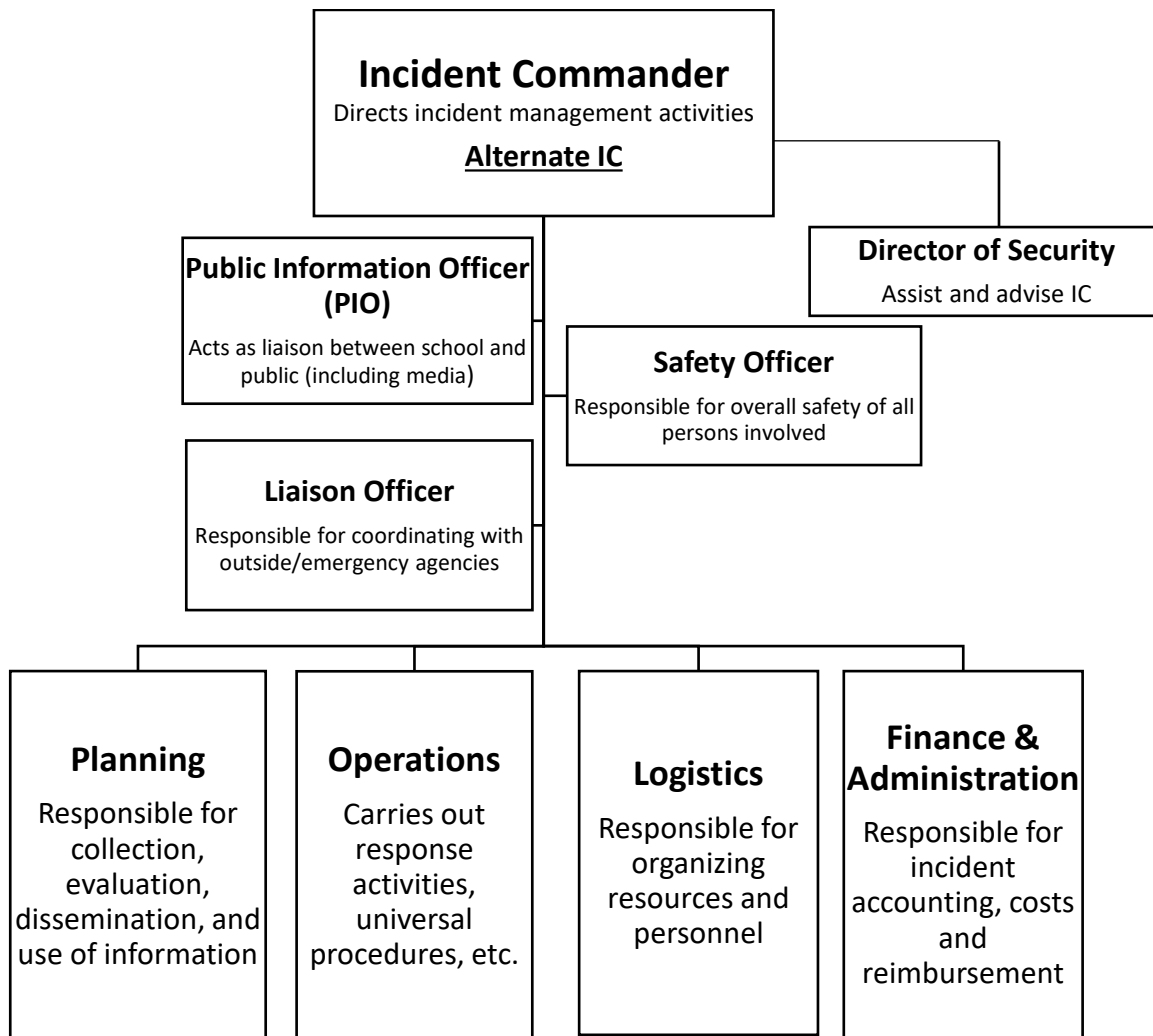
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5. Direction, Control, and Coordination

School Incident Command System

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

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



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

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School Incident Command System (ICS) Roles Defined

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

Incident Command

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

Responsibilities and duties include:

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

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 is directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities utilizing the Easy Alert System

As needed, Emergency Response Teams may be activated within the Operations Section. [NYCRR Section 155.17 \(e\)\(2\)\(ii\)](#) requires the designation of individuals assigned to emergency response teams. **Appendix C – Emergency Response Teams**, lists the members of the HF-L Emergency Response Teams.

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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 utilizing the Easy Alert System

Logistics Section

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

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio channel #1, written updates on Easy Alert, 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 utilizing the Easy Alert System

Finance/Administration Section

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

Responsibilities and duties include:

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

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Coordination with Responders

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

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

Source and Use of Resources

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

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6. Information Collection, Analysis and Dissemination

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

Types of Information

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

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

Information Documentation

The assigned staff member will document the information gathered including:

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

Rapid Responder/Easy Alert

This is a web-based software program, utilized by the District through Monroe BOCES 1, that keeps critical facility information (i.e. contact details for all administrators and staff; inventory lists of safety equipment, devices, and cameras; and locations of exit doors, elevators and roof access) easily accessible in an emergency.

It helps prepare for critical incidents by assembling event, tactical response, and first responder plans. With event and incident checklists, role assignments, inspection records, and venue staging plans, it provides everything necessary to successfully execute drills or real-life responses.

Easy Alert is a function within Rapid Responder that alerts school responders and allows them to initiate and respond to alerts. When an incident is reported, a staff person can open an event in Easy Alert and a text message is sent to various staff members alerting them of the incident. The responders can then easily communicate by posting and/or reading pertinent information and photos during the incident. During a drill or incident, it also provides access to critical facility information including evacuation plans, staging areas, structural information, and hazardous materials. A record of the posts and/or photos is stored in the Rapid Responder event summary.

Rapid Responder should be utilized to document all details of any incident and/or drill that occurs at any of the District facilities and on buses. **(See Appendix D – Easy Alert)**

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7. Training and Exercises

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

Training

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

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training for ICS roles includes IS-100c and IS-700b and should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the HF-L will conduct the following exercises/drills annually:

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year. Four of the 12 drills must be lock-down drills, the remaining are required to be evacuation drills.
- [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).

Guidelines for planning drills can be found in **Appendix E – Emergency Response Drill Planning Guidelines**

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Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearing of hallways, locking of classrooms, blockading of doors, and positioning of students and staff in pre-designated “safe areas” within each room. Practice or discussion of evacuating out of windows and doors is also encouraged periodically during a lockdown drill. 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 school will notify local law enforcement and/or the regional 9-1-1 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.

Drills will be documented in the HF-L Rapid Responder software.

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8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies, and industry.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities utilizing the Easy Alert System including:

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

Incident Costs

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

Preservation of Records

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

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9. Authorities and References

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

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

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Functional Annexes

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

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

- **Shelter-in-Place**
- **Hold-in-Place**
- **Evacuation** (required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#))
- **Lock-out**
- **Lock-down**

These annexes contain elements required by [8 NYCRR Section 155.17](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- **Crime Scene Management**
- **Communications**
- **Medical Emergency and Mental Health**

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

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

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Shelter-in-Place

Purpose

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

Actions

Initiate Shelter-in-Place

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

Consider using language similar to this in your announcement:

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

Instructions

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

Sheltering Sites:

Sheltering

a. High Wind/Tornado

Once a severe weather bulletin has been received, each building has its own procedure for notifying staff and bringing all students inside the building. All buildings however, initiate the procedure with an announcement over the PA system, followed by the use of megaphones, portable phones and/or portable radios. Emergency memos will be distributed to all staff, and students will be directed over the Public Address System. Students will be directed to go to predetermined safe hallway locations on the first floor of all buildings and duck and cover as necessary. Blinds should be closed to minimize flying glass. Detailed procedures and specific locations are outlined in the Emergency Response Plan for each building.

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b. Toxic Spill Outside the Building

If a toxic spill occurs on roadways in the vicinity of school buildings, the Superintendent would be notified by the Fire Department and requested to have a District representative report to the Fire Department Command Post. The building principal would notify staff to close all windows and doors and keep students seated quietly in the classroom. Maintenance staff will immediately shut down ventilation systems as trained. As a precaution, the shut-down procedures will be laminated and posted in equipment rooms. Three staff members in each building will be capable of completing the shutdown process.

c. Toxic Spill Inside the Building

If a toxic spill occurs inside the building, students and staff will be removed immediately from the area. The building administrator will be notified of the location and nature of the problem. The building administrator will notify custodial staff to seal off the affected area. The building administrator will alert all staff and students to avoid the affected area. The building administrator will notify the Fire Department. The fire alarm should be activated to evacuate the building if the safety and health of individuals is in immediate jeopardy. Standard fire drill procedures should be used.

d. Long Term Sheltering

Severe weather conditions or other emergencies may require students to remain at the school for a few hours or days. Each building has established designated areas for sheltering students and procedures for notifying parents. School staff will be requested to stay at the school and assist in sheltering activities. While some staff may need to leave, all teachers must stay long enough to meet with the principal and clarify the status of each child under their responsibility. A mutual agreement has been signed with the American Red Cross to provide emergency sheltering supplies.

e. Short Term Sheltering

Emergency evacuation of a building during inclement weather or other emergencies may require temporary sheltering of students and staff at another building. The designated sites are as follows:

<u>Affected Building</u>	<u>Interior Sheltering</u>	<u>Alternate School Sheltering Location</u>	<u>Alternate Community Site</u>
High School	A/B Gym,	These are confidential	These are confidential
Middle School	Auditorium		
Manor School	Cafeteria		
Lima Primary	Cafeteria		

Staff will be directed to walk students to the designated site and provide supervision until the original building can be reoccupied or student dismissal occurs.

*If there are high wind conditions, the hallways should be used as interior sheltering.

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Hold-in-Place

Purpose

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

Actions

Initiate Hold-in-Place

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

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
 - **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
 - **PLEASE STOP WHAT YOU ARE DOING, REPORT TO THE NEAREST CLASSROOM, CLOSE AND LOCK THE DOORS, AND AWAIT FURTHER INSTRUCTIONS.**
 - ***Provide specific incident instructions***
- **Start an event in Easy Alert**

Instructions

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

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will report to the nearest classroom, doors must be closed and locked. If the Hold-in-Place is announced between class periods, students will report to the nearest classroom to await instructions.
- All available staff members will assist in maintaining order and accounting for students and remain in position until further instruction is given or remaining in place compromises safety.
- Unassigned staff will be stationed to restrict access to the incident area.

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Evacuation

Purpose

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

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

Actions

Initiate Evacuation

- **Evacuation** will be announced by the Public Address (P.A.) System, or bullhorn, or other method of communication
- **Start an event in Easy Alert**
- Information will be provided in the form of Easy Alert Messages to the administrative team, safety team members and other pertinent staff
- When the evacuation is initiated, organize students and emergency folder, staff will close and lock doors and assess the safety of the evacuation route. If smoke/fire or hazardous situation/material is within visual radius, then immediate evacuation should occur. If the hazard is unknown, wait for further instruction prior to evacuation.

(DO NOT USE CODES, COLORS OR CARDS)

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
 - **WE NEED TO EVACUATE THE BUILDING.**
 - **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
 - **TEACHERS TAKE YOUR EMERGENCY FOLDER, CLOSE AND LOCK THE DOOR**
 - **TAKE ATTENDANCE WHEN SAFE TO DO SO**
- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice that the school has been evacuated.
 - Notify appropriate district staff that an evacuation of the school has occurred.
 - Communicate changes in evacuation routes if primary routes are unusable.
 - Activate Annex(es) appropriate to respond to the situation.
 - Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

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Evacuation Procedures:

Evacuation

As an initial response, evacuations are conducted in the same manner as fire emergencies. An initial “hold-in-place” will be used as the safety team reports back on building status to the IC. During an evacuation all students and staff are directed to staging areas where attendance is taken to ensure all students are safe. Both weather and special circumstances causing the evacuation are factors in determining the next steps that may include the following:

- a. Students remain at the staging areas until approval to re-enter the building is granted by the person in charge of the incident. All staging areas may be relocated for convenience of control or transportation.
- b. Students board buses and remain in the immediate vicinity.
- c. Students walk or are bused to other district facilities in Honeoye Falls or Lima.
- d. Early dismissal and go-home procedures are followed. When transportation is required, the boarding area preferences established by the Emergency Responders for the convenience of equipment arrival will be followed.

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Lockout

Purpose

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

Actions

Initiate Lockout

- **Lockout** will be announced by the Public Address (P.A.) System, School Messenger or otherwise. Clarification information will be provided in the form of an email/text to the administrative team and other pertinent staff.

(DO NOT USE CODES, COLORS OR CARDS)

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT. AN EMAIL WITH MORE SPECIFIC INFORMATION WILL BE SHARED WITH STAFF.**
- **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

- **Start an event in Easy Alert**

Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.). A staff member will be assigned to notify those outside that a Lockout has been implemented.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

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Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during any event that presents an immediate threat of physical harm to students, school staff and visitors (e.g. intruder, active shooter, bomb threat.... etc.). Lockdown is not a stand-alone defensive strategy (e.g. Run, Hide, Fight). Executing a Lockdown may involve barricading the door, hiding from view, remaining silent and preparing a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Activate by app on phone/computer or press the LOCKDOWN button
- Where possible a **Lockdown** will be announced by the Public Address (P.A.) System, School Messenger, or otherwise.
- Contact 9-1-1 (**See Appendix F - Lockdown Notification Process**)
- **Start an event in Easy Alert**
- In events where an immediate threat to life safety is recognized (e.g. a person armed with a gun in the hallway, an intruder, bomb threat.... etc.) any faculty or staff shall initiate a lockdown.

Lockdown must be immediate and deliberate

The announcement of a lockdown shall be as follows:

(DO NOT USE CODES, COLORS OR CARDS)

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

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Procedure for Executing Lockdown

Active Shooter / Intruder

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Immediately lock and **barricade the classroom door**.
- Have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Limit your exposure to the doorway**
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to 9-1-1, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
 - Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 9-1-1 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

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

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All Other Emergency Situations

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Immediately lock the classroom door
- Have students/staff remain silent so that additional instructions given over the P.A. system can be heard
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Silence cell phones and limit use to only relay pertinent information to the main office or 9-1-1.
 - Do not respond to the fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call the main office and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN FOR THESE EVENTS WILL END WITH AN ANNOUNCEMENT OVER THE PUBLIC ADDRESS (P.A.) SYSTEM OR WHEN YOU ARE PHYSICALLY RELEASED BY AN ADMINISTRATOR OR LAW ENFORCEMENT

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Crime Scene Management

Purpose

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

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

Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.
- Initiate an event in Rapid Responder and communicate situation to Superintendent.
- Communication of initial talking points to administration team and secretarial staff.

Evaluate

- Evaluate the severity of the situation, call 9-1-1 if appropriate.
- Identify involved parties. (consider initiating the Trauma, Illness, Grief (TIG) team)
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.
- Do not close any applications, web browsers, logout, or shut down any technology devices.

Protect

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

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call additional staff or provide mass communication of facts to stakeholders.

Document

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

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Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\) \(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation [\(8 NYCRR Section 155.17 \(e\)\(2\)\(i\)\)](#).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident. **(See Appendix G – Communications** for a list of phone numbers)

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the district Communications Specialist and located online as an electronic copy in School Messenger.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

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

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

Communication between School Officials and Staff Members

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

- Easy Alert: This is the district-wide system for notifying all leadership of an incident.
- School Messenger: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

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

- School Messenger: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Announcement over the PA system

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the students and staff.

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Communication with Parents

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information via School Messenger.
 - Inform parents that the school has developed an ERP, its purpose and its objectives.
Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included in e-news reminders with electronic copies of student information update forms, as well as hard copy forms sent home with students. In mid-October, a test of our emergency notification system will take place. Information can also be gained from the district webpage from this link https://www.hflcsd.org/departments/safety_security/mass_notification_system
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information by means of text messages, e-mail, and phone call to inform parents about what is known to have happened, using School Messenger
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

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

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

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Pre-designated Media sites

	<u>Alternate Location</u>	<u>Address and description</u>
LOW IMPACT	At the command post	Depends on the building effected
HIGH IMPACT	Harry Allen Park	Northeast of the High School

- Provide regular updates to the media and school community.
- In all situations, only the Public Information Officer (PIO) should speak with the media. School staff and students should not make any comments to the media.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

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Accounting for All Persons

Purpose

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

Actions

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

- Establish communication Chain of Command.
- Take attendance of all students, staff and visitors in your Zone.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Reconciliation occurs.
- Dismissal of students

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Reunification

Purpose

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

Actions

Designate Reunification Site

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

Pre-designated Reunification Sites

	<u>Location</u>	<u>Address</u>	<u>Name and Phone Number</u>
PRIMARY	Honeoye Falls-Lima Middle School	619 Quaker Meeting House Rd. Honeoye Falls, NY 14472	624-7100
SECONDARY	Honeoye Falls Market Place	166 W Main St, Honeoye Falls, NY 14472	624-1560
SECONDARY	Elim Bible Institute	7245 College St., Lima, NY 14485	582-1230

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

- Transporting students following an evacuation to the reunification site(s) **(See Evacuation Annex)**.
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator; Reunification Coordinator should not be the Incident Commander.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.

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- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Cybersecurity

The district has an incident response plan aligned to the requirements of the NIST CSF (National Institute of Standards and Technology; Cybersecurity Framework). Staff and students receive training each year, which includes proper protocol to respond to potential cyber incidents.

The district has policies outlining the compliance we adhere to with regards to federal and state privacy laws and regulations. For example, FERPA (Family Educational Rights and Privacy Act) and Ed Law 2d.

Per our district regulations in alignment with the NIST CSF portion of Ed Law 2d, the district has data backed up.

Per our district policy in alignment with Ed Law 2d, we have internal and external notification procedures.

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Continuity of Operations Plan (COOP)

Purpose

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

Actions

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

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

Continuity of Operations

- In the event of an emergency, the Building Principal or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
- After relinquishing command, the Building Principal or his/her designee will may be asked to serve in a support role as part of a United Incident Command, if established, by the local emergency response agency.
- The school will establish a chain of command to ensure continuity of operations.

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Threat and Hazard Specific Annexes

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

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

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

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

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A. Identification of sites of potential emergency, including:

A.1 The process for identifying the sites:

The sites listed below were identified by the planning team in consultation with participating school personnel and outside agency representatives:

In-District Facilities

<u>Hazard</u>	<u>Level of Concern</u>		<u>Location and Building/Room Affected</u>
	<u>Major</u>	<u>Minor</u>	
Asbestos Fiber Release		X	Primary Building Boiler Rooms
Athletic Injuries	X		HS, Middle Athletic Areas
Bomb Threat	X		All Buildings
Chemical Spill	X		All buildings
Fire	X		All buildings
Flood		X	All Buildings
Food Contamination		X	All Buildings
Fuel Spill/Leak		X	Operations Center
Heating Plant Problems	X		All Buildings
Hostage Situation	X		All Buildings
Natural Gas Leaks	X		All Buildings
School Bus Accident	X		Operations Center
Structural Collapse		X	All Buildings
Swimming Pool Accident	X		HS Building
Transportation Fleet Loss		X	Operations Center
Toxic Vapor Release	X		All Buildings
Utilities Failure (includes water contamination)	X		All Areas
Epidemic/Contagious Diseases	X		All Buildings
Weather Emergencies	X		All Buildings

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Community Sites

<u>Site</u>	<u>Location</u>
Bridges/Underpasses	East Street Bridge North Main Street Bridge Ontario Street Bridge Martin Road Bridge Route 64 Bridge (Mendon Hamlet) Route 251 Bridge (Mendon Hamlet)
Fuel Storage Facilities	Deckman Oil – Norton Street, Honeoye Falls Kirkwood Oil/NOCO – Buell Avenue, Lima
Hazardous Intersections	4 Corners – Honeoye Falls 4 Corners – Mendon 4 Corners – Lima Route 5 & 20 / Bragg Street / Doran Road Route 15A and HF #6 Road Monroe Street and Route 15A West Bloomfield Road and Boughton Hill Road West Bloomfield Road and Taylor Road Route 65 / Quaker Meeting House Road / Martin Road Route 65 / Williams Road / Pond Road
Hazardous Roadways	Route 5 & 20 Route 15A Route 64 Route 65
Businesses that handle hazardous materials	Deckman Oil Co Graver Technologies Hyzon NOCO Southco Stever Locke
Potable Water Supply	Lima Water Tower
Streams	Honeoye Creek Irondequoit Creek Spring Creek

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Medical Emergencies

This annex describes the courses of action that the school will implement to address emergency medical issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives.

The Director of Pupil Personnel Services is responsible for purchasing and maintaining emergency medical equipment necessary for responding to medical emergencies. See the table below for the location of available equipment. This table is purposely left blank and should be completed in the building level plans.

<u>MEDICAL EQUIPMENT</u>	<u>LOCATION</u>
First Aid Kit	
AED	
Eye Wash Station	

Procedure for Medical Emergencies

All school buildings have a nurse on duty during regular instructional hours.

Upon discovery of a medical emergency, the following steps should be taken:

- Take charge of the area until the incident is contained, or you are relieved
- Evaluate any injuries and provide first aid if necessary
- Do not move the patient if you suspect a head, neck, or back injury
- Notify the Nurse, Principal and call 9-1-1 if necessary
- Activate a Hold-in-Place
- Start an event in Easy Alert
- Stay with the patient(s) until more qualified medical help arrives
- Provide any information to medical personnel upon their arrival
- The Principal notifies the Superintendent

The staff is surveyed annually to determine their willingness to assist and their background training for assisting in a medical emergency.

(See [Appendix G – Communications](#) for a list of first aid and CPR trained staff)

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Mental Health Emergencies

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

(See [Appendix C – Emergency Response Teams](#) for a list of staff trained for mental health emergencies)

Procedure for Mental Health Emergencies

For Mental Health Emergencies, there are staff available that are trained in Therapeutic Crisis Intervention (TCI) that can be mobilized through a phone call to the main office. The dignity and safety of all students is at the forefront in all crisis situations. The TCI staff will focus on the student in crisis and the other staff present will focus on the remainder for the class or classes. The primary focus will be to meet the short and long term needs of the staff and students.

Staff should know:

- The warning signs for mental health problems
- Who to turn to (e.g.: Principal, school nurse, school psychiatrist/psychologist, or school social worker) if there are questions or concerns about a student's behavior
- How to access crisis support and other mental health services

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What Educators Should Look for in Student Behavior

Consult with a school counselor, nurse, or administrator and the student's parents if you observe one or more of the following behaviors:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself, or making plans to do so
- Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing
- Involvement in many fights or desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Not eating, throwing up, or using laxatives to make oneself lose weight
- Intense worries or fears that get in the way of daily activities
- Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom
- Repeated use of drugs or alcohol
- Severe mood swings that cause problems in relationships
- Drastic changes in the student's behavior or personality

Actions

Please review the TIG manual for responding to a Mental Health Threat or possible Threat Assessment. (A copy of the TIG manual can be found in Rapid Responder)

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

All staff is required to notify the building administrator (or designee) of any violent incidences. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

Identification of appropriate responses to emergencies

Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.

For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy, all parents will be notified of the circumstances of the incident as soon as possible.

Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.

All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

- Requiring all visitors to report to the main office, be scanned in using a driver's license or government ID and be issued a visitor's identification badge. The Raptor system is used.

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- Being cognizant of strangers in the building and stopping visitors who have not properly registered and reporting any unauthorized persons to the building principal.
- Providing adequate lighting in all areas.
- Utilizing key fobs and security system for all school buildings, and not propping doors open.
- Utilizing staff to patrol campus.
- Training all staff on crisis intervention.
- Using staff to monitor hallways and areas where students congregate.

Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- The identification of family, community and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
- Administrators and counselors share pertinent intake information regarding specific students with staff.
- Alternative education staff meets daily to discuss students and their IEPs.
- Principals and/or assistant principals meet with staff after an incident to discuss strategy.

Appropriate prevention and intervention strategies such as:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations.
- Non-violent conflict resolution training programs.
- Peer mediation programs and youth courts.
- Extended day and other school safety programs
- Staff training programs:
 - NYS Safe Schools Training
 - NIMS Emergency Response Training
- Student programs:
 - Review of student handbook and code of conduct with Students
 - Full time counselors and social workers in each building to develop rapport with students.

Strategies for improving communications among students and between students and staff and reporting potentially violent incidents, such as the establishment of:

- Youth-run programs, character education and Positive Behavior Interventions and Supports (PBIS) programs
- Restorative practices
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing and posting Dignity for All Students Act (DASA) coordinators in each school building
- Establishing anonymous reporting mechanisms for school violence
- Confidential telephone reporting lines

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- Special Education Crisis Support Staff and Counselors
- Alternative education effective groups on building self-esteem
- Social workers on each vocational campus to develop rapport with students

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Actions for Threat of Suicide

Step 1: Keep the student safe. Adult supervision of the student at all times is critical.

- Identify the team needed to keep the student safe

Step 2: Evaluator: Interview and assess the student

- Know reason for/method of student referral
 - verbal report, note, drawing, teacher, another student, etc.
- Ask some of the following questions:
 - How do you feel right now?
 - How long have you felt this way?
 - Describe the events leading up to current feelings.
 - Do you have any personal experience with death or suicide?
 - Who have you shared your current feelings with today or in the past? Who do you feel comfortable talking with about your feelings (in or out of school)?
 - Have you ever thought about hurting yourself? If so, how would you hurt yourself?
 - Have you ever thought about actually killing yourself? If so, how would you do it? Do you have access to the materials needed? What is your plan?
 - Do you feel like things could get better? If yes, How?
- As necessary, gather additional information from:
 - Teachers or other school staff
 - School records
 - Peers
 - Parents guardians
- Options:
 - If evaluation deems threat low level:
 - Student returns to class
 - Building principal is notified
 - Decision made with principal to notify parent
 - If evaluation deems student is in immediate danger
 - Proceed to **Step 2**

Step 3: Provide Intervention and Support

Possible interventions include:

- Counselor addresses concerns with parent via phone (low risk).
- Parent/Guardian comes to school and takes student for immediate intervention (high risk).
- Parent/Guardian comes to school and takes student for timely intervention with health care or mental health provider (high risk).
- Contact made with Livingston County or Monroe County Police-mental health arrest (high risk).
- Contact made with Mobile Crisis Team: 585-275-5151 (high risk).
- Families receive *Recommendations for Families Assisting Student in Crisis*.

Step 4: Notify Parent/Guardian.

- Call: Parent/Guardian notified of the situation, District concern for student and the suicide risk assessment protocol.

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Step 5: Develop a School Based Suicide Prevention Plan.

- Establish partnership with Student, Parent/Guardian.
- Complete:
 - **School based Suicide Prevention Plan**
- Discuss home safety and supervision.
 - Adult presence
 - Eliminate access to suicide method
- Parent/Guardian signs **Release of Information** form.

Step 6: Closure.

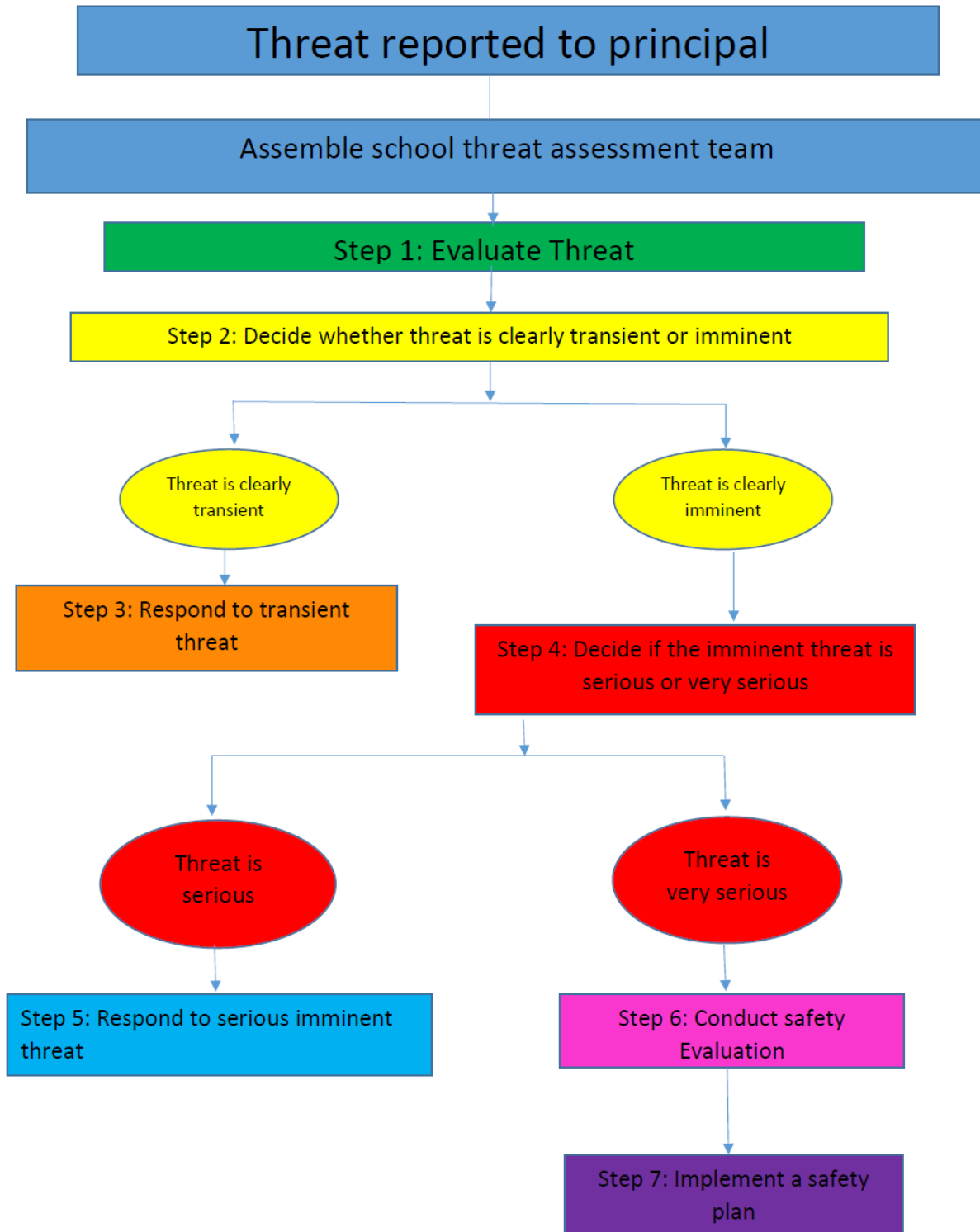
- Principal and School staff notified of student status.
- Connect with student as needed.
- Continue contact with Parent/Guardian as needed.
- Release of information form signed as needed.
- File **Summation Report** in student folder.

Action for a General Threat Assessment

When a threat is received, the building Safety Team should be notified along with the Superintendent. The Threat Assessment Manual should be used to assess the threat. **(See Appendix H – Threat Assessment Manual)**

The TIG Manual can be found in the High School Counseling Center, in a share drive through OneDrive and in Rapid Responder along with building Crisis Team Membership; the flow of notification can be found in [Appendix C](#)

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Procedures for responding to acts of violence

1. Student fight

a) Staff responsibilities:

1. Use available means to notify administration
2. Try to separate the individuals and get them to a more isolated area so they can calm themselves without losing face or try to get the area emptied of other students so there is less audience and less danger.
3. If the student fight involves a physical confrontation, staff members should use their best judgment regarding their own ability to separate the students and proceed accordingly.
4. Call 9-1-1 if situation warrants
5. Make verbal contact in a calm, low-toned voice.
6. If behavior does not cease, shout, "STOP" and then lower your voice and encourage students to talk about the issues someplace else.
7. Do not leave the students alone until they are calmed down.
8. Discuss their behavior and its consequences only after they are calm.
9. Understand that violence is time-lined; if you can delay long enough, it will subside.
10. Never grab or touch violent students unless they are causing harm to themselves or others.
11. Give the students a choice by clearly stating, "You and I must go to the principal's office. If you refuse to go with me, I will notify the principal's office, who will probably call the police".
12. If the student refuses to cooperate by rendering the above steps invalid, notify the principal or assistant principal that you need help with a violence problem.

b) Building Administrator's Responsibilities:

1. Assess situation and intervene
2. Call 9-1-1 if students refuse to cooperate.
3. Start an event in Easy Alert
4. Notify the superintendent
5. Assist police in any way requested.
6. Follow disciplinary action according to your own code of student conduct.
7. File an incident report.

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Missing Student Protocol

During School Hours:

When a student is reported missing during the school day, the following procedures will be used by the administrator or designated person(s) who has received the missing child report:

1. The administrator, or designated person(s), will call last known location of the student.
2. The administrator initiates search using all available school staff (paraprofessionals, counselors, etc.) will check restrooms, classrooms, conference rooms and outside school grounds.
3. Continue to search while the building administrator contacts the parent or guardian and informs them of the situation.
4. The school secretary will make an announcement for the missing student to report to designated location.
5. After a maximum of 15 minutes from the time of the initial missing student report was made, the building administrator will start an event in Easy Alert with the name and description of the student.
6. After a maximum of 20 minutes from the time of the initial missing student report, call 9-1-1 to notify local law enforcement (Monroe/Livingston County Sheriff), log time called and name of person to whom they spoke. The building administrator will provide student information profile sheet with picture for law enforcement.
7. Continue to search the building and grounds and begin contacting known siblings or friends of the student (including neighbors, classmates, other students on the bus) to determine the last time the student was seen and if they mentioned anything about where they were going.

**If the student involved has special needs (particularly those who are assigned extra supervision), or staff is given any indicators that the student has run away, been abducted, or has been left in an unsafe location; staff is to notify law enforcement IMMEDIATELY and PPS office and start an event in Easy Alert while they begin the initial check of the school.*

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Before or After School Hours

When it is reported that a student failed to make it home after school (or not made it to school in the morning), the following procedures will be used by the administrator or designated person(s):

1. Determine the route the student uses to get to the school or home:
 - a. If the student is a bus rider, call the Transportation department immediately to report the situation. The Transportation department will contact the driver(s) to determine if the student is currently on the bus and/or if the driver saw them get off the bus. The Transportation department will also begin identifying any other buses, bus stops or transfer locations that need to be checked.
 - b. If the student is a walker, contact the home to verify the student left the home. If student has indeed left, send designee to walk reverse route towards home.
2. Contact parent (custodial and non-custodial) or guardian, and other emergency contacts to determine if family members or friends may have picked up the student.
3. Check with the classroom teacher, and any other appropriate staff to determine the last time they were seen, and if they mentioned anything unusual about their plans.
4. Call 9-1-1 to notify appropriate law enforcement (Monroe/Livingston County Sheriff), logging time called and name of person to whom they spoke and call the administration building emergency line to report the situation.
5. Search the building and grounds and continue contacting known siblings or friends of the student (including neighbors, classmates, other students on the bus) to determine the last time the student was seen and if they mentioned anything about where they were going.
6. Have the student information profile sheet with picture (if available) for law enforcement.

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Hostage/Kidnapping

Hostage Taking:

This would be 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), staff, and police 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.

Directions to all staff:

Actions to take:

- Immediately contact the building administrator who will, call 9-1-1 for the police, start an event in Easy Alert and send a counselor to the scene immediately for negotiating.
- Initiate a "Building Lock-down Interior Threat" and:
 - Option 1:** Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
 - Option 2:** Evacuate the building
- Avoid any reckless and/or imprudent action (i.e., don't force the issue physically or mentally, keep a distance, don't make quick moves, etc.)
- Use time as a tool to de-escalate this very tense situation.
- Get down if you hear a loud noise.
- Identify the hostage taker, location, and any weapons.
- Contain the situation and, if possible, remove all innocent people.
- Let the professionals negotiate.

If you are taken hostage:

- Don't force the issue physically or mentally; keep a distance; don't make quick moves, etc.
- Change your mind set from one of authority to "hostage".
- Keep your cool! Don't "power trip".
- Do not become a spokesperson for the system.
- Do not defend the system/school
- Do not negotiate, dictate, confront, antagonize, defend, or plead.
- Make yourself human (i.e., talk about your wife, husband, children, etc.). If you are seen as a human being and less like a stranger the potential for injury decreases.
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others.

Kidnapping

Kidnapping/Abduction – There are two primary types of abduction:

Kidnapping: taking of a person by abduction

Custodial Interference: a relative of a child less than 16 years who intends to hold such child permanently or for a protracted period of time and, knowing that he/she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e., school environment)

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Directives to all staff:

- Immediately contact the building administrator who will call 9-1-1 for the police and start an event in Easy Alert.
- Initiate a “Building Lock-down Interior Threat” or “Exterior Threat” and:
 - Option 1:** Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
 - Option 2:** Evacuate the building
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who was with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.

Severe Weather

When severe weather warning is received, staff will be notified to escort students to safe areas in their respective buildings (lower-level hallways, right angles to path of storm, away from windows, away from wide expanses of open space). Blinds will be closed to minimize flying glass. Duck and cover or shelter under desks will be implemented if necessary. Megaphones will be used to bring students inside if necessary.

Civil Disturbance (Riot, Sit-ins, Racial Conflict, Long Altercations)

Contact the building administrator providing location of disturbance, what is taking place, number of people involved and intentions of the group if known. The building administrator will contact the district superintendent and police if assistance is needed. The building administrator will notify staff. Initiate a “Building Lock-down Interior Threat” or “Exterior Threat” and:

Option 1: Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.

Option 2: Evacuate the building

The staff will move students away from areas where violent confrontations may occur. The building administrator will isolate problematic individuals (Police assistance may be necessary). Schools should not be dismissed unless it can be achieved without risk to students and staff.

The superintendent will follow up with police, community leaders and other appropriate parties for opening school the next day. The building administrator will update staff before school begins. Counselors may also need to be called in and be available the following day.

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School Bus Accident

Procedures for Drivers

In spite of all precautions, the possibility of accidents cannot be eliminated. Drivers should be trained so that, if and when an accident does occur, they know how to meet the emergency.

The following procedures are suggested to the drivers:

- a. Stop and turn off the ignition, notify the Transportation Dispatch Office.
- b. Keep calm and never lose your temper; do not argue or try to place the blame for the accident.
- c. Secure the scene by putting out triangular Warning devices or have a By-Stander assist.
- d. Make pupils as safe and comfortable as possible; move them to a safe and comfortable location if necessary.
- e. Under no condition allow children to proceed home by begging rides or walking long distances.
- f. If necessary, send a responsible pupil for the type of help needed.
- g. Assess Student injuries and communicate that to the Transportation Dispatch Office.
- h. Get the license number and other pertinent information about all vehicles involved.
- i. Get the names and addresses of all persons involved in the accident and of all witnesses.
- j. Make a list of all the students on the bus

In accidents involving injury, in addition to the procedures listed above, the following procedures should be observed.

- a. Check all passengers for injuries
- b. Contact Dispatch to call 9-1-1 to send appropriate emergency services
- c. Do not move injured persons unless absolutely necessary and then only when the extent of the injury has been determined, and such movement is deemed safe.
- d. Keep onlookers away from the injured.
- e. Keep injured persons lying down to prevent fainting and shock.
- f. Give first attention to persons who appear to have stopped breathing or who are bleeding excessively.
- g. Keep the patient warm, make him comfortable and promote his ease of mind in any way possible.

BUS ACCIDENT PROCEDURES - FOR OFFICE PERSONNEL

- A. Start an event in Easy Alert
- B. First ask the driver if there are any injuries (to either party).
- C. Determine if it is a major or minor accident (injuries constitute a MAJOR accident).
 1. Call Healthworks if drug testing is necessary
 - a. injuries sustained, citation issued, or any vehicle towed, per Federal DOT

Regulations

D. Minor Accident

1. Find out where the accident occurred (parking lot, street, etc.)
2. Find out if there were any students on the bus. If so, find out what school they attend: Lima, Manor, Middle, High School, or private. Reminder the driver to make a list of the students on the bus and get it to the dispatcher
3. Tell our driver to get the following information: other driver's name, address, telephone number, insurance company and code, license plate number, year and make of vehicle, unless a School Official is enroute.

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4. Have our driver supply the following information: Honeoye Falls-Lima Central School, 20 Church Street, Honeoye Falls, 624-7045, and the name of Transportation Director.
5. Make sure our mechanics are aware of the incident.
6. Call the District Office, 624-7000, and appropriate school of students that were on the bus, if any were.
7. Stay by the phone and/or radio, continue supporting other buses in their operations.

E. Major Accident

1. Find out where the accident occurred (parking lot, street, etc.).
2. Find out if there were any students on the bus. If so, find out what school they attend: Lima, Manor, Middle, High School, or private. Remind the driver to make a list of the students on the bus and get it to the dispatcher.
3. Did the call come over the radio or telephone?
4. Call 9-1-1 for police, ambulance and fire company.
5. Have one of our mechanics take any available bus to the location to continue transporting, picking up and/or dropping off students (ones not injured - that have been checked by the ambulance crew).
6. Send a mechanic and a supervisor to the scene of the accident.
7. Call District Office, 624-7000, and appropriate school of students that were on the bus, if any were.
8. Stay by the phone and/or radio, to give additional assistance if necessary.

Please make sure that you keep track of all information you take down (names, addresses, if call came over phone or radio, and who you contacted in the District Office and in the schools). Do this by completing the "Accident Log" located in the Dispatch Office.

Gas Leak Procedure

- Notify Building Principal
- Principal calls 9-1-1, starts an event in Easy Alert and announces evacuation away from affected area (do not use fire alarm to activate evacuation if you have a bell type alarm).
- Teachers – evacuate to designated areas and account for students – maintain supervision.
- Principal determines if evacuation is complete – check with teachers for unaccounted children. Then notify emergency coordinator (Superintendent) of staff and student status.
- Emergency Coordinator notifies operations group and sets up command post.
- Director of Facilities turns off gas to building, determines source of leak and establishes a repair plan. Notifies the Emergency Coordinator of Plan.
- Nurses should be prepared to provide emergency first aid measures at the location where students are gathered.
- Bus drivers should be activated to "stand by" status in case re-entry to the building is not possible and the "go home" plan must be implemented.

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Intruders

This would consist of any person entering the school that is not school personnel or a registered student. Staff and faculty should automatically recognize and question the presence of unauthorized persons on school grounds.

Directives to all staff:

- Determine whether the person is a legitimate visitor or a threat to school safety.
- Escort all visitors to the office to sign in and obtain a badge.
- If a person is suspected of posing a threat:
 - Immediately contact the building administrator who will call 9-1-1 for the police and start an event in Easy Alert.
 - Initiate school lock down "Interior Threat".
 - Do not engage in a violent confrontation. Take every other step to ensure your safety and that of students
 - Identify the person, person's location, and note if any weapons are visible.
 - Contain the situation and, if possible, remove all innocent persons.

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Fire

I... IF YOU DISCOVER A FIRE:

- R.** Remove anyone in the room while calling out “Fire, location...” for assistance. Close the door to the fire room/apartment.
- A.** Activate the fire alarm.
- C.** Close all remaining doors and windows in the fire zone.
- E.** Evacuate as indicated in Part III.

NOTES:

1. If the fire is small and you know you can put it out **quickly**, do so using available sources (fire extinguisher, etc.). Otherwise, do not attempt to extinguish the fire. Shut the door and leave it closed.
2. Order of the above steps in somewhat flexible. However, the evacuation of the room’s occupant(s) and confinement of the fire shall be the top priorities.

II... RESPONSE TO THE ALARM
OR HEARING “Fire!” BEING CALLED OUT

A. Staff in the Immediate Area:

- Activate the **Fire Alarm**
- Assist in the **evacuation** of the fire room and close the door to the fire room
- **Close doors** and windows to remaining rooms in the fire zone.

B. Teachers/Students:

- Hold-in-Place until instructed to evacuate
- Students in corridors should go to the closest occupied room and wait for further instructions

C. Maintenance/Security:

- Place back-up **phone call** to the fire department (9-1-1)
- **Respond** to the fire area
- Standby to meet the Fire Department and direct them to the fire/alarm location

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D. Administration:

- Establish a **Command Post** if evacuation of rooms other than the fire room is taking place. The Administrative Command Post will be set up at the fire department's Incident Command Post location.
- Start an event in Easy Alert
- Verify headcount of students and staff evacuated from the fire area.

E. Food Service:

- Secure the Kitchen by shutting down appliances and closing doors and windows.
- If students are in the Cafeteria, assist in their evacuation as necessary.

III... EXTENDED EVACUATION:

Evacuation of the building should take place if:

- a) The fire has **not** been extinguished

AND

- b) There is **little** or **no** smoke in the corridor

If evacuation is necessary:

- Evacuation of the entire building shall be an Administrative/Fire Department decision from the Command Post.
- Staff members and students should begin evacuating to their designated assembly areas via the pre-determined route. If the pre-determined route is not safe or obstructed, use an alternate route of egress.
- Upon arrival at the designated assembly area, attendance must be taken and confirmed with the Command Post to ensure everyone is accounted for.

Explosion

Any staff, or student, who sees or hears an explosion is directed to pull the fire alarm. The building administrator will notify 9-1-1, start an event in Easy Alert and use the PA system to alert students and staff. Staff will assist students from the building following drill procedures, take attendance and supervise students until the emergency is over. The Fire Department will determine if and when the building is safe for re-entry.

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Biological Threat (i.e., Anthrax)

If a biological threat is received via telephone, the recipient will record information on the telephone threat checklist if possible. Staff training will be provided on how to identify suspicious packages. If a letter or package is received which threatens a biological exposure, the recipient will:

- a) Immediately re-close the letter or package, cover with a box or larger envelope and avoid further contact.
- b) People within the area of the letter or package, may leave the immediate area but must go to a confined area to be medically evaluated.
- c) Notify building administrator outside of exposure area.
- d) Avoid touching face or mucus membranes until they can be thoroughly washed with soap and water.
- e) Reduce air movement (shut-off fans, close windows).

The building administrator will:

- a) Call 9-1-1 for assistance, start an event in Easy Alert and follow the directions regarding the movement of students and staff.
- b) Turn off ventilation systems to limit air movement if the threat warrants it.

Radiological Threat

Upon being notified of a problem, inform the building administrator and district superintendent of the incident. The building administrator will notify staff and follow procedures as advised by the county coordinator. Procedures will most likely be shelter in place or "go home". Schools within 30 miles of a nuclear power plant will need to coordinate procedures and notifications directly with the potential source.

Epidemic/Pandemic

Procedure for Public Health Emergencies

For Public Health Emergencies, the Monroe County Health Department, and/or NYS DOH is notified and would provide guidance to the Superintendent in responding to a building level or community infectious disease. Upon this notification a district plan would be implemented which may include modifications to instructional methods or building closure, along with appropriate communications to staff and parents/guardians.

The superintendent will provide information to the media of what the present actions of the district are. A Communicable Disease plan in cooperation with Health Departments and municipalities will be implemented if mass inoculations, quarantine or other measures become necessary ([See Appendix I – Communicable Disease Plan](#)). Start an event in Easy Alert to be able to document all actions taken for the duration of the event.

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BOE Meetings

Normal Operations

Entry to the HS for BOE Meetings is via the Church Street Bus Loop doors - #22, or the Main HS Lobby doors #1. Entrances, corridors and the BOE Meeting Room are all equipped with Video Surveillance.

Board Meetings held at other school buildings will be done so with prior notification of Facilities Maintenance staff. They will ensure the meeting area is set up and the front doors (DR-01 at each building) opened for the meeting. Extra Facilities staff may be present as deemed necessary.

Assistant Superintendent and other available administrators greet each visitor.

If an individual is deemed to be a potential risk, prior to or during the meeting, 9-1-1 will be called to have a sheriff's car in the "area". A Text Message should be sent to advise Leadership Team that there is heightened alert level @ BOE Meeting. Any available administrators should report to the BOE Meeting for additional support. Example: "We have an unsettled situation at the current BOE Meeting, please report to the meeting, if possible, to offer support."

If an individual presents a risk or is acting in a threatening manner, a District Administrator will call 9-1-1 for a police response.

If a meeting becomes out of control, or it is apparent that the BOE members, District staff and or community are at risk, the Board meeting should cease, the Board Room should be evacuated and administrators and BOE members relocated to the District office for locked down there.

Heightened Alert Status

The following step will be taken if controversial topics or an unusually large crowd are anticipated.

District will notify the MCSO Zone Captain to request police presence in the vicinity, and possibly at the BOE meeting.

Consideration will be given to relocating the Board Meeting to an Auditorium setting for better crowd management.

Security/Supervision staff will be present from the district through Facilities Maintenance and the Transportation Department.

If a meeting becomes out of control, or it is apparent that the BOE members, District staff and or community are at risk, the meeting should cease, the Board Room will be evacuated and administrators and BOE relocated to the District office for locked down there.

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Bomb Threat

Purpose

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

Scope

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

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

Core Functions

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

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

Bomb Threat

All bomb threats will be reported to the building administrator immediately. When a bomb threat is received via telephone, the recipient will record information on the telephone threat checklist if possible. See appendix.

The building administrator (Incident Commander) or designee will:

1. Notify 9-1-1
2. Notify all staff via PA system with the following message:

“Lockdown, Lockdown, Lockdown. We have a potential bomb threat. Teachers secure your area and wait for further instructions”

3. Start an event in Easy Alert (this will alert school and district administrators and staff)
4. All building cameras will be used to complete an initial visual sweep. IC may then direct a team of non-teaching staff in searching exits and pathways. No personnel should touch or move any unknown or suspicious items.
5. Make sure school perimeter is secured by Facilities Team
6. Coordinate a final evacuation destination/gathering area away from any suspicious objects.
7. Once paths for evacuation have been determined clear of any suspicious packages, direct orderly evacuation, if necessary and appropriate, to outside area away from building for sheltering or to an inside area that has been cleared and sanitized, if weather dictates.

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8. Direct bomb search team efforts in coordination with police and fire. No personnel should touch or move any unknown or suspicious items.
9. Determine that the building is safe for re-entry or send student's home
10. Schedule and conduct an incident debrief

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

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

Incident Commander Actions

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

Staff Actions

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

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Actions of Individual Receiving Bomb Threat

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

Contamination of Inside Air

This section presents procedures to be followed in the event of a chemical spill or release that could pose a threat to students, staff or visitors

General

If a chemical spill results in a fire:

- Evacuate and close door
- Pull fire alarm and follow appropriate fire procedures
- If safe to do so, evacuate anyone in the immediate area of the spill or vapor release. Assist those exposed to the nearest emergency shower or eye wash station as necessary
- Start and event in Easy Alert
- Administer immediate medical attention to anyone exposed to spill or vapors
- Secure the area and deny entry
- Obtain Safety Data Sheet (SDS) for spilled material to determine immediate hazards and precautions to be taken
- Upon arrival of the fire department, advise of the hazard

SDS FORMS ARE LOCATED IN THE FOLLOWING AREAS:

- Listed in the ERPs for each individual building

EMERGENCY EYE WASH STATIONS ARE LOCATED AS FOLLOWS:

- Listed in the ERPs for each individual building

Chemical spills are classified as low, medium, or high hazard incidents and are generally defined below. Response depends on incident classification.

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Low Hazard Spill:

- Small volume of one gallon or less and incidental to ordinary use
- Material identified and hazard characteristics do not require specialized response

Response:

Responsibilities of Chemical User **When the Spill Does Not Involve Fire:**

- Notify Director of Facilities
- Follow information on SDS
- If safe, use appropriate spill kits or spill equipment to stop the spread. Seal off any drains.
- Shut down HVAC systems as necessary
- Dispose of as hazardous chemical waste per SDS and local regulations

Medium/High Hazard Spill:

- Moderate to large volume – possibly up to several gallons, of the hazards of this material requires such a response
- Beyond capability for safe in-house response and/or presents possibilities for spread to on-site or off-site areas with hazards to public health, safety, or the environment
- Medium hazard spills shall be handled by commercial emergency service providers with the required notifications to public authorities (9-1-1/Contractor)

Response:

General Guide for Department Specific Plan:

- Notify Director of Facilities
- Establish control point in safe area. Communicate with Command Post
- Secure scene
- Deny entry
- Evaluate injuries and exposures
- Identify effects of hazardous materials
- Obtain SDS
- Account for staff
- Establish hot, warm, cold zones in coordination with emergency agencies
- Gather information
- Prepare incident action plan
- Call for necessary resources
- Initiate operations
- Continually re-evaluate plan and modify as necessary to adjust to changing conditions

Flood (Internal or External)

General

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- Start an event in Easy Alert
- Move students and staff to unaffected portions of the building
- Move important records, equipment, etc. to unaffected portions of the building, if possible
- Prepare for evacuation of the effected building
- Where possible, build dikes or water-logs to prevent the water from entering pre-described areas

NOTE: DO NOT ENTER ANY AREA WHERE WATER LEVEL IS ABOVE ELECTRICAL OUTLETS. ALSO, DO NOT TOUCH ANY ELECTRICAL EQUIPMENT WHEN STANDING IN WATER.

Administration

- Set up Command Post
- Ensure all other guidelines of this procedure are completed
- If evacuation is necessary, use School Messenger to notify parents

Facilities Team

- Shut down electrical power to areas of the building affected by the flood
- Shut down elevators if water is expected to affect elevator equipment rooms
- Secure any environmental contaminants (e.g. pool chemicals, cleaning chemicals, etc.)

All Staff

- Keep students in a safe place and wait for further instructions

Transportation

- Prepare for possible evacuation of affected building(s)

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Loss of Electric Service

Administration

- Start an event in Easy Alert
- Set up a Command Post as necessary
- If outage is expected to be long term, consider evacuation of the building
- If evacuation is necessary, use School Messenger to notify parents

Facilities Team

- Attempt to determine expected duration of electrical outage and report results to the IC
- Turn off all mechanical equipment to prevent damage from power surges and/or low voltage situations
- Institute a fire watch until power is restored
- Check elevators to make sure there is no one inside
- Check to make sure emergency lighting, if available, is working
- Check Generators for proper operation
- Check food storage in kitchens – freezers/refrigeration

All Staff

- Keep students in a safe place, continue with instructional activities, if possible, and wait for further instructions
- Any students in the pool should be instructed to get out of the water
- Ensure the safety of all participants and spectators at sporting events and assist with evacuation, if necessary

Transportation

- Prepare for possible evacuation of affected building(s)

UPON RESTORATION OF NORMAL ELECTRICAL POWER

Facilities Team

- Turn on all mechanical equipment that may have been turned off
- Check refrigerators and freezers for proper operation
- Check HVAC units and boilers for proper operation
- Check all equipment for proper operation
- Reset all lighting and other timers
- Check fire alarm system for proper operation
- Check elevators for proper operation
- Stop fire watch activities

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Loss of Elevator Service

General

- Check to see if there is anyone inside of the elevator. If so, start an event in Easy Alert
- Determine if there are any injuries
- If injuries, call 9-1-1
- Notify the Facilities Department who will contact the elevator service company
- Stay in a constant communication with anyone inside the elevator. **DO NOT LEAVE**

Loss of Fire Protection Systems

A fire detection/alarm system is installed in all buildings in the district. The systems include manual pull stations, smoke/heat detectors, audible/visual alerting devices, automatic sprinkler water flow indicators, and valve protection to prevent tampering. Additionally, the fire alarm system automatically notifies Simplex Central Station who in turn notifies the fire department.

Each building also has automatic suppression systems as follows:

- Automatic Sprinkler Systems – full building
- Kitchen Cooking Area Suppression – High School only

While it is unlikely that general staff will observe a failure of any of these systems, any problems which are observed should be reported to the Facilities Team

If any of these fire protection systems are out of service, the following will take place:

- Start an event in Easy Alert

Loss of Fire Alarm

- Upon discovery of a fire, call the main office
- The main office will call 9-1-1 and start an event in Easy Alert
- The main office will use the PA system to notify staff and students
- If this situation results in a loss of standby battery power and is out of service (4 hours in a 24-hour period), the fire department shall be notified, and the facility shall establish a fire watch (**see Appendix J - Fire Watch Procedure**).

Loss of Fire Suppression (building sprinkler system)

- Director of Facilities will:
 - Advise all staff of situation
 - Notify the fire department
 - Notify the insurance company
 - Notify the appropriate contractors to repair the system
 - Institute a fire watch

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Loss of Natural Gas Service

Administration

- Set up Command Post if school is in session
- Start an event in Easy Alert
- Ensure all other guidelines of this procedure are completed
- Determine if evacuation of the affected building(s) is necessary and, if so, contact Transportation
- If evacuation is necessary, use School Messenger to contact parents

Food Service

- The following gas appliances, if present in each respective building, will be affected:
 - Stoves
 - Ovens
 - Fryers

Facilities Team

- Attempt to determine expected duration of gas supply outage
- Shut off valves supplying any appliances that have pilot lights
- Upon restoration of gas supply, re-light all pilot lights and check all gas appliances for proper operation

Transportation

- Prepare for possible evacuation of the affected building(s)

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Loss of Heating System

General

- Expected duration of outage, along with outside weather conditions, must be evaluated and possible building evacuation/closure considered
- When school is in session, all staff should survey their assigned areas to ensure that all windows and doors are closed.

Administration

- Set up Command Post if school is in session
- Start an event in Easy Alert
- Ensure all other guidelines of this procedure are completed
- Determine if evacuation is necessary and, if so, contact Transportation
- If evacuation is necessary, use School Messenger to contact parents

Facilities Team

- Attempt to determine expected duration of heating system outage
- Institute actions necessary for the repair of the heating system

Transportation

- Prepare for possible evacuation of affected building

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Loss of Sewage (Toilet) Service

Administration

- Set up command post if school is in session
- Start an event in Easy Alert
- Consult with the Director of Facilities to determine the extent of the problem and whether it will be necessary to evacuate the building
- If evacuation is necessary, contact Transportation
- If evacuation is necessary, use School Messenger to notify parents

Facilities Team

- Contact plumber/sewer department and attempt to determine expected duration of incident and arrange for repairs if applicable
- If decision is made to not evacuate, close and secure affected restrooms, post signs on closed restrooms
- Advise staff which restrooms will be closed

All Staff

- Coordinate with Facilities Team to determine which restrooms will be available for use

Transportation

- Prepare for possible evacuation of affected building(s)

Loss of Internet and/or Network Connection including phone system

Administration

- Set up Command Post if school is in session
- Start an event in Easy Alert
- Determine if telephones, not part of the main telephone system, are in service
- Establish methods to communicate within and between the affected building(s) (i.e. 2-way radios, use staff as runners, etc.)
- Notify Fire and Police Departments (Ensure that staff is familiar with the method to notify the Fire and Police Departments during a loss of telephone service.)

IT Department

- Determine if telephones, not part of the main telephone system, are in service
- When the phone system has been recovered, notify staff that the system has been returned to normal operations and regular phone calls may be resumed

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Loss of Water Service / Contamination of Water Supply

Administration

- Set up Command Post if school is in session
- Start an event in Easy Alert
- Ensure all staff in the affected building(s) is notified of disruption
- Notify the Fire Department and insurance carrier that the fire sprinkler system is out of service
- Establish a Fire Watch in the affected building(s) (**See Appendix K – Fire Watch Procedures**)
- Determine whether it will be necessary to evacuate the affected building(s)
- If evacuation is necessary, contact Transportation
- If evacuation is necessary, use School Messenger to notify parents
- Ensure all other guidelines in this procedure are completed

Facilities Team

- Contact the Water Department and attempt to determine the extent and expected duration of the outage
- Shut off main valves to prevent loss of water within piping
- Check the fire sprinkler system and shut down as necessary
- Assess possible impact on heating systems
- Check sprinkler systems to ensure no damage occurred (as a result of the outage) as water service is restored
- Upon restoration of water service, check to make sure all equipment (e.g., faucets, drinking fountains, etc.) is operating properly

Transportation

- Prepare for possible evacuation of affected building(s)

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High Winds / Tornado

A **high wind watch** is issued by the **National Weather Service** when there are conditions that are possible, not necessarily conditions that are expected. Those possible conditions are sustained **winds** of 40 miles per hour for at least an hour, or any gusts of **wind** that reach 58 mph. A **high wind warning** is issued when those conditions are expected.

A **tornado watch** is issued by the **National Weather Service** when severe thunderstorms and tornados are possible. Those possible conditions are winds of 58 mph or greater and/or hail 1” in diameter or larger. A **tornado warning** is issued when those conditions are imminent.

WATCH

General

- Local media should be monitored for condition updates

Facilities Team

- Check outdoors for any objects that may act as missiles if blown about by high winds. These objects should be secured, as practical
- Check all exterior doors to make sure they are closing and latching properly

WARNING

General

- Local media should be monitored for rapidly changing conditions and updates
- Be prepared to move students and staff to safe interior locations inside the buildings away from windows and doors
- Any students and staff who are outside should be brought inside immediately

Transportation

- Be alert for rapidly changing weather conditions
- Drivers should be alert for any obstructions on the road and downed power lines caused by high winds
- Report any road obstructions and/or damage that may impede safe passage to the dispatcher

Facilities Team

- In the event of high winds and as high winds subside, assess any damage in the area and respond accordingly

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Appendices

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

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Appendix A - Memoranda of Understanding (MOU)

- Red Cross Facility Use Agreement 2019-2020

Go to Rapid Responder to view document:

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Appendix B – Incident Command System (ICS)

Command Staff

Incident Commander

	<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
Primary	Gene Mancuso	Superintendent	624-7010
Alternate	Colin Pierce	Assistant Superintendent	624-7038
Alternate	Kristin Larsen	Assistant Superintendent	624-7018

Safety Officer

	<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
Primary	Bob Fussa	Director of Facilities	624-7041
Alternate	Lynn Parrish	Head Bus Driver	351-6062
Alternate	Kristin Larsen	Assistant Superintendent	624-7018

Liaison Officer

	<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
Primary	Lynn Parrish	Head Bus Driver	351-6062
Alternate	Bob Fussa	Director of Facilities	624-7041

Public Information Officer

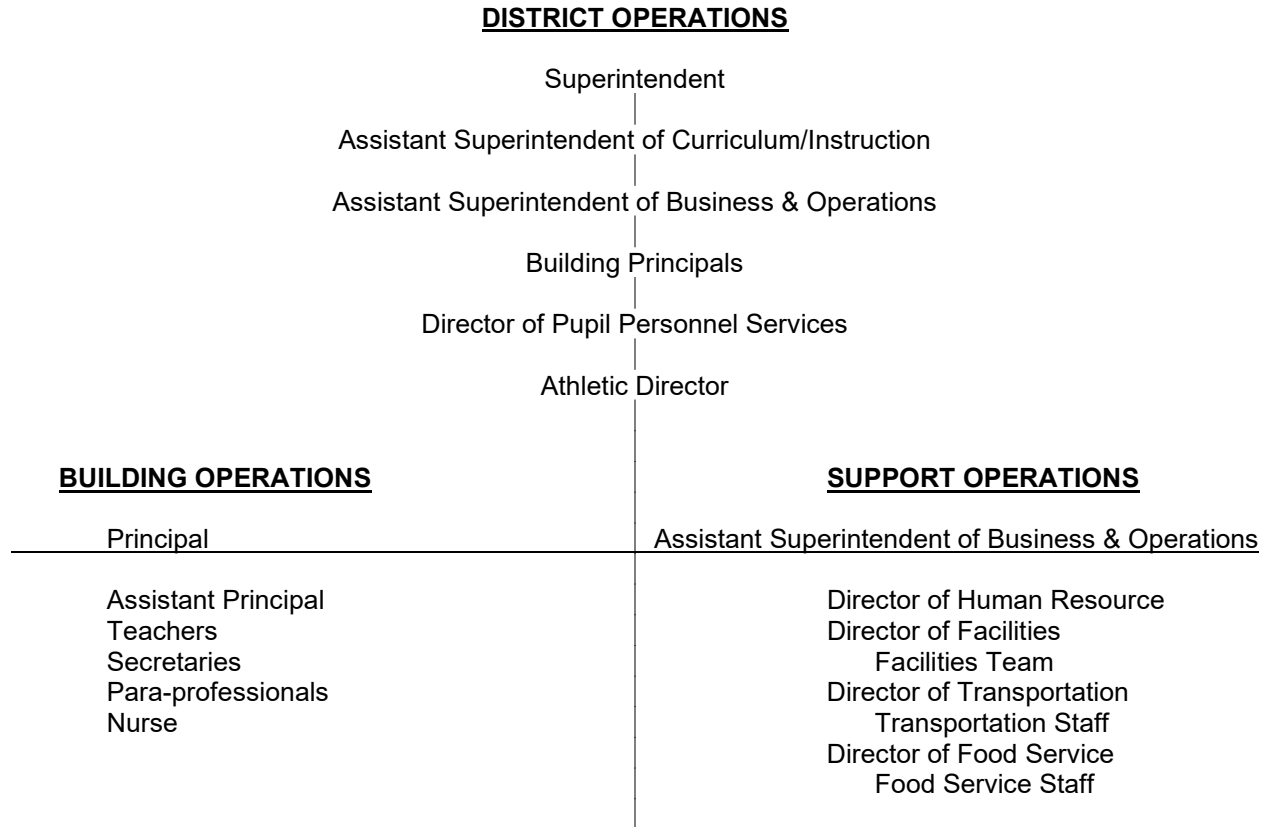
	<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
Primary	John Miller	Director of Technology Services	624-7091
Alternate	Leah Shepard	District Public Relations Specialist	624-7197

Command Post

	<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
Interior	District Office	Operations Center	
Exterior	Honeoye Falls Fire Department	Honeoye Falls Ambulance Base	

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Chain of Command - Emergency Preparedness



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Appendix C – Emergency Response Teams

[8 NYCRR Section 155.17 \(e\)\(2\)\(ii\)](#) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team.

There shall be a District Safety Team whose responsibility includes, but is not limited to, the development, maintenance and implementation of a District Emergency Response Plan. There shall be a Building-Level Safety Team for each building within the district whose responsibilities include, but are not limited to, development, maintenance and implementation of a Building-Level Emergency Response Plan. The Building-Level Safety Team will act as the emergency response team and the post-incident response team with responsibilities of, but not limited to, assisting the school community in responding to a violent incident or emergency and coping with the aftermath of a violent incident or emergency.

There are also District and Building-Level Trauma, Illness, and Grief (TIG) teams whose responsibilities include, but are not limited to, assisting the school community in dealing with acts of violence, life-altering sickness, and death.

The following tables are provided for the documentation of those teams:

Designation of School Safety Teams

The Building-Level Safety Team is comprised of, but not be limited to:

- School personnel including bus drivers and monitors
- Local fire, ambulance and law enforcement agencies
- Representatives of local, regional and/or State emergency response agencies
- Mental health counselors

Lima School Safety Team:

Matt Andres
Allison Cimmerer
Rita DeKramer
Bob Fussa
Rich Garey Jr., Ass't Fire Chief
Amanda Leach

Kevin O'Connell
Tammy Pulver
Karen Queeno
Kim Quinlan, Ambulance Rescue Chief
Carol Schrader

Manor School Safety Team:

Chris Chambry, MCSO
Bonnie Crittenden
Karen Drake
Amanda Filiatrault
Becky Fraser
Bob Fussa
Jon Harrington
Jennifer Hassett
Michelle Hildreth
Jason Holzman, SSP
Jonell Lewis
Nora Lynch
Mike Mariani
Jim Marini, SSP
Lynn Parrish, Driver
Lori Patton
Cindy Peterson
Kim Roberts
Cory Trewer, Fire Chief
Ashley Tydings
Patrick Wilson
Nicole Winters

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Middle School Safety Team:

Bob Fussa
Jim Harrington
Jason Juszcak
Cynthia Kettlehone
Scott Krebbeks
Rebecca Rhoades
Cindy Tillman
Cory Trewer, Fire Chief
Matt Weider

High School Safety Team:

David Bacon
Angelo Diminuco
Rhyan Garey
Dakota Hance
Sara Harvey
Jessica Hosier
Annette Jaszko
Theresa Kaub
Matt Knapp
Elizabeth Mandak
Kimberly Muth
David Roth
Aileen Whitney

The Trauma, Illness and Grief (TIG) Teams

District Crisis Coordinator:

Lindsay Ali

District TIG Team:

Lindsay Ali
Bob Fussa

Lima School TIG Team:

Matt Andres
Allison Cimmerer
Debbie Reichenstein

Manor School TIG Team:

Nora Lynch
Ashley Tydings
Joelle Weaver
Nicole Winters

Middle School TIG Team:

Jason Frantz
Colleen Halbohn
Jason Juszcak
Holly Kaczmark
Cynthia Kettlehone
Michael Ripple
Matt Weider

High School TIG Team:

Theresa Kaub
Elizabeth Mandak
Patrice Matina
Amy Mulhern
David Roth
Ryan Teeter
Dianne Witkowski

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Appendix D - Easy Alert

What Is Easy Alert?

- Easy Alert is a browser based internal communication tool to be used between designated Rapid Responder Users, facility staff and first responders.
- It is a real time notification and communication system that provides instant information to other users about ongoing incidents as they occur.
- It has been developed and implemented in seven pilot school districts (and one 4-year institution).
- Events and drills can be initiated and modified from your computer or mobile device.

When to Use Easy Alert

- All drills will be scheduled and documented using Easy Alert.
- In any case where you, others or school property are in danger, an incident should be opened in Easy Alert.

Using Easy Alert

- An Incident Commander should take the lead of the drill/incident and feed information to a scribe, using channel 1 on the 2-way radios, so the scribe can keep updating the event.
- While the drill/incident is in progress, constant scribing should take place for the full duration, informing all participants of the happenings of the drill.
- Unless you can provide direct assistance to the drill/incident, join to stay informed but do not provide dialogue in order to keep only pertinent information flowing.

Concluding a Drill/Incident

- A post should be made indicating the conclusion of the drill/incident, informing the participants that the event is wrapping up.
- Under the Administration Interface of Rapid Responder, the event summary should be filled out entirely and with good detail, so that it may be analyzed during a post incident meeting.
- Once details have been saved, the drill/incident should be completed.
- In the case of an incident, a post incident meeting should be scheduled.

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Appendix E – Emergency Response Drill Planning Guidelines

NYS Education Law Title 1 Article 17 Section 807 requires each building to perform 12 drills annually, with at least 8 drills completed prior to December 31st. At least 8 of all drills shall be evacuation drills, 4 of which shall be through the use of identified secondary means of egress. At HFL, we recommend that each building perform 18 drills starting in September through the end of the following the following May. If there are students in the building during the Summer (e.g. summer school, summer recreation), there must be 2 additional drills during the Summer with the first during the first week students are there.

All drills should use the **SHELL response plan** with consideration given to run-hide-fight scenarios during the drills. When planning drills, please use the following breakdown:

10 drills from September through December

- 5 evacuation (2 from 2nd egress)
- 3 lockdown
- 1 shelter-in-place
- 1 lockout

8 drills from January to the end of May

- 4 evacuation (2 from 2nd egress)
- 2 lockdown
- 1 shelter-in-place
- 1 lockout

A recommended scheduling scenario could be:

- | | |
|-------------------------|---------------------|
| • 3 drills in September | • 2 drill in March |
| • 3 drills in October | • 2 drill in April |
| • 2 drills in November | • 1 drill in May |
| • 2 drills in December | • 1 drill in July |
| • 2 drill in January | • 1 drill in August |
| • 1 drill in February | |

HFL promotes practicing “*intelligent evacuations*” (i.e., *hold in place, assess, and communicate*). All buildings should incorporate this into their drills. Teachers are encouraged to have conversations with students about what they might do in various situations, both during and independent of planned building drills.

Drills should increase in complexity over the course of the school year. Drills should occur at different times of the day and some should be unannounced. At least one drill should include the sheriff and fire department personnel on site.

Building response teams will meet monthly to help their respective building, plan and execute drill scenarios. Each drill should have specific learning objectives and these should be shared with staff prior to the drill. A debrief should be planned after each drill to capture the learning. New items learned should be used to update the building’s emergency response plan and shared with staff. Summary comments from each drill should be completed in Rapid Responder within 24 hours of conducting a drill. Building leaders should be prepared to discuss their drill plans and findings at monthly leadership and staff meetings.

Drills should also test the building’s physical security systems which may include: door closing and locking, lock down buttons, phone systems, radios, go-bags, extra phone batteries, building automation systems, and cameras.

Drill schedules need to be completed and forwarded to the Director of Security by August 30th. The Director of Security will be responsible for entering the schedules into Rapid Responder.

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Appendix F - Lockdown Notification Process

Lockdown Notification Process:

- A. When a lockdown is initiated at any school building, a signal will go to Simplex, who monitors our systems. Simplex will notify 9-1-1 and then school staff as listed below. The balance of the leadership team will then be notified via Easy Alert and a phone call to the office.

The notification will specify which building site has initiated Lockdown

<u>School Site</u>	<u>Staff Member</u>	<u>Sequence of Calls</u>	<u>Phone Number</u>
All	9-1-1	1	9-1-1
All	Gene Mancuso	2	624-7010
All	Bob Fussa	3	624-7041
Lima School	Lima School Office	4	624-7140
Lima School	Allison Cimmerer	5	624-7143
Lima School	Kevin O'Connell	6	624-7095
Manor School	Manor School Office	4	624-7160
Manor School	Joey Weaver	5	624-7163
Manor School	Michelle Hildreth	6	624-7174
Middle School	Middle School Office	4	624-7100
Middle School	Jason Juszczak	5	624-7103
Middle School	Matt Weider	6	624-7104
High School	High School Office	4	624-7050
High School	David Roth	5	624-7052
High School	Jackie Davern	6	624-7082
High School	Kim Muth	7	624-7054

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Appendix G – Communications

Phone Numbers for Emergency Preparedness

<u>Title</u>	<u>Name</u>	<u>Day Time Number</u>
Superintendent	Gene Mancuso	624-7010
Assistant Superintendent of Business & Operations	Colin Pierce	624-7038
Assistant Superintendent of Curriculum/Instruction	Kristin Larsen	624-7018
Director of Pupil Personnel Services	Lindsay Ali	624-7017
Director of Transportation	Cindy Peterson	624-7046
Director of Facilities	Bob Fussa	624-7041
Director of Technology Services	John Miller	624-7091
School Physician	Dr. Robert Tuite	(585) 381-4836
School Nurse	Elizabeth Mandak	624-7055
Board of Education	Amy West	624-7010
Faculty Representative	David Bacon	
Private Schools/UPK	Rhonda Schaefer	624-7010
BOCES Representative	Christina Burnette	334-7900
Cougar Care/Community Education	Kim Roberts	624-7068
District Public Relations Specialist	Leah Shepard	624-7197

<u>Other School Administrators</u>	<u>Name</u>	<u>Day Time Number</u>
High School Principal	David Roth	624-7052
High School Assistant Principal	Jackie Davern	624-7082
High School Assistant Principal	Kim Muth	624-7054
Middle School Principal	Jason Juszczak	624-7103
Middle School Assistant Principal	Matthew Weider	624-7104
Manor School Principal	Joelle Weaver	624-7174
Manor School Assistant Principal	Michelle Hildreth	624-7162
Lima Primary School Principal	Allison Cimmerer	624-7143
Director of Human Resources	David Leahy	624-7181
Director of Health, Physical Education & Athletics	Brian Donohue	624-7071
Director of Professional Development	Holly Sidebottom	624-7009
Director of Food Service	Dana Boldt	624-7043
School Attorney (Joe Shields)	Ferrara Fiorenza PC	(315) 437-7600

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Outside Agencies

<u>Agency</u>	<u>Name / Contact Person</u>	<u>Daytime Phone Number</u>	<u>Fax Number</u>	<u>Evening Phone Number</u>
Food Supplier			244-6129	
Honeoye Falls Fire Department	Cory Trewer, Chief Pete Henry, Administrator	624-1100 (non-emergency) 9-1-1 (emergency)		
Honeoye Falls Mendon Ambulance	Ed Sheidlower	624-2200 (non-emergency) 9-1-1 (emergency)		
Hospitals	F.F. Thompson, Canandaigua	396-6000		
	Rochester General	338-2300		
	Strong Memorial	275-4551		
	Unity (Park Ridge)	723-7000		
Livingston County Office of Emergency Management	Andrew Brodell, Director	243-7160	243-7162	
Monroe County Emergency Manager	Tim Kohlmeier	753-3810	753-3816	
Monroe County Red Cross	Marjorie Beldue	241-4478	243-7162	
Monroe County Sheriff		9-1-1		
Monroe County Water Authority	Dispatch	442-2009	256-4043	528-2222
National Fuel (natural gas)		800-635-0096	442-0220	243-7100
			343-1581	241-4400
National Grid (electric)	Deb Sullivan – Jurisdiction Manager	716-831-7298		716-866-7963
	Customer Service	800-642-4272		
	Report an Outage	800-867-5222		
Poison Control	Life Line	275-5151		800-225-7382
State Police	Monroe County	244-2410		
	Henrietta Sub Station		398-2653	
	Livingston County Sub Station	243-7100		
Transportation Suppliers	BOCES Monroe #1	383-2242		

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Staff Certified in CPR/AED

High School

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Jim Arrigenna	624-7050	
Kristin Butka	624-7050	
Andrea Berends	624-7050	
Hannah Dineen	624-7070	
Kenneth Goold	624-7050	
Daniel Hartley	624-7050	
Patrick Higgins	624-7060	
Dan Hoyt	624-7050	
Elizabeth Mandak	624-7050	
Megan Mansfield	624-7050	
Jessica Marini	624-7094	
Michael Merrill	624-7050	
Gae Orsini	624-7050	
Andrew Pratt	624-7050	
Cory Qinter	624-7050	
Jeff Recktenwald	624-7050	

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Middle School

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Renee Davis	624-7100	
Dan Englert	624-7100	
Marybeth Fortunato	624-7100	
Laura Holmes	624-7100	
Katie Joint	624-7100	
Cynthia Kettlehone	624-7100	
Stephanie Kuhn	624-7100	
Adam Lanctot	624-7100	
Christine Merrill	624-7100	
Terri Northrup	624-7100	
James Porcella	624-7100	
Rob Sanford	624-7100	
Bailey Smith	624-7100	
Pete Soehner	624-7100	
Dawn Stout	624-7100	

Manor School

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Kristen Bondi	624-7160	
Heather Graney	624-7160	
Taylor Hudson	624-7160	
Ryan Kuhn	624-7160	
Kevin Neenan	624-7160	
John Russ	624-7160	
Paige Smith	624-7160	
Meghan Stanley	624-7165	
Ashley Wood	624-7160	

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Lima School

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Rene Monks	624-7140	
Kevin O'Connell	624-7140	
Carol Schrader	624-7145	

Transportation

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Glen Buckley	624-7045	
Ed Faro	624-7045	
Mike Finucane	624-7045	
Frank Limoli	624-7045	
Jammie Morris	624-7045	
Katie Morrison	624-7045	
Marsha Mourhess	624-7045	
Terry Murphy	624-7045	
John Opaczewski	624-7045	
Lynn Parrish	624-7135	
Virginia Steed	624-7045	
Brenda Surgoine	624-7045	
Wilson Surgoine	624-7045	

Facility Team

<u>Name</u>	<u>Business Phone</u>	<u>Home/Cell</u>
Scott Wood	624-7040	

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Staff Certified in CPR/AED, Lifeguard, First Aid

<u>School</u>	<u>Name</u>	<u>Business Phone</u>	<u>Personal Phone</u>
Middle School	Renee Davis	624-7100	
High School	Kim Roberts	624-7050	

Staff Certified as Coaches CPR/AED, First Aid Instructor

<u>School</u>	<u>Name</u>	<u>Business Phone</u>	<u>Personal Phone</u>
Middle School	Renee Davis	624-7100	
Middle School	Jim Porcella	624-7100	

Staff Certified as American Red Cross CPR/AED Instructor

<u>School</u>	<u>Name</u>	<u>Business Phone</u>	<u>Personal Phone</u>
High School	Jim Arrigenna	624-7050	
Middle School	Renee Davis	624-7100	

Appendix H – Threat Assessment Manual

Honeoye Falls-Lima Threat Assessment Manual



Honeoye Falls-Lima CSD
EMERGENCY RESPONSE PLAN
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Crisis Teams

District Crisis Coordinator

Lindsay Ali

Lima Primary Crisis Team

Lead Facilitator..... Allison Cimmerer
Co- Facilitator..... Debbie Reichenstein
Nurse..... Carol Schrader

Manor Crisis Team

Lead Facilitator..... Joelle Weaver
Co- Facilitator..... Michelle Hildreth
Psychologist..... Nora Lynch
Counselor..... Nicole Winters
Nurse..... Megan Stanley

Middle School Crisis Team

Lead Facilitator..... Jason Juszcak
Co- Facilitator..... Matt Weider
Counselor..... Holly Kaczmark
Counselor..... Colleen Halbohn
Counselor..... Michael Ripple
Psychologist..... Jason Frantz
Nurse..... Cynthia Kettlehone

High School Crisis Team

Lead Facilitator..... David Roth
Co- Facilitator..... Ryan Teeter
Administrator..... Jackie Davern
Counselor..... Patrice Tate
Counselor..... Dianne Witkowski
Psychologist..... Theresa Kaub
Social Worker..... Amy Mulhern
Nurse..... Elizabeth Mandak

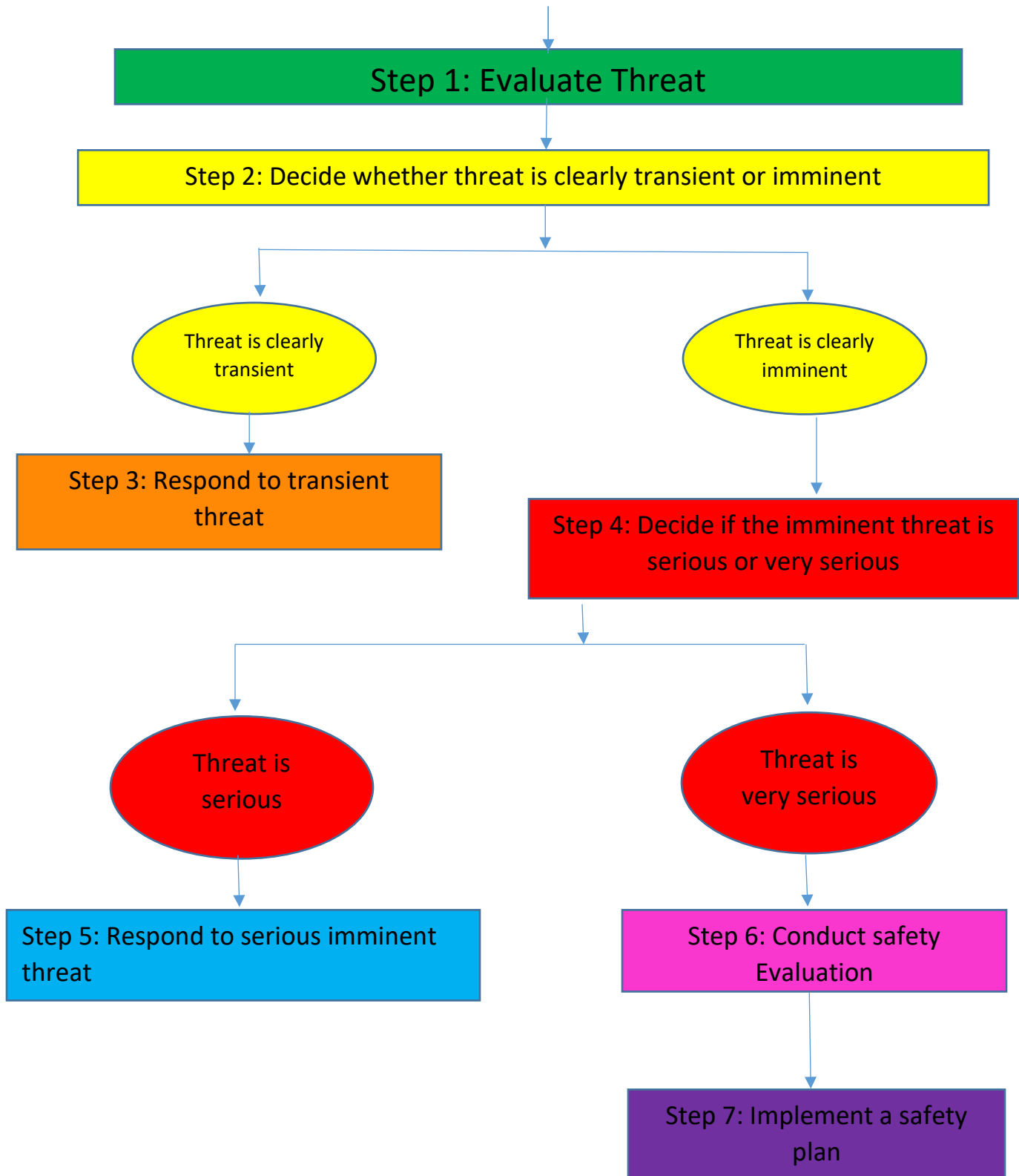
District Crisis Team

Lead Facilitator..... Lindsay Ali
Facilities..... Bob Fussa
Director of HR.....David Leahy

Threat reported to principal

Assemble school threat assessment team

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Threat Assessment Summary Sheet

(to be complete by Principal or designee)

Building: _____ Date and Time of Threat: _____

Crisis Team Members: _____

Identify Level of the Threat

and follow appropriate protocol (circle):

Serious

Very Serious

Grade Levels Affected (circle): ALL K 1 2 3 4 5 6 7 8 9 10 11 12

1. Is there a history or other records of previous threats? _____

a. When: _____

2. What are the student's motive(s) and goals?

a. What motivated the student to make the statement or take the actions that caused him/her to come to attention?

b. Does the situation or circumstance that led to these statements or actions still exist?

c. Does the student have a major grievance or grudge? Against whom?

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- d. What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

- 3. Has the student shown inappropriate interest in any of the following?
 - a. School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, Sandy Hook, etc.

 - 4. Have there been any communications suggesting ideas or intent to attack?
 - a. What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?

 - b. Have friends been alerted or “warned away”?

 - 5. Has the student engaged in attack-related behaviors? These behaviors might include:
 - a. Developing an attack plan or idea

 - b. Making efforts to acquire or practice with weapons

 - c. Casing or checking out, possible sites and areas for an attack

 - d. Rehearsing attacks or ambushes

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6. Is the student's conversation and "story" consistent with his or her actions?
 - a. Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

7. Does the student have the capacity to carry out an act of targeted violence?
 - a. How organized is the student's thinking and behavior?

 - b. Does the student have the means; e.g., access to a weapon, to carry out an attack?

8. Is the student experiencing hopelessness, desperation and/or despair?
 - a. Is there information to suggest that the student is experiencing desperation and/or despair?

 - b. Has the student experienced a recent failure, loss and/or loss of status?

 - c. Is the student known to be having difficulty coping with a stressful event?

 - d. Is the student now, or has the student ever been, suicidal or "accident-prone"?

 - e. Has the student engaged in behavior that suggests that he or she has considered ending their life?

9. Does the student have a trusting relationship with at least one responsible adult?
 - a. Does the student have at least one relationship with an adult where the student feels that he/she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (students with trusting relationships with adults may be directed away from violence and despair and toward hope).

 - b. Is the student emotionally connected to – or disconnected from other students?

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- c. Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
-
- 10. Are other people concerned about the student's potential for violence?
 - a. Are those who know the student concerned that he or she might take action based on violent ideas or plans?

 - b. Are those who know the student concerned about a specific target?

 - c. Have those who know the student witnessed recent changes or escalation in mood and behavior?
-
- 11. What circumstances might affect the likelihood of an attack?
 - a. What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?

 - b. What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
-
- 12. Does the student see violence as an acceptable - or desirable – or the only – way to solve problems?
 - a. Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?

 - b. Has the student been "dared" by others to engage in an act of violence?

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Evaluation of Response to Threat

(to be complete by Principal or designee)

Building: _____ Date and Time of Threat: _____

Crisis Team Members: _____

Degree of Threat (circle): Transient Immanent / Serious Very Serious

Nature of the Threat: _____

Date/Time of Crisis Team Meeting: _____ / _____

Who was present at that meeting? _____

Was each step of the indicated responses addressed? Yes _____ No _____

If no, what was missed and why? _____

Was additional support requested? Yes _____ No _____

If yes, was it provided? Yes _____ No _____

If yes, by whom? _____

Please circle the number which best describes the crisis response:

(1 = not at all, 5 = very much)

Were guidelines for determining the degree of threat helpful?

1 2 3 4 5

Did every member of the crisis team understand their roles/responsibilities?

1 2 3 4 5

Did the crisis team feel prepared to deal with this threat?

1 2 3 4 5

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Did teachers and staff feel prepared after receiving relevant materials/instruction?

5

Use back for additional comments to help with future response planning

Notes Section:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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STEP 1: Evaluate Threat

- ☐ Obtain a specific account of the threat by interviewing the student who made the threat, the recipient of the threat, and other witnesses. Use Appendix 1, 2, & 3.
- ☐ Write down the exact content of the threat and statements made by each party
- ☐ Consider the circumstances in which the threat was made and the student's intentions

Step 2: Decide whether threat is clearly transient or imminent

- ☐ Consider criteria for transient threat versus imminent threats
 - **Transient threats** – easily resolved because they are not serious threats. Readily identified as expressions of anger or frustration that dissipate quickly when the student reflects on the meaning.
 - **Imminent threats**- pose a continuing risk or danger to others. Represent a sustained intent to harm someone beyond the immediate incident.
- ☐ When in doubt, the threat should be regarded as imminent
- ☐ FBI report (O'Toole, 2000) characteristics that suggest a threat is serious
 - Includes plausible details, such as a specific victim, time, place, and method of assault
 - Has been reported as a plan, or planning has taken place
 - Has been repeated over time or communicated to multiple persons
 - Student has accomplices, or has attempted to recruit accomplices
 - Student has invited an audience of peers to watch the threatened event
 - There is physical evidence of intent to carry out the threat, such as a weapon or bomb materials

Step 3: Respond to transient threat

A transient threat can be resolved quickly without engaging the full team in a comprehensive threat assessment. The principal may require the student to apologize or explain to those affected by threat, or take other action to make amends for the student's behavior. The principal may also respond with a reprimand or other disciplinary consequence if the behavior was disruptive or violated the school's discipline code. If a transient threat was sparked by an argument or conflict, the principal can involve other team members in helping to address or resolve the problem.

Step 4: Decide whether the imminent threat is serious or very serious

The distinction between serious and very serious threats is based on the intended severity of injury. A **serious threat** is a threat to assault, strike, or beat up someone. A **very serious threat** is a threat to kill, sexually assault, or severely injure someone. A threat involving the use of a weapon is generally considered a threat to severely injure someone.

Step 5: Respond to serious imminent threat

- ☐ Take immediate precautions to protect potential victims, including notifying intended victim and victim's parents.
- ☐ Notify student's parents
- ☐ Consider contacting law enforcement
- ☐ Refer student for counseling, dispute mediation, or other appropriate intervention
- ☐ Discipline student as appropriate to severity and chronicity of situation

Step 6: Conduct safety evaluation

Very serious threats require the most extensive action by the team. The team skips step five and moves to step six. Again the team takes immediate action to assure that the threat is not carried out. Immediate protective actions include cautioning the student about the consequences of carrying out the threat and contacting the student's parent. The team also has the responsibility of notifying the intended victim of the threat.

- ☐ Take immediate precautions to protect potential victims, including notifying the victim and victim's parents
- ☐ Consult with law enforcement
- ☐ Notify student's parents
- ☐ Begin a mental health evaluation of the student
- ☐ Discipline student as appropriate

Step 7: Implement a safety plan

The safety plan is designed both to protect potential victims and to address the student's education needs. At this point, the principal decided whether the student can return to school or should be placed in an alternative setting. If the student is permitted to return to school, the plan describes the conditions that must be met and the procedures in place to monitor the student when he or she returns.

- ☐ Complete a written plan
- ☐ Maintain contact with the student
- ☐ Revise plan as needed

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Appendix 1

PARENT/GUARDIAN INTERVIEW FORM
Department of Student Threat Evaluation and Crisis Response
THREAT ASSESSMENT

Student: _____
Parent/Guardian: _____
Parent/Guardian: _____
Interviewers: _____

Date/Time: _____
Phone #: _____
Phone #: _____

Note to Practitioner... This is not a comprehensive listing of questions. Probe areas/questions as needed to clarify and expand.

Disclaimer Explained

Treatment Providers/Health

Any current health problems/Treatment (Tx)?

Trouble sleeping? Eating?

Any recent changes in functioning?

In counseling? With? Phone #

Psychiatric Tx? With? Phone #

Medical Tx? By?

Meds? Taking? Regularly?

Focus of Tx?

Previous meds/Tx?

Successful? _____

Family history (hx) similar to child's (Who in your family is your child most like?)

How? _____

Family hx of emotional/behavioral/social or mental health problems/Tx?

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Positives

Tell me about your child (Strengths, weaknesses, talents, activities, goals, interests)

Describe a typical day for your child

Current Incident

What is your understanding of the facts? _____

Any trouble with this individual/family before? How? _____

Do you feel your child has the ability to carry out the threat? _____

Do you feel your child wants to carry out the threat? _____

Child understand why others are concerned? _____

Child typically understand other's feelings/show empathy? _____

Has child behaved like this before? _____

Have school staff/community before been concerned re: child's aggressive or violent behavior? _____

Interventions attempted? Success? _____

Firearms

What interest has your child shown/does your child have in firearms? _____

Interest shown in acquiring firearms? _____

Access to firearms/weapons? Bomb- making materials? _____

From anyone (relatives, friends, neighbors) can child get access to weapons? _____

How are weapons secured? _____

How are you going to prevent the child's access? _____

What weapons experience does your child have? _____

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Risk Factor

Child witnessed assault to parent, family, in community? _____

Recent moves of home/school? Rx? _____

Recent upsetting events/accidents, etc? _____

Recent loss (pet, thing)/Rx? _____

Recently been hurt emotionally or physically? Rx? _____

Recently been made angry, embarrassed, disappointed, afraid? Rx? _____

Recently failed at something important to child? Rx? _____

History (Hx) of fears, worries, anxiety symptoms (Sx)? _____

Typical reaction when upset/disappointed? _____

Hx of mood problems? Depression? _____

Hx/Tx suicidal statements/attempts? Wishing dead/never born? _____

Hx of hurting self or others? _____

Typical reaction when angry? Triggers? _____

Ability to control own angry reactions? How? _____

Hx of violent behavior? _____

Other's recent fear of child/for? _____

Hx of fire setting? _____

Hx of sexually inappropriate behaviors (anywhere)? _____

Reasons for police/fire department involvement? _____

Hx of drug/alcohol use/abuse/Tx? _____

Media Interests

Types of video games? 1st person shooter? _____

Preferred movies? Books? _____

Interest in school shootings and/or school shooters such as Columbine, Virginia Tech, etc.

Interest in mass murders, Hitler? Describe? _____

Family

Parents/guardians living with? Relationship? _____

Siblings living with? Relationship? _____

Parents/siblings living away? Relationship? _____

Loss of parent from death, divorce, jail, etc? Reaction (Rx)? _____

Who in family does child spend most time with? _____

Who in family does child go to for help, when upset, etc. if anyone? _____

Extended family supports? _____

Neglect or abuse from family? _____

Pets? Ever been mean to or abused pets or animals? _____

Child's ability to control own behavior around family? _____

Parent's ability to successfully manage child's behavior? _____

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Family fearful of child's behavior/anger? _____
Any abuse of family members by child? _____

Friends

Who spends most time with in neighborhood? Community? _____
At school? _____
Who seeks out for support? _____
Usual activities together? _____

Recent loss of/separation from any friends/neighbors? Rx? _____
Able to make/keep friends easily? _____
Hx of peer problems? _____
Has your child been a bully? _____
Has child recently or persistently been bullied? By? _____
What has been done about bullying? _____

Supports in Community

Who/Where? _____
How successful? _____
Who does student seek out on own? _____

Trust

Is your child able to trust others very easily? _____

School (Name/Grade) _____

Who at school is child close to- peers, adults? _____
Who seeks support from at school? Can talk to? _____
How long at this school? _____
Current academic functioning/grades? _____
Current behavior? _____
Referrals to administration for? Results? _____
Previous school – how long, behavior, referrals? _____
Long term behavior hx in school? _____
SpEd/504? Success of plan/placement? _____
Counselor/Relationship? _____
SpEd Facilitator/Case Manager name? _____

Interventions for the Incident

In your opinion what should be done about your child's behavior? _____
In your opinion, what needs to happen so this type of incident does not occur again?
School? _____
Student? _____
Parent? _____
Other? _____
What services do you believe are warranted? _____

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What services are you willing to obtain? _____

Does your child have mental health insurance? _____

Are you willing to work with staff to access services for your family? _____

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Appendix 2

STUDENT INTERVIEW FORM
Department of Student Threat Evaluation and Crisis Response
THREAT ASSESSMENT

Student: _____ **Grade:** _____ **Date/Time:** _____
Parent/Guardian: _____ **Phone #:** _____
Parent/Guardian: _____ **Phone #:** _____
Interviewers: _____

Note to Practitioner... This is not a comprehensive listing of questions. Probe areas/questions as needed to clarify and expand.

Disclaimer Explained

Introductions:

Current Incident (Any accomplices, other victims, other incidents to scrutinize?)

What happened?

What is your side of the story?

How did it start? _____

What did you do? _____

Do you have what you need to do that? _____

Can you get it? _____ Where? _____ How? _____

Who is your target (s)? _____

Why that person? _____

Have you had any trouble with this person before? _____ How? _____

What was your plan? _____

When did you plan to do it? _____

Why that time? _____

What did you hope to accomplish? _____

What did you want to happen? _____

If you do that, what have you got to lose? _____

If you don't do it, what do you have to lose? _____

Do you really want to do it? _____

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What do you think the other person is thinking and feeling about what you said and did? _____

Do you have firearms/weapons at home? _____ Bomb- making materials? _____

Any relatives, friends, others you know have weapons you could get to do this? _____

Where are the weapons kept, how are they secured? _____

What experience do you have with weapons? _____

Have you ever done this before? _____

Have school staff or others in the community been concerned before about your threatening or aggressive behavior? _____

What interventions were attempted? _____

For what reasons have you been involved with the police, fire department, etc.? _____

Positives/Self- Concept/Self- Esteem

Tell me about yourself (Strengths, talents, activities, interests, goals, etc.)

Describe a typical day for you (sleep patterns, after school activities, homework, family interaction, ie. Meals, TV)?

Risk Factors

Ever witnessed assaultive behavior to parent, family, in community? _____

Current illness in family/friends? _____ Reaction (Rx) _____

Recent death in family/friends? _____ Rx? _____

Recent moves of home/school? _____ Rx? _____

Recent upsetting events/accidents, etc? _____

Recent loss (person, pet, thing) or rejection? _____ Rx? _____

Recently hurt emotionally or physically? _____ Rx? _____

Recently made angry, embarrassed, disappointed, afraid? _____ Rx? _____

Recently failed at something important to you? _____ Rx? _____

History (hx) of fears, worries, anxiety? _____

How typically reacts when upset/disappointed? _____

Hx of mood problems? Hx depression? _____

Hx suicidal statements or attempts? Tx? _____

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Wish you were dead or not alive? _____

Hx of hurting self? _____

Your usual reaction when angry? _____ Triggers? _____

How well do you feel you can control your angry reactions? _____

How do you control them? _____

Do you ever feel like you're ready to blow up? _____ How often? _____ About what? _____

Hx of (violent) hurtful behavior to others? _____

Have you been a bully? _____

Recently have other kids/other people been acting afraid of you? _____

His/Her Rx? _____

Do you want to hurt or kill someone? _____ Who? _____ Why? _____

Do you want to hurt or kill yourself? _____ Why _____

Still want to do what you threatened? On a scale of 1-5 (kill), where are you right now? _____

Hx of fire setting? _____

Hx of sexually inappropriate behaviors (home, school, community)? _____

Every been mean to or abused pets or animals? _____

Hx of drug and/or alcohol use/abuse/tx? _____

Family

Tell me about your family

Parents/guardians living with? Relationship? _____

Siblings living with? Relationship? _____

Parents/Siblings living away? Relationship? _____

Loss of parent from death, divorce, jail, etc? When? _____

Rx? _____

Who in your family do you spend the most time with? Do with them? _____

Who in your family do you talk to? Who do you go to for help, when upset, etc.? _____

If no one, why not? _____

Extended family supports? _____

Neglect or abuse from family? _____

Do you feel like you control your behavior around family? _____

Parent's ability to manage your behavior? _____

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Is anyone in your family fearful of your behavior/Anger? _____

Do you ever hurt any family members? Break family things? _____

Ever run away? Ever thought about it? Seriously? _____

Family hx similar to yours? _____

Family hx of emotional/behavioral/social or mental health problems? Tx? _____

Friends/Peers

Who spends most time with in neighborhood? _____

Usual activities together? _____

Friends/Spend time with at school? _____

Recent loss of/separation from any friends? Reaction? _____

Able to make friends easily? _____

Keep friends easily? _____

Hx of peer problems? _____

Do people tease you or try to humiliate you? _____

Have you been the victim of someone else? _____

Have you recently or persistently been bullied? By whom/explain? _____

What has been done about bullying? _____

Do you think a lot about how unfairly other people treat you? _____

Which friends, if any, do you talk to about problems/feelings? _____

Supports in Community

On teams/In Scouts/In Church group? _____

Who close to you? Who can you talk to ? _____

Who do you talk to? _____

Does it help? _____

Have pets? Do they help? _____

Do you trust others very easily? Who do you trust? _____

Media Interests

Types of video games? 1st person shooter? _____

Preferred movies? _____

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Interest in mass murder, school shootings, Hitler? _____ Describe _____

School

Counselor _____, Special Ed? _____

How long at this school? _____ Like it? _____

Feel you fit in? _____ How treated by other kids? _____

Eat lunch with anyone? _____ Walk to and from class/school with anyone? _____

Who at school, if anyone, are you close to? (peers, adults) _____

Who at school do you seek help from? _____ Who can you talk to? _____

Do you worry about what other people think about you? _____

Do they talk about you? _____ Say? _____

What does that make you think and feel? _____

Current academic functioning/grades? _____

Current behavior? _____

Referrals to administration for? _____ Result? _____

Previous school – how long, behavior, referrals? _____

Long term behavior hx in school? _____

Sped/504? Success of plan/placement? _____

Interventions for the Incident

In your opinion, what should be done about your behavior in this incident? _____

What should the school do? _____

Parents do? Will they? _____

What are you willing to do? _____

What services do you believe are warranted? _____

Services you are willing to go to? _____

What should be done to help the other person? _____

What will you do to help them? _____

Besides doing what you did, how else could you have solve the problem? _____

What do you need/wish to happen in order for this not to happen again?

School? _____

Parents? _____

Peers? _____

Self? _____

Treatment Providers/Health

Any current health problems/Treatment (Tx) _____

Trouble sleeping? _____ Eating? _____

Any recent changes in functioning? _____

Any trouble thinking straight? _____ Hear voices/see things not there? _____

In counseling? _____ With? _____ Phone # _____

Psychiatric Tx? _____ With? _____ Phone # _____

Medical Tx? _____ With? _____ Phone # _____

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Meds? _____ Taking? _____ Regularly? _____

Focus of Tx? _____

Previous meds/Tx? Successful? _____

Notes:

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Appendix 3

WITNESS INTERVIEW FORM
Department of Student Threat Evaluation and Crisis Response
THREAT ASSESSMENT

Student: _____ **Grade:** _____ **Date/Time:** _____
Parent/Guardian: _____ **Phone #:** _____
Parent/Guardian: _____ **Phone #:** _____
Interviewers: _____

Note to Practitioner... This is not a comprehensive listing of questions. Probe areas/questions as needed to clarify and expand.

Disclaimer Explained

Introductions:

Current Incident

What exactly happened today?

What did (student who made the threat) say or do? (Write the witness's exact words)

How did it start? _____

How did others respond? _____

What did you do? _____

What do you think he or she meant when saying or doing that? _____

Have you had/seen any trouble with this person before? _____ How?

How do you feel about what he or she said/did? (Gauge whether the person who observed or received the threat feels frightened or intimidated) _____

Are you concerned that he/she might actually do it? _____

Why did he/she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat) _____

Were there additional witnesses present? _____

Is there any other relevant information you would like to share? _____

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Appendix I – Communicable Disease Plan

Honeoye Falls-Lima Central School District

Public Health Emergency Communicable Disease Protocols

Introduction

In accordance with New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, the Honeoye Falls-Lima Central School District (the “District”) drafts the instant Public Health Emergency Communicable Disease Protocols (the “Protocols”) to guide District employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease (a “Disease”).

These Protocols will be presented to all certified representatives of the District’s employees, who will be provided an opportunity to review the plan and make recommendations in accordance with the law. The District will consider and respond to recommendations in writing within a reasonable timeframe. The District will not take any retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of these Protocols. A copy of the final version of these the Protocols will be included in the District’s Public Emergency Response plan, which is posted on the District’s website.

The District publishes these Protocols based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a Disease. Accordingly, the Protocols may be updated over time. The District will comply with all applicable local, State, and federal orders, rules, laws, and regulations (collectively, the “Authority”). To the extent the Authority conflicts with any provisions of these Protocols, the District will comply with the Authority.

Nothing in these Protocols or their implementation shall be deemed to impede, infringe, diminish or impair the rights of a District employee or the District under any law, rule, regulation or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

For purposes of these Protocols, the District will use the following definitions:

“CDC” shall refer to the Centers for Disease Control and Prevention.

“Communicable disease” means an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

“Essential” means a designation made that a public employee or contractor is required to be physically present at a worksite to perform their job.

“Non-essential” means a designation made that a public employee or contractor is not required to be physically present at a worksite to perform their job.

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“OSHA” shall refer to the U.S. Department of Labor Occupational Safety and Health Administration.

“Event” shall mean the Communicable Disease Emergency requiring the use of this Response Plan.

The Superintendent of Schools is responsible for the oversight of the implementation of these Protocols and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

These Protocols contain the following sections:

Section A: Essential Employees

Section B: Telecommuting Protocols

Section C: Work Schedules/Locations

Section D: Documenting Hours and Work Locations

Section E: Personal Protective Equipment

Section F: Exposure to Employee or Contractor

Section G: Emergency Housing

Addendum A: Log of Inspection of PPE Materials

Addendum B: Legal Requirements

Overview

This plan largely assumes that the practices needed to prevent communicable disease spread will be similar to many of the practices recommended to prevent the spread of a respiratory virus, such as COVID-19. Ultimately, the district recognizes that the plans and practices for every communicable disease may be different, and the district will modify this plan based on the latest guidance from the federal government along with state and local department of health guidelines.

The district recognizes the employees designated as essential will change based on the health protocols determined by federal, state, and local Departments of Health. Three scenarios the district might need to consider are:

All staff report to work, but only some students attend school in person

Most staff report to work, and all students learn remotely

Minimum staff report to school. All teachers, students, and staff that can work remotely will so.

Employees designated as “Essential” in the table below in Section A relate specifically to Scenario 3. In other scenarios, additional employees will be required to report to work and therefore would be considered essential.

Section A: Essential Employees

The following employees are considered “essential” in the event of a State-ordered reduction of in-person workforce. The justification for their categorization as such is included below.

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Title/Position of Essential Employee	Description of position/title	Justification of consideration for position/title being essential
Food Service	All employees who are engaged in preparing student meals	If the District is required to provide meals during the Emergency, these employees shall be considered essential.
Facilities	Mechanics Custodians and Cleaners Grounds Staff	Facilities staff shall be considered essential to maintain buildings and grounds, including sanitation, disinfection, heat, maintenance, security, and preventative maintenance. During a communicable disease event if the demand for facilities services is reduced, some staff in this department might be deemed non-essential.
Transportation	Dispatchers Head Bus Drivers Mechanics Trainers Drivers Monitors	Transportation staff will work as needed to maintain our bus fleet and comply with all regulations for vehicle inspection and maintenance. Transportation also provides supports the fueling depot and provides mechanical repairs to support not only the school but supports the local village and emergency services. Bus Drivers will continue all professional development to maintain their CDL licenses and comply with other regulations that continue in effect during communicable disease event. Transportation staff may be called on to support delivery & distribution of meals, computers, and instructional materials, as needed.

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Teachers	Teachers and Teaching Assistants	In a Scenario 3 event, teachers will work remotely.
Paraprofessionals and Nurses	Paraprofessionals Nurses	In a Scenario 3 event, paraprofessionals will work remotely. Nurses will work remotely where possible but may be deemed essential for specific tasks. These may, for example, include: 1) arranging pickup of medicines by parents; managing medical records that cannot be done remotely; preparing medical spaces and PPE; or setting vaccination clinics.
Secretaries	Secretaries and Clerks	In a Scenario 3 Event, Secretaries and Clerks will work remotely.
Administration	Principals Assistant Principals Directors Assistant Superintendents Superintendent	Administrators will work remotely, as much as practical, but will be deemed essential and may work on Campus when they or their essential staff are doing critical work that cannot be done remotely.

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Business Office and HR Office Staff	Payroll Supervisor Payables Clerk HR Benefits Specialist	All staff will work remotely, as much as practical, but will be deemed essential and may work on Campus when required work cannot be performed remotely. For example, the payroll supervisor may prepare payroll remotely, but come on site to print payroll checks.
--	--	--

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Technology and IT Support	Network Administrators Network Technicians Hardware Repair and Support	All staff will work remotely, as much as practical, but will be deemed essential and may work on Campus when required work cannot be performed remotely. For example, hardware repair may require staff to work on campus.
---------------------------	--	--

Section B: Telecommuting Protocols

The following is intended to be a specific description of protocols the District will follow to enable all non-essential employees and contractors to telecommute to the extent possible including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

Procurement

The District will abide by all State requirements for the procurement of any supplies or items required to facilitate telecommuting for employees and contractors.

Technology

All staff have computer devices and access to the same data and software remotely that they have when working from school. In the event of a pending communicable disease event, the district will notify employees and students that they should take their computers and chargers home with them every night.

In the event the district moves to having employees work remotely and they do not have their computers, district administration will work with the employee to arrange pick-up or delivery of their computers in a same manner that follows communicable disease protocols. This may include: 1) Transportation delivering the device, 2) having an IT drive-up window; or 3) the building may create a sanitized table in a vestibule where a computer can be placed and picked up by an employee without human contact.

The IT department will continue to provide technical support to employees and students during the communicable disease event. Repairs will be made via a drive-up window or vestibule transfer.

Office phone lines

As practicable, all employees will forward their work phone to their cell phone. If an employee is not able to complete the transfer, before they begin working remotely, the employee will notify the IT staff, who will make the transfer for them.

Should any non-essential employee lack a cell phone, the District will troubleshoot the issue to attempt to transfer phone lines in another manner or provide a cell phone.

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Section C: Work Schedules/Locations

The District recognizes that, although employees and contractors labeled as essential must be physically present at the worksite to perform their duties, the hours in which they must be at the worksite will not be identical. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites.

Upon designation of a Disease under these Protocols, the Administrator overseeing the department of each essential employee and contractor shall determine the hours during which each essential employee and contractor must be present at the worksite and the worksite at which the employee or contractor is to be present. To the extent possible, the supervisor shall identify flexibility within these hours and locations to best adhere to the disease prevention protocols for the communicable disease event. In addition, Administrators may implement protocols for employees to enter at different locations or report directly to work locations without going through a central location. For example, building cleaners may report directly to the location they are responsible for cleaning without reporting to the Building Custodian's office.

Administrators may have to adjust hours contractually agreed upon within a collective bargaining agreement or employment contract, efforts will be made to utilize a Memorandum of Understanding with all applicable parties whenever possible.

Administrators will review schedules and work hours with the Director of Human Resources and the Facilities Director to ensure that plans are compliant with all regulations and information is transferred to support initiatives that may include contact tracing, health screens, and sanitation.

The Director of Human Resources will ensure that any data needed by payroll is correctly transferred and the District's time and attendance software is updated to allow employees and properly record time worked and absences. The Director of Human Resources will be responsible to ensure all employment laws and Board policies related to employment and appointments are followed.

Section D: Documenting Hours and Work Locations

Employees who work on-site or who work remotely will continue to document absences/attendance using HF-L's time and attendance software system, Frontline.

All buildings will maintain a log of employees and contractors entering and leaving the building for the purpose contract tracing.

Section E: Personal Protective Equipment

What follows is a description of the protocol the District will implement in order to procure the appropriate personal protective equipment (PPE) for essential employees and contractors. In addition, the plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration follows.

Identification of PPE Required

The identification of PPE shall be determined based on the nature of the Disease and may

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include disposable gloves, face masks (i.e., disposable surgical masks), respirator masks (N-95) that are fit tested, face shields, eye protection such as goggles and protective gowns or scrubs. The District will heed guidance from the CDC and OSHA regarding PPE.

Upon the announcement of a Disease covered by these Protocols, the immediate supervisor of each essential employee and contractor shall promptly determine, the required PPE per essential employee and contractor based on the various tasks and needs of the employees and contractors. Upon determination of the required PPE, the supervisor shall communicate the requirements to the Director of Facilities, who shall work with administration to identify existing supplies of the required PPE or procure additional supplies, as necessary. Required PPE shall be obtained in a quantity sufficient to provide at least two (2) pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six (6) months.

Procurement of PPE

The District will abide by all applicable State requirements for competitive bidding for the procurement of any PPE supplies. In addition, the District will balance the need to obtain PPE in a timely fashion with responsible financial action. The District may consult its BOCES for assistance with procurement.

During the COVID-19 pandemic, the District obtained PPE from the following suppliers, which it may use as a starting point from which to obtain additional PPE during a Disease. No past procurement binds the District from pursuing alternatives during any subsequent Disease or continuation of the COVID-19 pandemic response.

Suppliers Used:

Hillyard Inc. -
CS Automation -
Day Automation -
Penny Lane Printing Inc. -
NY State Ind. For the Disabled. -
Perfect Form Manufacturing -
BSN Sports/US Games -
Paragon Steel Rule Dies, Inc. -
Grainger -

Products Procured:

Cleaning supplies and chemicals/PPE
Custom office desk dividers
HVAC controls/programming
Signage and printing
Hand sanitizer/PPE
Face shields/PPE
Cloth Facemasks
Custom student desk and table dividers
Industrial & safety supplies/PPE

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Storage and Monitoring of PPE

The District will store the necessary PPE at the Operations Center and examine it regularly but no less often than quarterly, to monitor potential degradation. The PPE supply will be stored appropriately in the Operations Center mezzanine.

The Director of Facilities will monitor the PPE supply and document each check in a log to be stored in the Operations Center Mezzanine with the PPE supplies. A copy of the form of the log is at the end of this plan at Addendum "A".

In the event the Director of Facilities is unavailable for this duty, this responsibility will be held by the District Head Custodian. To ensure the supply is monitored as required, the task shall be tracked using the Que-Center Software. If the Director of Facilities is not able to complete the task on schedule, the Facilities Secretary will assign the task to the District Head Custodian.

Access of PPE

In the event the Superintendent of Schools or Board of Education deems it necessary to permit immediate access to the PPE supply, they will direct the Director of Facilities to permit such access. The Director of Facilities will keep a record of the distribution of PPE materials.

Section F: Exposure to Employee or Contractor

This section outlines the protocols the District will follow in the event an employee or contractor (1) is exposed to a known case of the communicable disease that is the subject of the public health emergency; exhibits symptoms of such Disease; or (3) tests positive for such Disease. These protocols are aimed to prevent the spread or contraction of the Disease in the workplace. They specifically detail the actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the Disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

The District's protocols will not violate any existing federal, state, or local law, including those regarding sick leave or health information privacy.

Protocols

If an employee or contractor is exposed to a known case of the Disease or tests positive for the Disease, they shall, as soon as practicable, notify their immediate supervisor regarding such exposure. They shall not be present at the worksite after their notification of exposure or receipt of positive test results until cleared by a medical professional in accordance with any CDC or State Department of Health guidelines. To the extent they can continue to effectively work remotely in the interim, they should.

If an employee or contractor exhibits symptoms of the Disease, they shall not be present at the worksite. If the onset of symptoms occurs while the employee or contractor is at the worksite, they must disclose they are experiencing one (1) or more symptoms immediately to their supervisor, remove themselves (or be removed with assistance from medical personnel, if necessary) from any area in which they may encounter another individual, and return to their home or to the office of a medical provider.

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The District will work with the local and State Health Department, as applicable, and their school physician to determine necessary contact tracing for those other employees, contractors and individuals who may have had contact with an individual who was exposed or tested positive, along with that individual's exclusion from the worksite. Employees or contractors excluded from the worksite should not return to the worksite until they have been cleared by their immediate supervisor to do so. To the extent they can continue to effectively work remotely in the interim, they should.

Disinfection

The Director of Facilities shall assemble a disinfection team to be charged with directing the disinfection of worksites and common areas during the time covered under these Protocols. The disinfection team will be comprised of the following individuals: Lead Custodian and Cleaners assigned to each building. In the event members of the disinfection team are the individuals for whom disinfection of workspaces is necessary, the Director of Facilities shall designate District Head Custodian and Custodians/Cleaners from another school building locations as needed for disinfecting pursuant to these Protocols. Members of the disinfection team shall wear PPE to protect themselves during disinfection, as determined by the Director of Facilities and any guidance from SED, CDC, DOH or other managing authority. Should a member of the disinfection team request additional protective material, the Director of Facilities should endeavor to honor such requests so long as they are not unreasonable or inappropriate in light of the circumstances.

The disinfection team will be charged with:

Routine disinfection of all worksites in the District; Routine disinfection of common areas in the District, targeting high-traffic areas; and Targeted cleanings of workspaces belonging to individuals who were exposed or tested positive to the Disease.

Immediately after an employee or contractor who is known or suspected to be infected with the Disease notifies their supervisor of such suspicion or infection, the supervisor shall notify the disinfection team to disinfect the following: (1) the worksite of the employee or contractor; (2) any common area surface the employee/contractor may have touched; (3) any shared equipment the employee/contractor may have touched; and any other particular areas the employee or contractor or their supervisor identifies.

Disinfection will occur in accordance with any current guidance promulgated by the CDC and State Department of Health. If such guidance is not available or provided specific to the Disease, the disinfection shall, at a minimum, involve initial disinfection using cleaning agents approved by the CDC and/or State Department of Health to kill the disease which are suitable for the surface(s) in question, and preventing access to these areas until such disinfection has occurred.

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During the COVID-19 pandemic, the CDC and New York State Department of Health recommended the following, which the District incorporates into these Protocols unless updated by forthcoming guidance:

1. Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred
2. Opening outside doors and windows to increase air circulation in the area.
3. Waiting at least twenty-four (24) hours before cleaning and disinfection. If waiting twenty-four (24) hours is not feasible, waiting as long as possible.
4. Cleaning and disinfecting all areas used by the person suspected or confirmed to have the Disease, such as offices, classrooms, bathrooms, lockers, and common areas.
5. Individuals without close or proximate contact with the person suspected or confirmed to have the Disease can return to the area and resume school activities immediately after cleaning and disinfection.

Leave Policy

With respect to leave from District employment, The District will comply with federal, State, and local statutes, regulations, executive orders, and rules, along with the District's applicable collective bargaining agreements.

Because contractors are not employees of the District, they are not entitled to any paid leave time funded by the District.

Section G: Emergency Housing

It is not anticipated the District will need emergency housing for any essential employees or contractors. However, in the event such housing is required to the extent applicable to the needs of the workplace, the District will work with its locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency.

In the event of a need for emergency housing, the District preliminarily identifies hotel and motel rooms as options. The District will identify specific entities based on location, price, and availability. Director of Transportation and Security shall be charged with coordinating such housing. To assist in such coordination, the District preliminarily identifies the following area accommodations as entities with which the District may explore for the provision of housing:

Hotel/Motel Name	Address	Phone Number
Best Western Plus	7449 Pittsford-Victor Rd., Victor NY 14564	585-924-3933
Holiday inn Express	7502 County Rd 42, Victor NY 14564	585-672-2100
Royal Inn	7463 Pittsford-Victor Rd., Victor NY 14564	585-924-2121
Homewood Suites by Hilton	575 Fishers Station Rd., Victor NY 14564	585-869-7500
Microtel by Windham	7498 County Rd. 42 Victor, NY 14564	585-869-9399

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Addendum “A”: Log of Inspection of PPE Materials

PPE Supply will be monitored quarterly by the Director of Facilities. A log of the inspection is below. In the event the Director of Facilities is unavailable, this responsibility will be held by the District Head Custodian.

Date of Inspection	Time of Inspection	Name of Inspector	Insert “✓” for Adequate Condition	Notes

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Addendum “B”: References

Below is a comparison of New York Labor Law section 27 to the December 3 State Education Department (SED) Memorandum. Portions of requirements in the Labor Law but not SED guidance are identified below in **bold**. Portions of requirements in the SED guidance but not the Labor Law are identified below in *italics*.

The locations of the requirements within the Protocols are identified in the third column.

Labor Law requirements	SED explanations	Reference in plan
A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, and a justification of such consideration for each position and title included.	A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. <i>Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide childcare for children of first responders or health care workers, you may need to designate certain positions/titles as essential for this purpose.</i>	Section A
A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.	A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.	Section B

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A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites.	A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.	Section C
A description of the protocol the employer will implement in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.	Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.	Section E

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A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy.	Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include: -Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and -The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.	Section F
A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.	Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.	Section D

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A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.	Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.	Section G
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Appendix J – NYSP Bomb Threat Checklist

CP-4 (12/16)

New York State Police

Bomb Threat Checklist	Place under your phone or save to your computer desktop
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Exact wording of threat	Questions to ask		
	Where is the bomb located?		
	When will it go off?		
	What does it look like?		
	What kind of bomb is it?		
	What will make it explode		
	Did you place the bomb? Why?		
	Where are you calling from?		
	What is your name?		
Observations about the call			
Estimated age: Voice familiar? If so, who does it sound like:			
Voice computer generated?	Yes ☐ No ☐		
Threat read from script?	Yes ☐ No ☐		
Threat played from recording?	Yes ☐ No ☐		
Phone number displayed on caller ID:			
Caller's Voice	Background Noises	Threat language	
Female ☐	Excited ☐	Airplane ☐	Incoherent ☐
Male ☐	Laughter ☐	Animal ☐	Irrational ☐
Accent ☐	Lisp ☐	Factory machinery ☐	Profane ☐
Angry ☐	Loud ☐	Household ☐	Well-spoken ☐
Calm ☐	Nasal ☐	Kitchen ☐	
Clearing throat ☐	Normal ☐	Music ☐	
Coughing ☐	Ragged ☐	Office machinery ☐	
Cracking voice ☐	Rapid ☐	PA system ☐	
Crying ☐	Raspy ☐	Quiet ☐	
Deep ☐	Slow ☐	Street ☐	
Deep breathing ☐	Slurred ☐	Train ☐	
Disguised ☐	Soft ☐	Voices ☐	
Distinct ☐	Stutter ☐		
Other Information			
Date of call:		Notes:	
Time call started:			
Time call ended:			
Name of call taker :			
Number call received at:			
Call Reported to:			
Phone number:			

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CP-4 (12/16)

New York State Police

Bomb Threat Checklist	Place under your phone or save to your computer desktop
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This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with first responders and other stakeholders.

Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.

If a bomb threat is received by phone			
- Keep the caller on the line for as long as possible. - Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities with information and await instructions. - If possible, write a note to a colleague to call the authorities. - Listen carefully. Be polite and show interest. - Try to keep the caller talking to learn more information. - If your phone has a display, copy the number and/or letters on the window display. - Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words. - DO NOT HANG UP, even if the caller does.			
If a bomb threat is received by written note	If a bomb threat is received by e-mail/social media		
- Call 911 - Notify building administrator - Handle note as minimally as possible - Do not remove threats from walls, mirrors, or other locations	- Call 911 - Notify building administrator - Do not delete the message		
Signs of a suspicious package			
<table style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> - Excessive/Foreign/No/Non-cancelled postage - Incorrect titles - Misspelled words - No return address - Poorly handwritten or cut and paste lettering - Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of____." </td> <td style="vertical-align: top; width: 50%;"> - Protruding wires, foil, string, or tape - Stains - Strange odor - Strange sounds - Unexpected delivery </td> </tr> </table>		- Excessive/Foreign/No/Non-cancelled postage - Incorrect titles - Misspelled words - No return address - Poorly handwritten or cut and paste lettering - Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of____."	- Protruding wires, foil, string, or tape - Stains - Strange odor - Strange sounds - Unexpected delivery
- Excessive/Foreign/No/Non-cancelled postage - Incorrect titles - Misspelled words - No return address - Poorly handwritten or cut and paste lettering - Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of____."	- Protruding wires, foil, string, or tape - Stains - Strange odor - Strange sounds - Unexpected delivery		
Do not touch suspicious packages Do not use two-way radios or cell phones			

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Appendix K – Fire Watch

The generally accepted definition of a fire watch is an individual whose function is to patrol the building looking for a fire hazard (e.g., smoking, trash accumulation, electrical problems, poor fire safety practices, etc.), checking all areas of the building on a regular basis. The individuals performing the Fire Watch may be employees of an outside contract firm or employees of the facility. However, if they are employees of the facility who also have normal facility job responsibilities, there must be an adequate staffing level to allow for a continuous patrol of the affected area. On off-shifts, provisions must be made to ensure that areas of the building that are not normally occupied are checked.

- I. A fire watch will be implemented in the event the fire alarm system and/or the sprinkler system are out of service
- II. In the event a fire watch becomes necessary, the following procedures will be implemented:
 - A. All staff needs to perform fire prevention “watches”, looking for:
 1. Electric overloads
 2. Overheated electrical equipment
 3. Smoking violations
 4. Any other possible fire hazards
 - B. Make hourly inspections of areas which are not staffed
 - C. If a fire is discovered when the fire alarm system is out of service, staff in the fire area will be responsible to make a page announcement of the fire’s location in place of activating the fire alarm
- III. If the fire alarm system and/or sprinkler system are out of service for more than 4 hours in a 24-hour period, the following agencies will be notified:
 - A. Fire Department
 - B. Applicable off-duty staff (e.g., Director of Facilities, Director of Security, Administrator, etc.)
 - C. The insurance agency (if applicable)

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Appendix L – Building Capacities

In the case of a school district, maintaining certain information about each educational agency located in the school district:

District Building Capacities

<u>Building</u>	<u>School Population</u>	<u>Staff</u>	<u>Buses Needed</u>	<u>Bus Capacity</u>
Lima School	275	50	6	63
Manor School	600	80	11	63
Middle School	500	88	10	63
High School	680	100	13	63

Other Educational Agencies (Lima Primary School Principal will notify)

<u>Educational Agency</u>	<u>School Population</u>	<u>Staff</u>	<u>Buses Needed</u>	<u>Bus Capacity</u>
Mendon UPK	18	2	1	63
Great Expectations UPK	17	2	1	63

Cafeteria Capacities / Inventory Summary

<u>Location</u>	<u>Feeding Capacity</u>	<u>Average Food Supply in Storage</u> (Ex. 1-week supply, 1 feeding/day, 100 people)
High School	600 - 700	4 to 5-day supply, 1 meal per day, 500 people
Middle School	200 – 300	4 to 5-day supply, 1 meal per day, 50 people
Manor School	200 - 300	4 to 5-day supply, 1 meal per day, 50 people
Lima School	0	Very little food in the building
Central Kitchen	0	2-week food supply for the entire District

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Appendix M – Building/Grounds/Local Road Maps

[8 NYCRR 155.17 \(e\)\(2\)\(iii\)](#) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

See Rapid Responder Program for site and street maps, and building floor plans

Floor plans should include the following recommendations:

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

Map/Image of grounds should include the following recommendations:

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

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

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

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Appendix N – Vehicle/Fuel Inventory

Vehicle Inventory

<u>Manufacturer</u>	<u>Bus #</u>	<u>Model</u>	<u>Fuel Type</u>	<u>Radio</u>	<u>Lift</u>
International	194	66 Passenger	Diesel	Yes	No
International	195	66 Passenger	Diesel	Yes	No
International	199	63 Passenger	Diesel	Yes	No
International	4	63 Passenger	Diesel	Yes	No
International	5	63 Passenger	Diesel	Yes	No
International	6	63 Passenger	Diesel	Yes	No
International	7	63 Passenger	Diesel	Yes	No
International	8	63 Passenger	Diesel	Yes	No
International	9	63 Passenger	Diesel	Yes	No
International	10	63 Passenger	Gasoline	Yes	No
Chevrolet	11	16 Passenger	Gasoline	Yes	No
Chevrolet	12	16 Passenger	Gasoline	Yes	No
Chevrolet	13	16 Passenger	Gasoline	Yes	No
Chevrolet	14	16 Passenger	Gasoline	Yes	No
International	15	63 Passenger	Diesel	Yes	No
International	16	63 Passenger	Diesel	Yes	No
International	17	63 Passenger	Diesel	Yes	No
International	18	63 Passenger	Diesel	Yes	No
International	19	63 Passenger	Diesel	Yes	No
International	20	63 Passenger	Diesel	Yes	No
International	21	63 Passenger	Diesel	Yes	No
International	22	63 Passenger	Diesel	Yes	No
International	23	63 Passenger	Diesel	Yes	No
International	24	63 Passenger	Gasoline	Yes	No
International	25	63 Passenger	Gasoline	Yes	No
International	26	63 Passenger	Gasoline	Yes	No
Chevrolet	27	30 Passenger	Gasoline	Yes	No
Chevrolet	28	30 Passenger	Gasoline	Yes	No
Chevrolet	29	30 Passenger	Gasoline	Yes	No
Chevrolet	30	30 Passenger	Gasoline	Yes	No
Chevrolet	31	30 Passenger	Gasoline	Yes	No
Chevrolet	32	30 Passenger	Gasoline	Yes	No
International	33	63 Passenger	Gasoline	Yes	No

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<u>Manufacturer</u>	<u>Bus #</u>	<u>Model</u>	<u>Fuel Type</u>	<u>Radio</u>	<u>Lift</u>
International	34	63 Passenger	Gasoline	Yes	No
International	35	63 Passenger	Gasoline	Yes	No
International	36	63 Passenger	Gasoline	Yes	No
International	37	63 Passenger	Gasoline	Yes	No
International	38	63 Passenger	Gasoline	Yes	No
International	39	63 Passenger	Gasoline	Yes	No
International	40	63 Passenger	Gasoline	Yes	No
Chevrolet	41	24 Passenger WC	Gasoline	Yes	Yes
Chevrolet	42	18 Passenger	Gasoline	Yes	No
Chevrolet	43	24 Passenger WC	Gasoline	Yes	Yes
Chevrolet	44	24 Passenger WC	Gasoline	Yes	Yes
International	45	63 Passenger	Gasoline	Yes	No
International	46	63 Passenger	Gasoline	Yes	No
International	47	63 Passenger	Gasoline	Yes	No
International	48	63 Passenger	Gasoline	Yes	No
<u>NON-DOT</u>					
<u>Manufacturer</u>	<u>Vehicle #</u>	<u>Model</u>	<u>Fuel Type</u>	<u>Radio</u>	<u>Lift Gate</u>
Chevrolet	P1	3500 utility w/plow	Gasoline	Yes	
Chevrolet	P5	3500 w/plow	Gasoline	Yes	
Chevrolet	P6	3500 stake w/plow, salter	Gasoline	Yes	
Ford	P7	F250 w/plow	Gasoline	Yes	
Ford	P9	F350 w/plow	Gasoline	Yes	
Ford	P10	F350 w/plow	Gasoline	Yes	
Ford	P11	F350 w/plow	Gasoline	Yes	
Ford	P12	F350 dump w/plow, salter	Gasoline	Yes	
Ford	P13	F350 w/plow	Gasoline	Yes	Yes
Chevrolet	V1	3500 Box Van	Gasoline	Yes	Yes
Chevrolet	V2	City Express Van	Gasoline	Yes	
Chevrolet	V3	1500 Van	Gasoline		
Chevrolet	V4	3500 Box Van	Gasoline	Yes	Yes
Ford	V5	Transit Van	Gasoline	Yes	
Ford	V6	eTransit	EV	Yes	
John Deere	T-2	3046R Tractor	Diesel	Yes	
John Deere	T-3	5083E Tractor	Diesel	Yes	
John Deere	T-5	4066 Tractor	Diesel	Yes	
Kubota	T-4	M5091 Tractor	Diesel	Yes	
Ventrac	T-6	4520Z	Gasoline		
Ferris	Z-1	IS3300 Zero turn	Gasoline		
Ferris	Z-2	IS3300 Zero turn	Gasoline		

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<u>Manufacturer</u>	<u>Vehicle #</u>	<u>Model</u>	<u>Fuel Type</u>	<u>Radio</u>	<u>Lift Gate</u>
SkiDoo		Snowmobile	Gasoline		
RC/TR		Trailer			
PJ Trailer		Trailer			
Unice		Green Master Groomer	Gasoline		
Cushman		Field Laser R300	Gasoline		
Graco		B100 Marking Machine	Gasoline		
Chromer					
Genie		TZ-34 Boom Lift	Battery		
Skyjack	L-1	SJ3226 Scissor Lift	Battery		
Bobcat	U-5	UV34	Gasoline	Yes	
Bobcat	U-6	Toolcat 5600	Diesel	Yes	
Toro	U-7	Workman GTX	Gasoline		
Toro	U-8	Workman GTX	Gasoline		
Yamaha		Golf Cart 38			
Kubota		BX2360 Turf Field Maintenance	Gasoline		

Fuel Inventory

<u>Type of Fuel</u>	<u>Capacity of Tank</u>	<u>Location</u>
Unleaded Gasoline	4,000 Gallons	667 Quaker Mtg. House Rd.
Diesel Fuel	12,000 Gallons	667 Quaker Mtg. House Rd.
Oil Tank	500 Gallons	667 Quaker Mtg. House Rd.