

New York State Guide to School Emergency Response Planning

July 2016 – Oneonta City School
District



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.

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

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.

Building Level School Emergency Response Plan

SCHOOL YEAR 2016-2017

Date of Acceptance/Revision 6/30/2016

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THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

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

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

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

Oneonta High School Building Level Safety Team			
Name	Title	Agency	Contact Information
Thomas Brindley	Principal	Oneonta High School	607.433.8243 X 115
Lisa Depperman	Nurse	Oneonta High School	607.433.8243 X-124
Bill Hansen	Head Custodian	Oneonta High School	607.433.8243
Steven Havens	Security	Oneonta High School	607.433.8243
Joe Hughes	Athletic Director	Oneonta High School	607.433.8243 X-303
Anne Wolstenholme	Assistant Principal	Oneonta High School	607.433.8243 X-132

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

Distribution of the Plan

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

Send Building Level Safety Plans to:

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

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

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

Record of Distribution

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

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

Agency	Name of Receiving Party	Date
New York State Police	NYSP – Field Command Albany	10/6/16
City of Oneonta Police Department	Lt. Doug Brenner	10/6/16
City of Oneonta Fire Department	Chief Patrick Pidgeon	10/6/16

Plan Review and Updates

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

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

Revision/Update/ Amendment	Name	Date

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2. Purpose and Situation Overview

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

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

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. **Date of threat/hazard assessment 7/4/2016**

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

The table on the following page provides a list of potential threats that schools should consider when conducting a threat/hazard assessment.

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Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Floods • Wildfires • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Dam failure • Power failure • Water failure
Biological Hazards:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • 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 School ERP is established under the following assumptions:

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

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3. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

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4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. **The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school as necessary.**

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

Principal

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

Responsibilities include:

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

Teachers / Substitute Teacher / Student Teachers

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

Responsibilities include:

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

Licensed Teaching Assistants

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

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Counselors, School Psychologist

Responsibilities include:

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

School Nurse

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Clerical Staff

Responsibilities include:

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

Food Service/Cafeteria Workers

Responsibilities include:

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

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Bus Drivers

Responsibilities include:

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

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

Parents/Guardians

Responsibilities include:

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

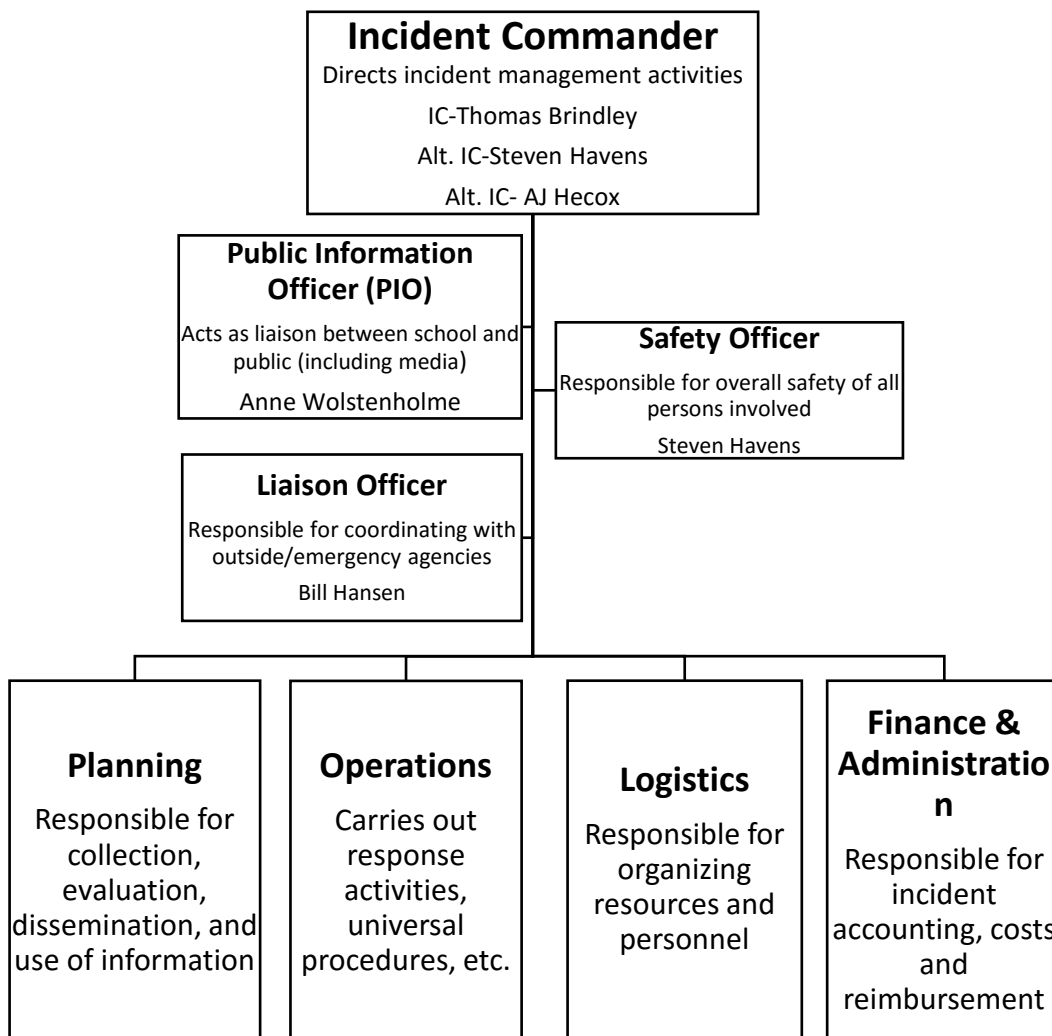
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5. Direction, Control, and Coordination

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 designee.

Responsibilities and duties include:

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

Operations Section

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

Responsibilities and duties include:

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

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

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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

Logistics Section

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

Responsibilities and duties include:

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

Finance/Administration Section

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

Responsibilities and duties include:

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

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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.

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

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

6. Information Collection, Analysis and Dissemination

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

Types of Information

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

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

Information Documentation

The assigned staff member will document the information gathered including:

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

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

Drills & Exercises

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

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

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The following is recommended:

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

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

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

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

Type of Training/Drill	Date of Training/Drill	Agencies Involved

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

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

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

Incident Costs

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

Preservation of Records

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

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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.

FUNCTIONAL ANNEXES

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

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

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

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

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

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

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

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

THREAT AND HAZARD SPECIFIC ANNEXES

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

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

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

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

EMERGENCY RESPONSE PLANS



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ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 25, 2012	EVACUATION OF BUILDING
Revision Date:	Reference Number: 8 – A- 1

Purpose: To provide guidelines for district personnel for an evacuation when it is determined that it is unsafe to remain in the building.

Background: Situations may arise when it is necessary to evacuate a building because of an imminent threat or after the occurrence of an incident (manmade or natural) because it is not safe to remain inside the building. It may be necessary to evacuate under immediate and exigent circumstances (bomb threat, fire, hazardous material spill, etc.) or in a less urgent manner (power-outage, water shutdown, etc.). The primary objectives of a building evacuation are:

1. To minimize injury or death by moving to a safer location
2. To remove students and staff from a building where a dangerous situation (or the threat of a dangerous situation) exists.
3. To empty a building of occupants so that emergency personnel may perform their duties (bomb search, fire suppression, hazardous materials removal, etc.).
4. To establish safe routes and designated evacuation locations

Faculty and students will assemble in designated evacuation locations, however, evacuation may take three different courses:

- evacuate to designated locations per fire alarm practices (based upon maps located in each classroom),
- evacuation to a specific location on district property or in district buildings, and,
- evacuation to an off-campus area or non-district facilities.

***The designated evacuation sites for each district building are located on the last page of this directive.**

If a building evacuation is deemed necessary, in most cases it is advisable to first shelter-in-place at a current location prior to conducting an evacuation. This will provide the opportunity for taking attendance and subsequently, a more orderly movement of students to the evacuation location.

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Procedures:

I. Evacuate Building:

1. An announcement in a calm, clear voice is made over the PA system with the following information:

Information Contained in Specific Building Plans

II. Relocation to a Designated Evacuation Area:

Information Contained in Specific Building Plans

Relocation to Indoor District Facilities:

Information Contained in Specific Building Plans

Relocation to Non-District Facilities:

Information Contained in Specific Building Plans

Dismissal from an Evacuation Site:

Information Contained in Specific Building Plans

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District Owned (On-campus) Indoor Evacuation Locations

District Building Location	Evacuation Location	Room Location(s)	Capacity
Greater Plains Elementary School	Specific locations contained in Building-Level Plans		
Riverside Elementary School			
Valleyview Elementary School			
Oneonta Middle School			
Oneonta Senior High School			

District Owned (On-campus) Outdoor Evacuation Locations

District Building Location	Evacuation Location
Greater Plains Elementary School	
Riverside Elementary School	
Valleyview Elementary School	
Oneonta Middle School	Specific locations contained in Building-Level Plans
Oneonta Senior High School	

Non-District (Off-campus) Evacuation Locations

District Building Location	Evacuation Location	Capacity	Contact Information
Greater Plains Elementary School	Specific locations contained in Building-Level Plans		
Riverside Elementary School	Specific locations contained in Building-Level Plans		

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Valleyview Elementary School	Specific locations contained in Building-Level Plans		
Oneonta Middle School	Specific locations contained in Building-Level Plans		
Oneonta Senior High School	Specific locations contained in Building-Level Plans		

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ONEONTA CITY SCHOOL
DISTRICT

Issue Date: October 2012	LOCKDOWN
Revision Date:	Reference Number: 8 – A - 2

Purpose: To provide guidelines for district personnel regarding a building lockdown.

Background: There may be times when it is necessary to implement the lockdown of a building. If necessary, a building administrator, faculty or staff member may implement a lockdown based upon an actual or imminent or violent event where the perceived threat is within the building (not including bomb threats). A lockdown is a response to a worst-case scenario and must be executed with appropriate urgency and seriousness. The primary objectives of a lockdown are:

- To minimize the possibility of injury and death.
- To facilitate an effective response to an emergency situation.
- To move as many people as possible to a safe and secure location.
- To neutralize a threat.
- To restrict movement inside a building so that emergency responders may perform their duties without risk to students and staff.

NOTE: Middle and High School Campus: If an audible siren is heard emanating from the State University at Oneonta, it is indicating that the campus is in a lockdown mode. Middle and High School administration should also consider a lockdown or lockout.

Procedures:

Contained in Building-Level Plans

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**ONEONTA CITY SCHOOL
DISTRICT**

Issue Date: January 2013	<u>LOCKDOWN (STUDENTS NOT IN CLASSROOMS)</u>
Revision Date:	Reference Number: 8 – A – 2i

Purpose: To provide guidelines for district personnel regarding those faculty, staff, and students who are outside of their respective classrooms or building in the event of a building lockdown.

Background: There may be times when it is necessary to implement the lockdown of a building. If necessary, a building administrator, faculty or staff member may implement a lockdown based upon an actual or imminent or violent event where the perceived threat is within the building (not including bomb threats). A lockdown is a response to a worst-case scenario and must be executed with appropriate urgency and seriousness. The primary objectives of a lockdown are:

- To minimize the possibility of injury and death.
- To facilitate an effective response to an emergency situation.
- To move as many people as possible to a safe and secure location.
- To neutralize a threat.
- To restrict movement inside a building so that emergency responders may perform their duties without risk to students and staff.

NOTE: Middle and High School Campus: If an audible siren is heard emanating from the State University at Oneonta, it is indicating that the campus is in a lockdown mode. Middle and High School administration should also consider a lockdown or lockout.

Procedures:

1. A lockdown is activated by the announcement of a Lockdown over the PA system. The following announcement will be made: “NOT FOR PUBLIC REVIEW”
2. Call 911 to report the emergency. Provide the Emergency 911 Dispatcher with as much information as possible (including names and descriptions of possible perpetrators) so that emergency personnel will be fully informed and can gauge their response according to existing circumstances.
3. The Superintendent of Schools will be notified as soon as possible and may consider placing other district buildings in Lockout status until the existing emergency situation is under control.
4. Upon being advised to implement lockdown procedures:

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- A) If you are a faculty/staff member in the **Oneonta Senior High School:** Specific Procedures contained in Building-Level Plans
- B) If you are a faculty/staff member in the **Oneonta Middle School:** Specific Procedures contained in Building-Level Plans

- C) If you are a faculty/staff member at **Greater Plains:** Specific Procedures contained in Building-Level Plans
- D) If you are a faculty/staff member at **Riverside:** Specific Procedures contained in Building-Level Plans
- E) If you are a faculty/staff member at **Valleyview:** Specific Procedures contained in Building-Level Plans

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ONEONTA CITY SCHOOL
DISTRICT

Revision Date: September 2012	LOCKOUT
	Reference Number: 8 – A - 3

Purpose: To provide guidelines for district personnel regarding a building lockout.

Background: There may be times when it is necessary to implement the lockout of a building. If necessary, a building administrator, faculty or staff member may implement a lockout based upon an actual or imminent threat that exists outside the building*. A lockout is a response which allows for movement inside a school building while entering and exiting the building is restricted. Students and staff are aware of the circumstances surrounding the lockout and except for the termination of outside activities (gym classes, field trips, etc.) there is no disruption to the normal school schedule. In some cases, to protect the identity of individuals involved in the incident, all of the details surrounding the lockout do not need to be shared with the students. The primary objectives of a lockout are:

- To minimize the possibility of injury and death.
- To keep students and staff in a safe and secure location.
- To limit access of visitors to the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the building.

**Examples of situations which may warrant a Lockout are; hazardous material spill in the area surrounding the school, an escaped fugitive, custodial interference, etc.*

Procedures:

Specific Procedures contained in Building-Level Plans

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**ONEONTA CITY SCHOOL
DISTRICT**

Revision Date: September 10, 2012	SHELTER IN PLACE
	Reference Number: 8 – A - 4

Purpose: To provide guidelines for district personnel for a shelter-in-place response during an emergency situation. A shelter-in-place response is utilized as a protective measure when movement about the school could be potentially hazardous.

Background: Situations may arise when it is necessary to restrict movement of students within the building or to isolate students and staff from the outdoor environment. Generally, there are two types of shelter-in-place protocols:

1. Faculty and staff are instructed to implement a shelter-in-place and all students are held at their current location inside a classroom or office.
2. Faculty and staff are directed to move the school population to a single location or to multiple locations within the school building.

In most cases, a shelter-in-place response is implemented when there is a threat (or an occurrence) of a weather related incident or a bomb threat. A shelter-in-place response allows school personnel the opportunity to secure the building during an incident as plans are made to respond to the incident, including a building evacuation. The primary objectives of a shelter-in-place response are:

5. To minimize injury or death
6. To restrict movement within a building
7. To locate and contain any device or damage caused by severe weather
8. To facilitate further emergency response (i.e. evacuation of building)
9. To establish safe routes and designated shelter locations

If an alternate shelter location or a building evacuation is deemed necessary, in most cases it is advisable to first shelter-in-place at a current location (Section I below) and then move to an alternate shelter location (Section II

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below). This will provide the opportunity for taking attendance and subsequently, a more orderly movement of students.

Procedures:

I. Shelter-in-Place at Current Location:

Specific Procedures contained in Building-Level Plans

II. Shelter-in-Place; Relocate to a Designated Shelter Area:

Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: July 17, 2012	AED’S - AUTOMATIC EXTERNAL DEFIBRILLATORS
Revision Date:	Reference Number: 8 - B - 1

Purpose: To provide guidelines regarding the deployment and use of district owned Automatic External Defibrillators through the public access program.

Background: An automatic external defibrillator (AED) is a device used to treat a patient with cardiac arrest whose heart is beating irregularly (fibrillating). If the heart does not return to a regular rhythm within 5-7 minutes, this fibrillation could be fatal. To stop the fibrillation, an AED is used to administer an external electric shock through the chest wall to the heart with the use of conductive adhesive pads. Built-in computers analyze the patient's heart rhythm, and interpret the rhythms that require defibrillation shocks. Audible and/or visual prompts guide the user through the process. Most AEDs require an operator to initiate the delivery of the shock in some way, such as pushing a button.

Under NYS Public Health Law Section 3000b and NYS Education Law Section 917, the Oneonta City School District is a Public Access Defibrillation (PAD) provider. Public access refers to accessibility for trained users to use AEDs in public places. Public access does not mean that any member of the public witnessing a sudden cardiac arrest should be able to use the device. AEDs are to be used only by individuals with the proper training and certification in accordance with state and local laws.

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New York State Education Law Section 917; On-site cardiac automated external defibrillator (September 1, 2002):

1. School districts, boards of cooperative educational services, county vocational education and extension boards and charter schools shall provide and maintain on-site in each instructional school facility automated external defibrillator equipment, to ensure ready and appropriate access for use during emergencies.
2. Whenever public school facilities pursuant to subdivision one of this section are used for school sponsored or school approved curricular or extracurricular events or activities and whenever a school-sponsored athletic contest is held at any location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure the presence of at least one staff person who is trained, pursuant to paragraph (a) of subdivision three of section three thousand-b of the public health law, in the operation and use of an AED. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials shall assure that automated external defibrillator equipment is provided on-site.
3. Public school facilities and staff pursuant to subdivisions one and two of this section shall be deemed a "public access defibrillation provider" and shall be subject to the requirements and limitations of such section.
4. Pursuant to section three thousand-a and three thousand-b of the public health law, any public access defibrillation provider, or any employee or other agent of the provider who, in accordance with the provisions of this section, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED which has been made available pursuant to this section, to a person who is unconscious, ill or injured, shall be liable only pursuant to section three thousand-a of the public health law. *{This is known as the Good Samaritan clause}*

The Effectiveness of Defibrillation:

The sooner defibrillation is provided with an AED, the better the victim's chances of survival. When provided within the first 5 minutes of a cardiac arrest, the odds are about 50% that a victim's life will be saved. With each passing minute during a cardiac arrest, the chance of successful resuscitation is reduced by 7% to 10%. After 10 minutes there is very little chance of successful rescue. {Source: American Heart Association}

Each instructional school facility should have as its goal a specific response plan that targets a victim's collapse to defibrillation time less than or equal to 4 to 5 minutes. {Source: International Consensus on Science, Guidelines 2000 for Cardio-pulmonary Resuscitation and Emergency Cardiovascular Care. Vol. 102, #8. American Heart Association. August 2000.}

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More information regarding NYS Education Department requirements can be found at; <http://www.emsc.nysed.gov/sss/HealthServices/AEDs/>.

Procedures:

- I. **Placement of AEDs:** The district will permanently install AEDs at locations throughout the campus so that a unit is readily accessible during a medical emergency. Permanently mounted AEDs will be placed in the following areas:

Building	AED Location
Center Street – District Offices	1. Located on wall across from Superintendent’s Office by Room #121.
Greater Plains Elementary	1. Outside of Main Office by the doors to the gymnasium
Oneonta High School	1. Outside of Main Office 2. In Nurse’s Office 3. Outside Athletic Director’s Office near doors to gymnasium 4. Parisian Room
Oneonta Middle School	1. In Nurse’s Office 2. Outside gymnasium
Riverside Elementary	1. Near Main Office entrance
Valleyview Elementary	1. Outside Main office door

In addition to the permanently mounted AEDs listed, there will be several floaters which will be deployed on the campus during athletic events, etc. The Athletic Director will coordinate the “floater” AED unit deployment. Coaches of teams which travel to locations off-campus where there are no AED units will be responsible to take assigned AED units to practices and competitions.

- II. **AED Operator Certification:** Based upon their duties and responsibilities, specific employees (coaches, administrators, etc.) will be trained regularly to maintain AED operator certification. A list of certified AED operators will be maintained by the District Office.
- III. **AED Unit Maintenance:** The Head of Maintenance will be responsible for conducting regular inspection and testing of all district-owned AED Units. This will include ordering and replacing supplies that are expired or are unusable. During times when the Head of Maintenance is not available to conduct testing, he/she will designate someone to perform the unit tests. Records of the testing and maintenance will be maintained by the Head of Maintenance pursuant to existing record retention guidelines.
- IV. **Use of AEDs During a Medical Emergency:** The following steps should be taken when the AED is used for a medical emergency:
- Only certified AED operators should use the unit.

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- AEDs will be utilized in accordance with manufacturer’s guidelines and AED Operator certification training procedures.
- Any use an AED should be reported to the Building Principal, Superintendent of Schools, and the Head of Maintenance.
- Within 24 hours of the initial use. The Head of Maintenance will replace the AED which was utilized and complete an AED inspection
- Upon the completion of the inspection, supplies will be replaced and the AED will be placed back into service.



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: Fall 2000	AIRCRAFT CRASH
Revision Date: July 17, 2012	Reference Number: 8 - B - 2

Purpose: To provide guidelines for district personnel in the event that an aircraft crashes on or near school property.

Background: This procedure addresses situations involving an aircraft crash on or in proximity to school property. Three possible scenarios are addressed in this directive:

1. Aircraft crash into a school building,
2. An aircraft crash on school property but not involving a school building, and,
3. An aircraft crash which occurs in the area near school property.

Procedures:

I. Aircraft Crash; Into A School Building:

Specific Procedures contained in Building-Level Plans

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II. Aircraft Crash; On School Property Away from Buildings:

Specific Procedures contained in Building-Level Plans

III. Aircraft Crash; Near School Property: In the event that the district receives information regarding an aircraft crash which occurred in the neighborhood surrounding the school property, the following should be considered:

- A liaison should be assigned to communicate with emergency response officials to maintain open lines of communication.
- Is it necessary to shelter-in-place?
- Are there outside activities or classes which need to be cancelled? Do students who are outside need to return to the building?
- Are there transportation considerations involving busses entering areas near the crash site?
- Are there student walkers who travel in the area of the crash site? Do they need to be transported to their residences or sheltered at the school until the situation has been stabilized?
- Were there injuries or deaths in the neighborhood where the crash occurred? Are the victims related to students?
- Do emergency responders need to use district facilities?



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 26, 2012	ALARMS; BOILER & FIRE RESET PROCEDURES
Revision Date:	Reference Number: 8 – B - 3

Purpose: To provide guidelines for district personnel in the event that the boiler or fire alarm needs to be reset after it has been determined that no emergency exists.

Background: District buildings are equipped with alarms which activate when a fire or smoke condition exists or the boiler fails. In most cases, when an alarm is activated, the head custodian or his/her designee will respond to determine the cause of the alarm, to meet with emergency responders and to reset the alarm system. Procedures outlined in this directive are to be followed in instances when the head custodian or his/her designee is not available to respond or their response time is delayed.

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Procedures: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: Fall 2000	ARMED PERSON HOSTAGE OR TERRORIST ACTIVITIES ON SCHOOL PREMISES
Revision Date: July 17, 2012	Reference Number: 8 – B - 4

**ARMED PERSON, HOSTAGE OR TERRORIST
ACTIVITIES ON SCHOOL PREMISES**

NOTIFICATION: First responsible person aware of event will contact the Main Office

PERSON RESPONSIBLE: Building Principal or his/her designee

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: Adult in the room/office

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Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: Superintendent of Schools

ACTION: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: July 17, 2012	ASSESSMENT OF A STUDENT WHO MAY BE A THREAT
Revision Date:	Reference Number: 8 - B - 5

Purpose: To provide guidelines for district personnel in making an assessment of a student who may be a threat.

Background: In most cases, after a person has committed a violent act it is often discovered that warning signs may have existed which may have predicted future behavior. This directive is designed to provide guidance in making an assessment of a potential threat. These guidelines are not to be construed as a total assessment of behavior and are provided as a guide for further assessment. The 10 questions listed below are for school personnel conducting the inquiry for the purpose of:

- Information gathering

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- To provide answers to key questions of a particular case
- To determine whether there is evidence to suggest movement toward violent action

The questions should focus on:

- Motivation for the behavior that brought the person being evaluated to official attention
- Communication about ideas and intentions
- Unusual interest in targeted violence
- Evidence of attack related behaviors and planning
- Mental condition
- Level of cognitive sophistication or organization to formulate and execute an attack plan
- Recent loss (including loss of status)
- Consistency between communications and behaviors
- Concern by others about the individual’s potential for harm
- Factors in the individual’s life and/or environment or situation that might increase or decrease the likelihood of attack

Taken together, the information learned from these questions – as gathered from the student and from corroborating sources (family members, friends, teachers, classmates, school and mental health records, etc.) – should provide evidence to answer the question of whether the student is moving on a path toward violent action. The information will assist in the development of a risk management plan for example; close monitoring of the student, family involvement and/or referral to appropriate agencies.

**Resource information from Center for Mental Health UCLA



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: Fall 2000	BOMB THREATS
Revision Date: July 17, 2012	Reference Number: 8 – B – 6

Purpose: To provide guidelines for district personnel in the event that a bomb threat is received or a suspicious package is located on school property.

Background: Response to a bomb threat is initiated upon the receipt of a threatening phone call, letter, e-mail, other electronically transmitted message, or an expressed threat by some other method that may present a risk of an imminent explosion or the discovery of a suspicious package on school property. A bomb threat, even if it is later determined to be a hoax, is a criminal act. While the vast

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majority of bomb threats are later determined to be hoaxes, when a bomb threat is first received, it should never be treated as false. There are three measures which may be taken either prior to or upon receipt of a bomb threat:

4. **Evacuation:** This is accomplished through following district and building evacuation procedures. The decision whether or not to evacuate is dependent upon information received in the threat and how credible that information is. While the decision regarding evacuation is the responsibility of the school district administration, emergency response personnel (law enforcement) can assist and consult with them to assist with their decision.
5. **Compartmentalization:** Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Compartmentalization can be achieved by issuing an order to **shelter-in-place** per district and building procedures. Variations of compartmentalization, such as moving certain segments of the school population based upon new or developing information, can also be an effective response.
6. **Pre-clearance:** Pre-clearance relies on anticipating a threat and is actually classified as a preventative measure and not a response. Pre-clearance can be utilized to avoid an evacuation of buildings if a threat is received.

Persons most likely to receive a threatening call should have a list of emergency agency telephone numbers available as well as telephone numbers of school officials to be contacted immediately. The New York State Police Bomb Threat Instruction Card has been placed next to telephones that are most likely to receive such calls. The bomb threat caller is the best source of information about a possible bomb and the utilization of the card will help provide information regarding questions to ask of the caller. If available, caller ID may assist in locating or identifying the caller.

Procedures:

- I. **Receiving Bomb Threats**
 1. **Written Threats:** Specific Procedures contained in Building-Level Plans
 2. **Telephone or Other Verbal Threats:** Specific Procedures contained in Building-Level Plans
 3. **Suspicious Packages:** Specific Procedures contained in Building-Level Plans
- II. **Responding to a Bomb Threat**

Specific Procedures contained in Building-Level Plans
- III. **Investigating Bomb Threats**

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As previously stated, the transmission of a bomb threat is a criminal act. An investigation will be conducted by school administrators and law enforcement officials. To properly conduct a thorough investigation, faculty, staff and students may need to be interviewed regarding the facts surrounding the bomb threat. Faculty and staff should take note of students who were absent or who were acting suspiciously prior to and during the time that the bomb threat was transmitted and when the subsequent actions took place.

IV. Pre-clearance Procedures

Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 2012	BUS ACCIDENT
Revision Date:	Reference Number: 8 – B - 7

Purpose: To provide guidelines in the event of an accident involving a district-owned school bus.

Background: These procedures are for use by bus drivers, school staff and administrators when a school bus accident occurs. There are a number of medical, legal and logistical obligations involving a bus accident. The first priority after an accident occurs is attending to any injured passengers in the vehicles involved. In most

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cases, the accident needs to be reported to law enforcement so that an accident investigation can be conducted and a report filed. The areas to be addressed in this directive include:

- Actions to be taken immediately following a bus accident
- Reports and documentation required
- Conducting the investigation
- Release of students

It is important to remember that an accident scene must not be disturbed. If at all possible, students should remain where seated at the time of the accident as law enforcement personnel will need this information. This means that unless approved by law enforcement personnel, no one should remove, move or tamper with items that are at the scene.

Procedures:

I. Driver/ Monitor Responsibilities After a Bus Accident:

1. Secure the bus and guard against further injury to passengers
2. Account for all passengers and quickly ascertain the existence of or extent of any injuries to all parties to the best of his/her ability.
3. The driver of a bus/monitor involved in an accident will immediately contact 911 if injuries exist and the Terminal Manager at Birnie Bus, Dave Hildebrand, to advise them of the situation. The following information should be provided to the Transportation Department:
 - The exact location of the accident,
 - The number of vehicles involved,
 - Approximately how many people are injured,
 - How serious the injuries are, and,
 - What grade level of students are on the bus (age range).
 - Whether or not anyone else was involved.
2. Assist those injured until emergency personnel arrive.
3. In the event of an accident involving a bus that is not carrying students, the bus driver will contact the Birnie Bus Terminal Manager to advise him/her that there has been an accident. The Transportation Director will be notified and it will be his/her decision as to the level of response required.

II. Birnie Bus Terminal Manager Responsibilities: Upon being notified by a bus driver that there has been an accident, Transportation Department personnel will:

1. Determine the level of emergency by asking the following questions:
 - What happened?
 - Where did the accident occur (specific location)?
 - Are there injuries?
 - Has 911 been called?
 - What are the grade levels of the students who are involved?

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2. If not done, call the Otsego County Emergency Services “911” center.
3. Respond to the location of the accident if necessary.
4. Advise the District Office of the accident. The District Office will notify the appropriate principal(s) and school nurse(s).
5. Prepare to send two busses to the accident scene when directed to do so by the Director of Transportation.

III. The Building Principal Responsibilities: The respective building principal will:

1. Immediately send a School Nurse, Building Principal and/or any other personnel who may be of assistance to the location of the accident. The aforementioned people should travel in as few vehicles as possible so that there will not be too many personal vehicles at the accident scene. The responding people should take appropriate note-taking materials in order to document the scene.
2. As needed, notify members of the District Safety Committee and advise them where to assemble.
3. Remain in contact with the Bus Terminal Director or other district personnel at the accident scene to determine if additional resources are needed at the scene.
4. Designate district personnel to make phone calls to parents or guardians informing them of the accident, their child’s location and, if needed, where and when they may pick them up. In the event that a parent or guardian is unable to pick up their child, the district will make arrangements to transport them home. No one should speculate or provide information which they are not sure of. Parents should be asked not to go to the accident scene unless a site nearby has been chosen as an area to pick up students. In response to calls to the district regarding accident information, the caller’s name, their child’s name and their phone number will be taken. They will be advised that the district is presently working on the situation and someone will call them back when more information is obtained.
5. Prepare a press release with available information that may be released. If necessary, regular progress reports should be prepared and sent to the media as the incident response and subsequent actions take place. The cause of the accident will not be given out and people will be told that the accident is under investigation. In most cases, the investigating law enforcement agency will provide information to the media regarding the cause of the accident and the results of their investigation.

IV. Investigating the Accident: The investigation into the cause of the accident will be the responsibility of law enforcement. The district may need to conduct its own investigation regarding the cause and the events that lead up to the accident. In light of this, it may be necessary to interview student passengers, the bus driver and other people who may have witnessed the accident. The district offices and the Transportation Director will oversee the district’s

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investigation and provide assistance to law enforcement throughout their investigation. The Director of Transportation will maintain a file containing all pertinent information, including the student interview sheets. It is recommended that a parent is present with the student during the interview. In order to protect the privacy of those involved in the accident, no information regarding the accident should be released without the approval of the School Superintendent or his/her designee.

- V. **Sheltering of Students:** Although they may be required to remain at the scene until released by emergency medical personnel or law enforcement officials, student passengers should be removed from the accident scene as soon as possible. Students who have been approved to leave the scene may be transported to their residence, to their school (depending upon the time of day) or to a temporary shelter (refer to after-hour sheltering procedures).

- VI. **Release of Students:** Prior to student release, an assessment form should be completed for each student to document their physical and emotional condition. A student assessment form is located in the Bus Accident Packet. This assessment form may be completed at the scene of the accident, at the temporary shelter or at the child’s school. Parents/and/or guardians will sign a student release form prior to leaving with their child. See the Sheltering and Release procedures for specific guidelines regarding the release of students who are being sheltered.



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: Fall 2000	CHILD ABDUCTION
Revision Date:	Reference Number: 8 – B – 8

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July 17, 2012	
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NOTIFICATION: Local Law Enforcement (CALL 9-9-911)

PERSON RESPONSIBLE: **Any staff member who witnesses suspected abduction/abductor**

ON PLAYGROUND:

ACTION: Specific Procedures contained in Building-Level Plans

IN CLASSROOM: Specific Procedures contained in Building-Level Plans

I.

PERSON RESPONSIBLE: **Principal**

ACTION: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

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Issue Date: September 29, 2012	CIVIL DISOBEDIENCE AND/OR STUDENT DISORDER
Revision Date:	Reference Number: 8 - B - 9

PRELIMINARY INDICATORS OF TROUBLE

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

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION: Specific Procedures contained in Building-Level Plans

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ONEONTA CITY SCHOOL
 DISTRICT

Issue Date: September 29, 2012	CLOSING SCHOOL OFF SITE (ONEONTA CITY SCHOOLS REMAIN IN SESSION (IE. BOCES))
Revision Date:	Reference Number: 8 - B - 10

PERSON RESPONSIBLE: PERSON TAKING THE CALL

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: OFFICIAL IN CHARGE

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: DIRECTOR OF TRANSPORTATION

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: BUILDING PRINCIPAL

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: TRANSPORTATION DIRECTOR

ACTION: Specific Procedures contained in Building-Level Plans

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ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	CRIME SCENE MANAGEMENT
Revision Date:	Reference Number: 8 – B - 11

Purpose: To provide guidelines for district personnel in managing a crime scene on school property.

Background: In July, 2000, Project SAVE (Safe Schools Against Violence in Education) legislation was enacted. SAVE requires schools to develop policies and procedures for securing and restricting access to a crime scene in order to preserve evidence in cases of violent crimes which occur on school property. Crime scenes often contain information which is critical to identifying a perpetrator and subsequently obtaining a conviction in court.

Procedures: Refer to the attached literature provided by the New York State Police regarding crime scene preservation. **(Found at: www.troopers.ny.gov)**

CRIME SCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER - CRIME SCENE

School Crime Scene Management

Evidence is very important in criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. These professionals are called crime scene technicians.

If you ask a crime scene technician to name the biggest problem that they encounter on the job, you will consistently hear – crime scene contamination.

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.

Since school employees will be first at a school crime scene, the State Police recommend that a person from the school staff be designated to manage the crime scene prior to police arrival.

The following pamphlet outlines an easily retainable acronym designed to assist responding school personnel in managing a school crime scene.



Respond
Evaluate
Secure
Protect
Observe
Notify
Document

Respond . . .

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate . . .

- Evaluate the severity of the situation. Is the

crime/incident in progress or not? School Emergency Response Team should be calling 9-1-1 if appropriate.

- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure . . .

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Police will adjust the perimeter if they need to.

Protect . . .

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

Observe . . .

- Write down your observations - These notes

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will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.

- Record detailed information - don't rely on your memory.

Notify . . .



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

Document . . .

- Take good notes - Such as: time, date, people at scene, weather, doors open or closed, lights on or off and position of furniture.

- Be prepared to provide your notes and information to police.

ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	DEATH OR SERIOUS INJURY OF A STUDENT OR EMPLOYEE DURING SCHOOL HOURS
Revision Date:	Reference Number: 8 - B - 12

PERSON RESPONSIBLE:

PRINCIPAL / HIS OR HER DESIGNEE

ACTION:

Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	EARTHQUAKE
Revision Date:	Reference Number: 8 - B - 13

NOTIFICATION: ADVANCE WARNING UNLIKELY

PERSON RESPONSIBLE: **TEACHERS AND STAFF**

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: SUPERINTENDENT AND PRINCIPALS

ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: **MAINTENANCE OR CUSTODIAL STAFF**

ACTION: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: October 2012	FIELD TRIP PROCEDURES
Revision Date:	Reference Number: 8 - B - 14

- PERSON RESPONSIBLE: TEACHER
ACTION: Specific Procedures contained in Building-Level Plans
- PERSON RESPONSIBLE: BUS DRIVER
ACTION: Specific Procedures contained in Building-Level Plans
- PERSON RESPONSIBLE: TERMINAL MANAGER
ACTION: Specific Procedures contained in Building-Level Plans
- PERSON RESPONSIBLE: TEACHER
ACTION: Specific Procedures contained in Building-Level Plans
- PERSON RESPONSIBLE: BUILDING PRINCIPAL
ACTION: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	FOOD POISONING OR OTHER MASS ILLNESS
Revision Date:	Reference Number: 8 - B - 15

Purpose: To provide guidelines for district personnel in the event that food poisoning or mass illness occurs on the campus. This procedure should be followed if suspected contamination of food or water occurs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies (water treatment facility as identified by police or fire personnel). Indicators of contamination may include unusual odor, color, taste, or multiple people with unexplained nausea, vomiting, or other illnesses.

Procedures:

- I. **Food Poisoning:** The following are emergency procedures which should be followed in the event of possible food poisoning occurs:
Specific Procedures contained in Building-Level Plans

- II. **Mass Illness:** The following are emergency procedures which should be followed in the event of a mass illness of students and/or staff while school is in session: A mass illness occurs when several people are exhibiting similar symptoms or physical distress.
Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	HAZARDOUS MATERIAL SPILL
Revision Date:	Reference Number: 8 - B - 16

Purpose: To provide guidelines for district personnel in the event of a hazardous material spill that occurs inside a building or outdoors, on or near school property.

Background: A hazardous material release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Potential chemical threats within or adjacent to schools include the discharge of chemicals in a school laboratory and a train derailment or overturned truck that contains hazardous materials. Three possible scenarios which involve the release of hazardous materials to be addressed are:

7. Hazardous materials released inside a building,
8. An outdoor release of hazardous materials on school property, and,
9. An outdoor release or threat of release of hazardous materials in the area surrounding district property.

Chemical exposure information: In the event that information regarding a specific chemical is needed, 3E Company may be contacted (see accompanying page for contact information).

Procedures:

- I. **Hazardous Material Release; Inside A Building:**
Specific Procedures contained in Building-Level Plans

- II. **Outdoor Release of Hazardous Materials; On School Property:**
Specific Procedures contained in Building-Level Plans

- III. **Outdoor Release Or Threat Of Release Of Hazardous Materials; Areas Surrounding District Property:**

1. Considering the proximity of Riverside Elementary School to Interstate 88, as well as Riverside's and Valleyview Elementary School's proximity to the railroad that traverses this district there is certainly risk of a hazardous material concern. In a majority of incidents involving the release or potential for release of hazardous materials in areas surrounding school property, emergency response agencies will be activated. This may include the City of Oneonta Fire and Rescue Department, the City of Oneonta Police Department, and the Otsego County Emergency Management personnel. The Superintendent of Schools or his/her designee will act as a liaison with these outside agencies. In accordance with incident command and NIMS (National Incident Management System) guidelines, a representative from the school district may be requested to respond the command post established by responding emergency professionals.

Additional Specific Procedures contained in Building-Level Plans

CHEMICAL:
SPILLS - EXPOSURES - POISONINGS

M S D S

MATERIAL SAFETY DATA SHEETS

Contact 3E Company
24HRS/DAY - 7DAYS/WEEK

1-800-451-8346

Info you should have when calling:

- Product name & number
- Manufacturer name
- UPC code (if available)



3E COMPANY

*YOUR ALLIANCE
FOR
COMPLIANCE*



safety-kleen®

1935 Aston Avenue, Carlsbad, CA 92008
Telephone: 760-602-8700
Fax: 760-602-8888



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	SERIOUS INJURY OF AN ATHLETE DURING PRACTICE OR ATHLETIC EVENT
Revision Date:	Reference Number: 8 - B - 17

Purpose: To provide guidelines for district personnel in the event that an athlete is seriously injured during a school athletic competition.

Background: Minor injuries to athletes during practice or competition are common occurrences which are addressed by coaches when they occur. When an athlete is injured during a practice or competition and the injuries appear to be serious in nature, specific procedures must be created to facilitate the emergency medical care of the injured athlete, to provide for notification of appropriate persons and for the release of information to the public and media.

Procedures:

- I. **Serious Injury of an Athlete**
Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	RADIOLOGICAL EMERGENCIES
Revision Date:	Reference Number: 8 - B - 18

NOTIFICATION: THERE ARE TWO TYPES OF RADIOLOGICAL EMERGENCIES, WHICH MIGHT IMPACT ONEONTA CITY SCHOOLS. THE FIRST IS A SPILL OR LEAK OF RADIOACTIVE MATERIALS BEING TRANSPORTED THROUGH THE AREA. THE SECOND IS THE POTENTIAL FOR NUCLEAR ATTACK. IN EITHER CASE, AN ALERT WILL BE PROVIDED THROUGH OUR STATE AND/OR LOCAL FIRE AND/OR LAW PROFESSIONALS.

PERSON RESPONSIBLE: SINCE SUCH A NOTIFICATION WILL MOST LIKELY BE MADE TO DISTRICT PERSONELL THE PERSON RESPONSIBLE FOR DISSEMINATION OF THIS INFORMATION IS THE DISTRICT MEMBER RECEIVING THE INFORMATION
ACTION: Specific Procedures contained in Building-Level Plans

PERSON RESPONSIBLE: BUILDING PRINCIPALS
ACTION: Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 2012	SHELTERING AND RELEASE OF STUDENTS UNDER EMERGENCY CONDITIONS (AFTER HOURS)
Revision Date:	Reference Number: 8 - B - 19

Purpose: To provide guidelines for district personnel in the event that students must be sheltered in school facilities after normal school hours and for releasing students under emergency conditions.

Background: There may be occasions when an emergency occurs or there is a disruption of transportation services which necessitates the sheltering of students and staff in school buildings after normal school hours. In some instances there may be assistance available from the federal, state or county government or agencies such as the Red Cross if sheltering is the result of a disaster. Literature regarding disaster feeding has been attached to this directive.

Procedures:

I. Emergency Sheltering After School Hours:

Specific Procedures contained in Building-Level Plans

II. Release of Students Under Emergency Conditions:

Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 2012	SUICIDE OR SUICIDE ATTEMPT IN SCHOOL DURING REGULAR HOURS
Revision Date:	Reference Number: 8 - B - 20

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Purpose: To provide guidelines for district personnel in the event that a student or staff member commits suicide, or threatens or attempts to commit suicide on school premises during regular school hours.

Background:

Definition: *Suicide is the act of deliberately taking one's own life. Suicidal behavior is any deliberate action with potentially life-threatening consequences, such as taking a drug overdose, deliberately crashing a car, etc.*

Causes: *Suicidal behaviors can accompany many emotional disturbances, including depression, bipolar disorder, and schizophrenia. More than 90% of all suicides are related to a mood disorder or other psychiatric illness.*

Suicidal behaviors often occur in response to a situation that the person views as overwhelming, such as social isolation, death of a loved one, emotional trauma, serious physical illness, aging, unemployment or financial problems, guilty feelings, or dependence on alcohol or another drug.

In the U.S., suicide accounts for about 1% of all deaths each year. The elderly have the highest rate of suicide, but there has been a steady increase among adolescents. Suicide is now the third leading cause of death for 15- to 19-year-olds, after accidents and homicide.

Suicide attempts that do not result in death far outnumber completed suicides. Many unsuccessful suicide attempts are carried out in a manner that makes rescue possible. These attempts often represent a desperate cry for help

The method of suicide can be relatively nonviolent (such as poisoning or overdose) or violent (such as shooting oneself). Males are more likely to choose violent methods, which probably accounts for the fact that suicide attempts by males are more likely to be completed.

Relatives of people who seriously attempt or complete suicide often blame themselves or become extremely angry, seeing the attempt or act as selfish. However, when people are suicidal, they often mistakenly believe that they are doing their friends and relatives a favor by taking themselves out of the world. These irrational beliefs often drive their behavior.

Symptoms: *The following are just a few of the possible warning signs of a person who may be contemplating suicide:*

Early signs:

- *Depression*
- *Statements or expressions of guilt feelings*
- *Tension or anxiety*
- *Nervousness*
- *Impulsiveness*

Critical signs:

- *Sudden change in behavior, especially calmness after a period of anxiety*
- *Giving away belongings, attempts to "get one's affairs in order"*
- *Direct or indirect threats to commit suicide*
- *Direct attempts to commit suicide*

Intervention

Suicide attempts and threats should **always** be taken seriously. About one-third of people who attempt suicide will repeat the attempt within 1 year, and about 10% of those who threaten or attempt suicide eventually do kill themselves. Mental health care should be sought immediately. Dismissing the person's behavior as attention-seeking can have devastating consequences.

A person who threatens or attempts suicide must be evaluated immediately by a mental health professional. **A suicide threat or attempt should never be ignored.**

Prevention: Many people who attempt suicide talk about it before making the attempt. Sometimes, simply talking to a sympathetic, nonjudgmental listener is enough to prevent the person from attempting suicide.

Source: Paul Ballas, D.O., Department of Psychiatry, Thomas Jefferson University Hospital, Philadelphia, PA. Review provided by VeriMed Healthcare Network. 11/15/2010
US National Library of Medicine and the National Institute of Health
<http://www.nlm.nih.gov/medlineplus/ency/article/001554.htm>

Legal Background: NYS Mental Hygiene Law Section 9.41 states that when a person is deemed to be exhibiting behavior that is harmful to themselves or others, a Police Officer may take that person to a hospital for immediate observation, care and treatment. This means that when a person who exhibits suicidal or homicidal tendencies will not go willingly they may be taken into police custody and transported to a treatment center.

Procedures:

- V. **Suicide Threat:**
Specific Procedures contained in Building-Level Plans

- vi. **Suicide or Suicide Attempt:**
Specific Procedures contained in Building-Level Plans

- vii. **Postvention, Recovery and Critique:**
Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: October 2012	UTILITY SERVICE INTERRUPTIONS (GAS, ELECTRIC AND WATER)
Revision Date:	Reference Number: 8 – B - 21

Purpose: To provide guidelines for district personnel during times when utility services are interrupted or in the event of a gas leak or fallen power lines.

Background: During times of extreme weather conditions there is a potential for interruption of utility services or for downed power lines, a gas leak or the loss of water to the school buildings. It may be possible for the district to operate under conditions of limited utility service interruption, however, a loss of utilities may also require an emergency closing of school until service can be restored. In the case of power loss, the Oneonta City School District does not have back-up generators. However, all district schools have battery-powered emergency lights. If electrical wires are downed or a gas leak is suspected, extreme caution should be used.

Natural Gas Properties:

Non-toxic – Natural gas is not poisonous. It is not harmful to breathe except if present in sufficient quantities to displace the normal air concentration and cause suffocation due to oxygen deficiency.

Lighter Than Air – Natural gas is only a little over half as heavy as air and it will rise if not confined.

Easy to Ignite – Almost any tiny spark is sufficient to ignite a combustible mixture. A combustible mixture almost always exists somewhere in the vicinity of a leak and may be as low as 5% of gas in air.

Procedures:

- viii. **Downed Power Lines:**
Specific Procedures contained in Building-Level Plans

- ix. **Gas Leak or Gas Line Break:**
Specific Procedures contained in Building-Level Plans

- x. **Power Outage or Brownout:**
Specific Procedures contained in Building-Level Plans

- XI. **Water Main Break:**
Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date:
Fall 2000

WEATHER RELATED EMERGENCIES

Revision Date:
July 17, 2012

Reference Number: 8 - B - 22

Purpose: To provide guidelines for district personnel in the event of a weather related emergency.

Background: The Oneonta City School District is geographically located in northern foothills of the Catskill Mountains in central New York State. Accordingly, there are a number of potential weather related situations which may occur including; flash flooding, flooding, severe thunder and lightning storms, heavy winds, snowstorms and ice conditions. The risk of tornadoes also exists. It is important that emergency planning includes these potential weather-related threats so that provisions are made in the event that weather related emergencies occur while school is in session.

Definitions:

WEATHER EVENT	WATCH	WARNING
SEVERE THUNDERSTORM	Severe thunderstorms are possible in the area.	A severe thunderstorm is imminent or has been indicated by Doppler RADAR or reported by storm spotters.
TORNADO	Tornadoes are possible in the area. Remain alert for approaching storms.	A tornado is imminent or has been indicated by Doppler RADAR or reported by storm spotters.
FLASH FLOOD OR FLOOD	Flash flooding or flooding is possible in the area.	Flash flooding or flooding is occurring or is imminent.
WINTER STORM	Hazardous winter weather conditions, such as heavy snow and/or ice are possible.	Hazardous winter weather conditions are forecast to occur within 12 hours or are about to begin.
HURRICANE OR TYPHOON	Hurricane/Typhoon conditions are possible in the area of the watch.	Hurricane/typhoon conditions are expected in the area, usually within 24 hours.

Source - NOAA Weather Radio {<http://www.stormready.noaa.gov/awareness.htm>}

Procedures:

I. Emergency Weather Notification:

Specific Procedures contained in Building-Level Plans

I. Flooding and Flash Flooding:

Specific Procedures contained in Building-Level Plans

II. Tornado, Severe Windstorm and Thunderstorm:

Specific Procedures contained in Building-Level Plans

III. Winter Storm:

Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: October 2012	FIRES AND DRILLS
Revision Date:	Reference Number: 8 - B - 23

Purpose: To provide guidelines for district personnel for responding to a fire in a building and properly conducting a fire drill.

Background: If a fire is discovered on school grounds, a quick response is critical to prevent injuries and property damage. Pursuant to New York State Education Law Section 807 (see below), each building within the Oneonta City School District must perform a specific number of fire drills to ensure that students, faculty and staff are prepared to respond if an actual fire occurs on school grounds during the school day. During a fire or fire drill, procedures will be similar to the Evacuation Procedures which can be located under the Immediate Response Procedures section. The procedures contained in this directive are guidelines which address a specific type of incident and can be included in an evacuation type response.

New York State Education Law Section 807; Fire Drills.

Procedures:

I. Fire Drills
Specific Procedures contained in Building-Level Plans

II. Fire or Explosion
Specific Procedures contained in Building-Level Plans



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: October 2012	ASSESSING THREATS OF VIOLENCE
Revision Date:	

Purpose: The following procedures are provided as guidelines for the prevention of target acts of violence. These are only guidelines and an appropriate course of action will be determined based upon all of the circumstances surrounding a potential threat.

Background: All threats made against individuals or groups must be taken seriously and investigated to determine whether or not they pose a real danger to students or staff. All threats received must be assessed and managed in consideration of the circumstances surrounding the threat. These circumstances may include; the nature or motivation behind the threat, the type of threat, the specificity of the threat and the background of the student making the threat.

- I. **Types of Threats** – In general, the more direct and detailed a threat is, the more serious the risk of its being acted upon. Threats of violence can generally be classified into the following categories:
 - 1. **Direct** – A direct threat identifies a specific act against a specific target and is delivered in a straightforward, clear and explicit manner.
 - 2. **Indirect** – Indirect threats tend to be vague, unclear and ambiguous. The threat may not include a specific plan, intended victim, motivation or other important aspects of the possible violent act.

3. **Veiled** – A veiled threat implies but does not explicitly threaten violence. The potential victim feels that they may be in danger but does not have specific details regarding the threat.
4. **Conditional** – A conditional threat is usually based upon a specific demand or circumstances. The person making the threat may state that if certain conditions exist, the violent act will occur.

II. **Threat / Risk Levels** - Threats will fall into one of three levels of risk:

1. **Low Level of Threat** – This level poses a minimal level of risk to the victim and public safety. The threat is vague, indirect, inconsistent, implausible or lacking in detail. The threat may also lack realism or the content of the threat suggests that the person is unlikely to carry it out.
2. **Medium Level of Threat** – While this threat could be carried out, it may not appear entirely realistic. The wording of the threat may be more direct and include more details when compared to a low level threat. The person making the threat demonstrates that they have actually given some thought as to how the violent act will be carried out and they may provide more specific details as to a location, time and reasons behind the threat. This level of threat may have some details but there is no indication that the person making the threat has taken steps to prepare for the violent act.
3. **High Level of Threat** – A threat that appears to pose an imminent and serious danger to the safety of others will be considered to be a high threat level. This includes direct, specific and plausible information and there are indications that steps have been taken towards carrying out the threat.

III. **FBI Threat Assessment Model** – When conducting a threat assessment, there are a number of factors to consider. A properly done threat assessment includes the examination of all relevant information including; the student's personal history, relationships at home and school, recent life events, resiliency and coping style. To provide general guidelines for threat assessment, the Federal Bureau of Investigation has developed a Four-Pronged Assessment Model that examines:

1. **Personality of the Student:**
 - **Behavioral Characteristics**
 - Capacity to cope with stress and conflicts
 - Ways of dealing with anger, humiliation, sadness or disappointment
 - Level of resiliency related to failure, criticism or other negative experiences
 - Response to rules and authority
 - Need for control
 - Capacity for emotional empathy or respect for others
 - Sense of self-importance compared to others (superiority/inferiority)
 - **Personality Traits**
 - Tolerance for frustration
 - Coping skills
 - Focus on perceived injustices
 - Signs of depression or other mental illness
 - Self-perceptions (narcissism/insecurity)
 - Need for attention
 - Focus of blame (internalizes/externalizes)

2. School Dynamics (actual or the student's perception):
 - Student's attachment to school
 - Tolerance for disrespectful behavior
 - Approach to discipline (equitable/arbitrary)
 - Flexibility/inclusiveness of culture
 - Pecking order among students
 - Code of silence
 - Supervision of computer access
3. Social Dynamics:
 - Peer group relationships and culture
 - Use of drugs and alcohol
 - Media entertainment, technology
 - Level and focus of outside interests
 - Potential copycat effect of past incidents
4. Family Dynamics:
 - Parent-child relationship
 - Attitudes toward pathological behavior
 - Access to weapons
 - Sense of connectedness/intimacy
 - Attitude toward/enforcement of parental authority
 - Monitoring of TV, video games or Internet usage

IV. Creating a Climate of Trust: Studies have shown that in most cases of school violence, students often know of potential problems well in advance of adults. *In light of this, it is important to create a climate of trust where students will feel comfortable telling a trusted adult about concerns they have regarding potential violent acts.* There should be a common understanding of the following:

- Violence prevention is everyone's responsibility
- The school has a threat assessment process in place
- All information received will be handled as discretely as possible
- Threats will be taken seriously

Procedures:

- I. **Threat Assessment Team:**
Specific Procedures contained in Building-Level Plans

- II. **Responsibilities of the Threat Assessment Team:**
Specific Procedures contained in Building-Level Plans

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

Dept. Of Education and United States Secret Service Threat Assessment Guidelines

Eleven Key Areas	
1.	What are the student's motive(s) and goals?
	What motivated the student to make the statement or take the actions that caused him/her to come to attention of faculty/staff?
	Does the situation or circumstances that led to these statements or actions still exist?
	Does the student have a major grievance or grudge? Against whom?
	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?
2.	Has the student shown inappropriate interest in any of the following?
	School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders)?
3.	Have there been any communications suggesting ideas or intent to attack?
	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?
	Have friends been alerted or warned to stay away?

4.	Has the student engaged in attack-related behaviors? These behaviors might include:
	Developing an attack idea or plan
	Making efforts to acquire or practice with weapons
	Casing or checking out possible sites and areas for an attack
	Rehearsing attacks or ambushes
5.	Is the student's conversation and "story" consistent with his or her actions?
	Does information from collateral interviews and from student's own behavior confirm or dispute what the student says is going on?
6.	Does the student have the capacity to carry out an act of targeted violence?
	How organized is the student's thinking and behavior?
	Does the student have the means (i.e. access to a weapon) to carry out an attack?
7.	Is the student experiencing hopelessness, desperation and/or despair?
	Is there information to suggest that the student is experiencing desperation and/or despair?
	Has the student experienced recent failure, loss and/or loss of status?
	Is the student known to be having difficulty coping with a stressful event?

	Is the student now, or has the student ever been suicidal or “accident prone”?
	Has the student engaged in behavior that suggests that he or she has considered ending their life?
8.	Does the student have a trusting relationship with at least one responsible adult?
	Does the student have at least one relationship with an adult where the student feels that he or 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 towards hope)
	Is the student emotionally connected to, or disconnected from other students?
	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?
9.	Are other people concerned about the student’s potential for violence?
	Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	Are those who know the student concerned about a specific target?
	Have those who know the student witnessed recent changes or escalations in mood and behavior?

10.	What circumstances might affect the likelihood of an attack?
	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?
	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.?)
11.	Does the student see violence as; an acceptable, desirable or the only way to solve problems?
	Does the setting around the student (friends, fellow students, parents, teachers, adults, etc.) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	Has the student been "dared" by others to engage in an act of violence?



ONEONTA CITY SCHOOL
DISTRICT

Issue Date: September 29, 2012	DISASTER RECOVERY / BUSINESS CONTINUITY PLAN
Revision Date:	Reference Number: 8-B-25

Purpose: To provide guidelines and procedures to be utilized in the event of a disaster that compromises the “administrative or business operations” of the district.

Background: For the purposes of this directive, a disaster is any event which compromises the Information Technology and data storage functions of the district. Disasters may include power outages, an accidental deletion of data, natural disasters (flooding, hurricanes, tornadoes, etc.), computer viruses or sabotage or a structure fire. Disaster planning can be complex and there is no level of advance planning that will address all risks or occurrences; however, proper planning will provide the foundation for recovery in the aftermath of a disaster. A well designed disaster prevention program will help to eliminate the occurrence of a disaster and/or mitigate the amount of recovery time necessary to regain function of critical information technology services.

A major part of a disaster recovery or business continuity plan is assessing potential risks or threats to the district and determining the impact of each threat to the data system or network. In assessing a potential threat to the data infrastructure of the district, two areas should be considered; probability and impact. The following diagram can assist in assessing potential threats:

Low Probability/ Low Impact	High Probability/ Low Impact
Low Probability/ High Impact	High Probability/ High Impact

Objectives: The Oneonta City School District recognizes the need for a comprehensive disaster recovery plan to be utilized in the event that an unexpected disaster which threatens or compromises records and data stored on the district information network. The following objectives will be addressed by this document:

1. To identify potential threats to the data and information network.

2. To identify prevention or mitigation techniques utilized by the district which will reduce the possibility that data or records will be permanently lost or unavailable for long periods of time.
3. Creation of a plan for duplication of records (backup of data).
4. To identify members of the Disaster Recovery Team.
5. To identify data and information this is critical for continued operation of the district in the event of a disaster.
6. To outline recovery procedures which will enable the district to avoid a severe disruption of services in the event that a disaster occurs.

Procedures:

- I. **Assessing Threats:** The following is a list of potential threats to the information network and their rating according to probability and impact:

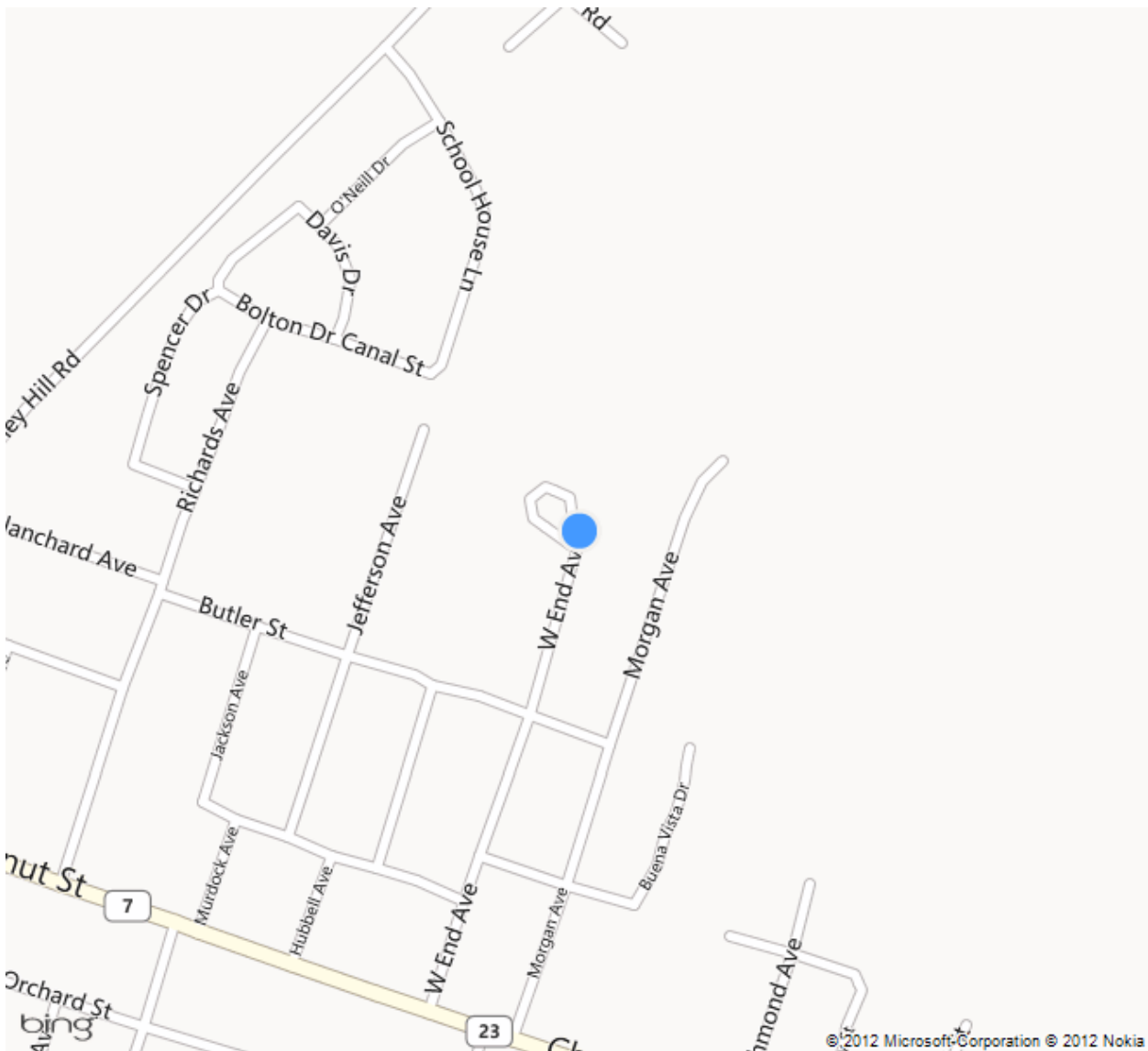
<u>Low Probability / Low Impact</u> Loss of non-essential data	<u>High Probability / Low Impact</u> Accidentally deleted individual files Severe Snowstorm or Blizzard
<u>Low Probability / High Impact</u> Flooding (on campus) Earthquake Tornado Terrorist Attack Loss of essential data	<u>High Probability / High Impact</u> Structure Fire Power Outage Hardware or Software Failure Malicious Activity or Sabotage Computer Virus Hacking (internal / external)

- II. **Prevention or Mitigation:**
Specific Procedures contained in Building-Level Plans
- III. **Data Storage and Backup:**
Specific Procedures contained in Building-Level Plans
- IV. **Disaster Recovery Team:**
Specific Procedures contained in Building-Level Plans
- V. **Critical Data and Information:**
Specific Procedures contained in Building-Level Plans
- VI. **Recovery Procedures:**
Specific Procedures contained in Building-Level Plans
- VII. **Compromise of Information System and Records or Data:**
Specific Procedures contained in Building-Level Plans

BUILDING FLOOR PLANS & Maps



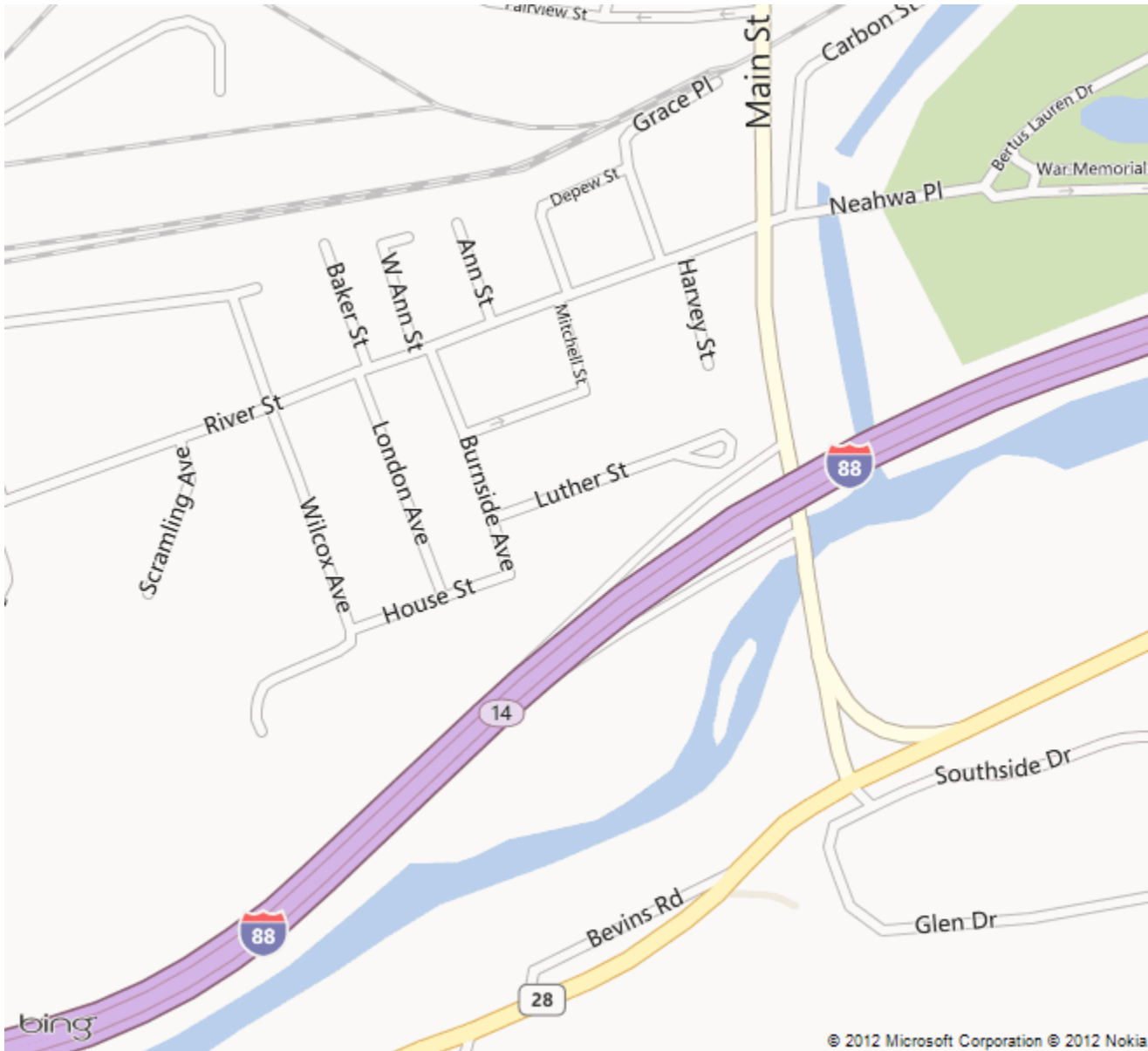
Vicinity Surrounding:
Greater Plains Elementary School
60 West End Avenue
Oneonta, NY. 13820



Greater Plains Elementary School – Floor Plan

Floor Plan contained in Building-Level Plans

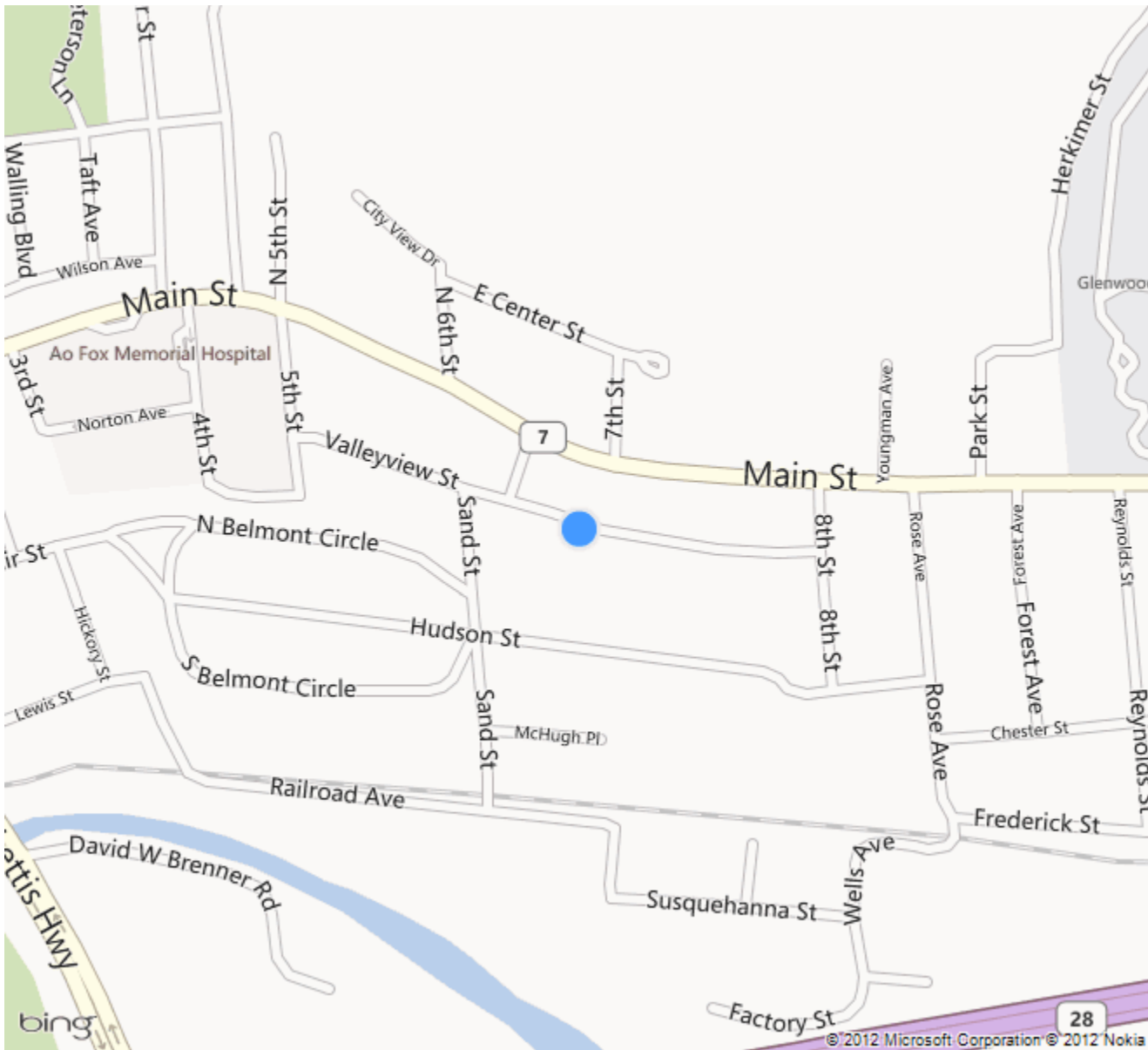
Vicinity Surrounding:
Riverside Elementary School
39 House Street
Oneonta, NY. 13820



Riverside Elementary School – Floor Plan

Floor Plan contained in Building-Level Plans

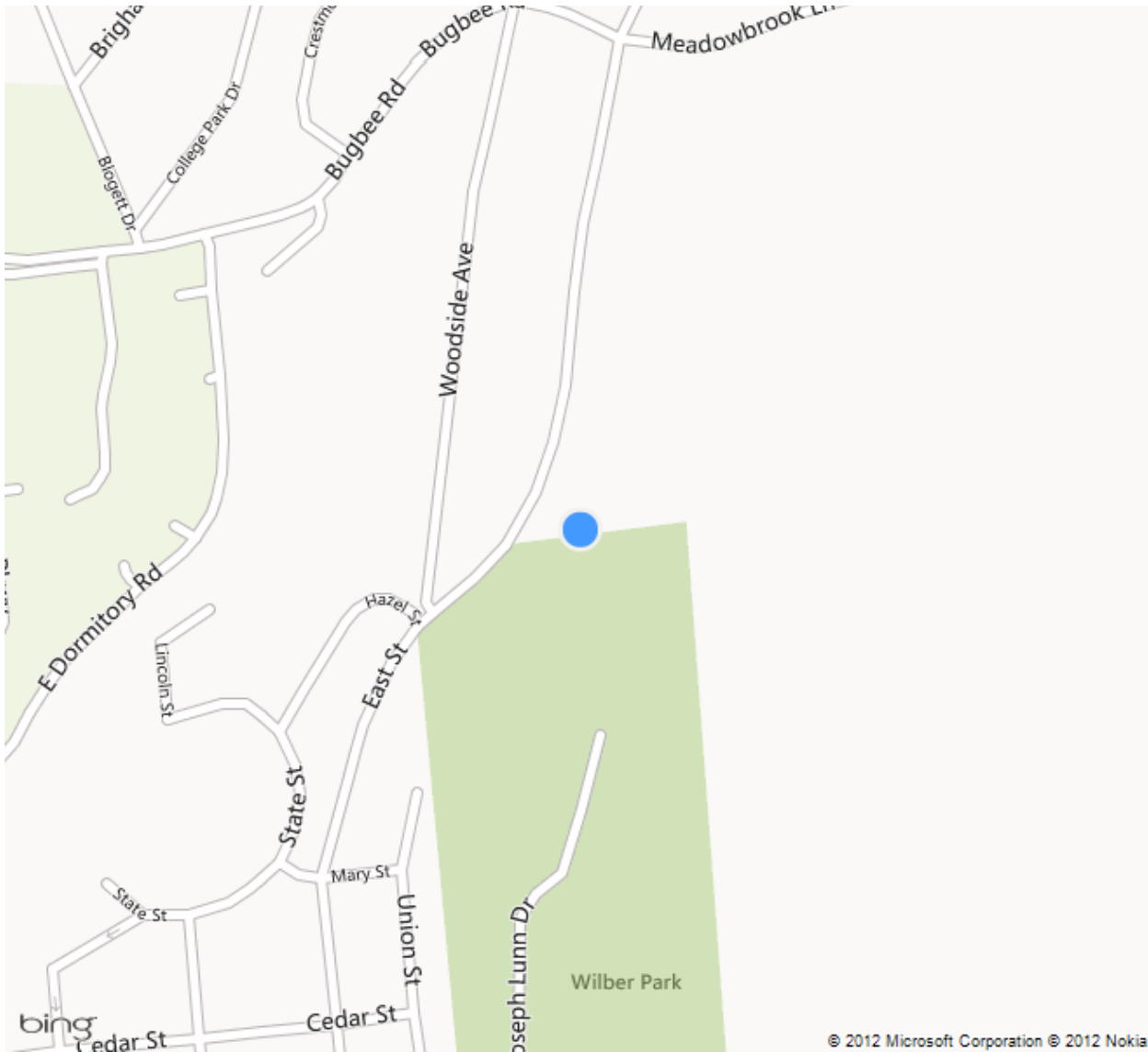
Vicinity Surrounding:
Valleyview Elementary School
40-46 Valleyview Street
Oneonta, NY. 13820



Valleyview Elementary School – Floor Plan

Floor Plan contained in Building-Level Plans

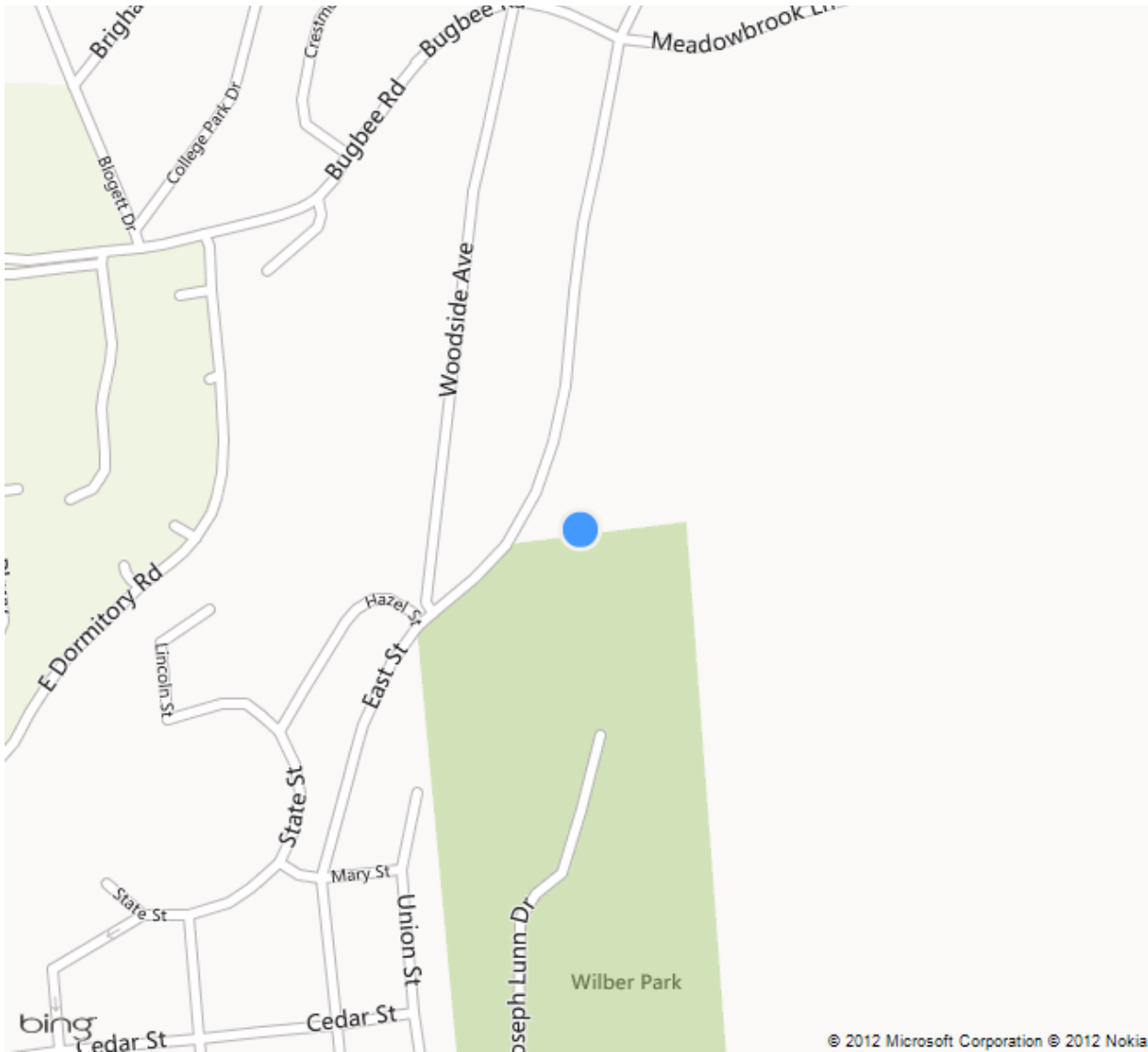
Vicinity Surrounding:
Oneonta Middle School
130 East End Avenue
Oneonta, NY. 13820



Oneonta Middle School – Floor Plan

Floor Plan contained in Building-Level Plans

Vicinity Surrounding:
Oneonta Sr. High School
130 East End Avenue
Oneonta, NY. 13820



Oneonta Sr. High School – Floor Plan

Floor Plan contained in Building-Level Plans

ONEONTA CITY SCHOOL DISTRICT EMERGENCY RESPONSE PLAN
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1. Reunification

Purpose

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

Actions

Designate Reunification Site

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

Pre-designated Reunification Sites

	Location	Address	Name and Phone Number
PRIMARY	Not for Public Review		
SECONDARY	Not for Public Review		

Oneonta City Schools Parent-Child Reunification Procedure

In an effort to address all hazard incidents, the Oneonta City School District (OCSD) has developed short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, OCSD will implement long-term procedures to consolidate resources and increase efficiency.

School Site Reunification: Short Term

- **Student Emergency/Medical Information**

All students are required to complete a Student Registration/Emergency Data Verification Form and have that on file in their respective school's health office. Student Registration/Emergency Data Verification Forms must be updated every school year, and the school should be notified of any changes of information on these forms as well as in eSchool student management system. Student Registration/Emergency Data Verification Forms will be sent home to parents/guardians in our annual August mailings. These forms should be collected as close to the first day of school as possible so that updated information may be uploaded into eSchool and the forms filed in our district health offices. Student Registration/Emergency Data Verification Forms should contain the following information:

- Parent/guardian/caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(es) related to the student

- **Parent-Child Reunification**

In the event that an emergency occurs on or near a school site, a flood of responding parents may interfere with the work of the first responders. As such, full coordination between the district fire and police agencies is paramount. Based on the situation, Fire and/or Law Enforcement will provide

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guidance relative to where the reunification location should be. Wherever that site is, school personnel should adhere to the following procedures required for releasing a student. School sites must work in conjunction with Police and Fire officials throughout the parent-child reunification process. The following procedures provide a general guideline for parent-child reunification throughout the OCSD. Each school site is responsible for adhering to the following three principals when implementing its reunification process: (1) a safe and secure check-in area for parents, (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

- **Preparation**

- At the start of the school year, each school should prepare an emergency bin containing copies of Student Registration/Emergency Data Verification Form, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.
- Emergency bins should be updated on a routine basis.

- **Reunification**

- School staff should set up two tables at the reunification site in a location deemed safe by the police and fire officials. One table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z. Each table will have two binders with all students' names and copies of the Student Registration/Emergency Data Verification Form. Each table must be clearly and adequately marked with the appropriate letters.
- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students' names in the appropriate binder and verify the parent or guardian name. *Only contacts listed on the Student Registration/Emergency Data Verification Form may pick up a child.* Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. Highlighting the students' name will indicate a parent or guardian has arrived to pick up the student.
- At the student assembly area, school staff will post signs with the letters A–Z. Signs should be pre-made and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A–Z).
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit.
- Upon exiting the school site, students need to remove their name tags and give them to school staff. School staff will use a sharpie marker to write one of the following codes on the students name tag:
 - M** – if the mother picked up the student

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F – if the father picked up the student

G – if the guardian picked up the student

GM – if the grandmother picked up the student

GF – if the grandfather picked up the student

O + NAME – if someone other than the above picked up the student

School staff should attach the student's name tag to the Student Registration/Emergency Data Verification Form and place them in a file for documentation, which is retained in a secure location.

- **Additional Information Regarding Students Age 18 and Older**

Students who are 18 years of age or older may legally leave the premises, but will be encouraged to stay until contact with a parent/guardian can be made. Students leaving without an adult must check out at the exit gate and school staff should mark an "18" on their name tag.

For accountability/tracking purposes, 18-year-olds should communicate their intended destination (e.g., home, grandparents' house, neighbor's house) for any adult who may come looking for them.

District-Wide Reunification: Long Term

The OCSD will continue to partner with off-campus facilities for the purpose of relocation.

The District-wide reunification process is designed to allow the OCSD to continue parent-child reunification procedures during extended hours and to consolidate resources and reunification sites.

Reunification

If appropriate, the OCSD in conjunction with Police and Fire officials will make the decision to implement the District-wide reunification process.

The OCSD will contact each individual school site to obtain situational awareness regarding the number of students remaining at the schools and the staff available to work at District reunification sites.

The OCSD will identify and coordinate transportation needs for each school site as well as the staffing needs for each reunification site.

School sites will continue the parent-child reunification process until transportation arrives to transfer students to the District reunification sites. Once students are safely transported to the district reunification sites, staff may be released from the school site, and the school will be closed.

School sites must post signs and clearly indicate the place to which students have been relocated.

Once the district reunification sites have been established, standard school site reunification procedures will begin as described above.

When deemed appropriate and safe, the re-unification site will be closed.

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.

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

11. Continuity of Operations Plan (COOP)

Purpose

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

Actions



ONEONTA CITY SCHOOL DISTRICT

Issue Date: September 29, 2012	DISASTER RECOVERY / BUSINESS CONTINUITY PLAN
Revision Date:	Reference Number: 8-B-25

Purpose: To provide guidelines and procedures to be utilized in the event of a disaster that compromises the “administrative or business operations” of the district.

Background: For the purposes of this directive, a disaster is any event which compromises the Information Technology and data storage functions of the district. Disasters may include power outages, an accidental deletion of data, natural disasters (flooding, hurricanes, tornadoes, etc.), computer viruses or sabotage or a structure fire. Disaster planning can be complex and there is no level of advance planning that will address all risks or occurrences; however, proper planning will provide the foundation for recovery in the aftermath of a disaster. A well designed disaster prevention program will help to eliminate the occurrence of a disaster and/or mitigate the amount of recovery time necessary to regain function of critical information technology services.

A major part of a disaster recovery or business continuity plan is assessing potential risks or threats to the district and determining the impact of each threat to the data system or network. In assessing a potential threat to the data infrastructure of the district, two areas should be considered; probability and impact. The following diagram can assist in assessing potential threats:

Low Probability/ Low Impact	High Probability/ Low Impact
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Low Probability/ High Impact	High Probability/ High Impact
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Objectives: The Oneonta City School District recognizes the need for a comprehensive disaster recovery plan to be utilized in the event that an unexpected disaster which threatens or compromises records and data stored on the district information network. The following objectives will be addressed by this document:

7. To identify potential threats to the data and information network.
8. To identify prevention or mitigation techniques utilized by the district which will reduce the possibility that data or records will be permanently lost or unavailable for long periods of time.
9. Creation of a plan for duplication of records (backup of data).
10. To identify members of the Disaster Recovery Team.
11. To identify data and information this is critical for continued operation of the district in the event of a disaster.
12. To outline recovery procedures which will enable the district to avoid a severe disruption of services in the event that a disaster occurs.

Procedures:

III. **Assessing Threats:** The following is a list of potential threats to the information network and their rating according to probability and impact:

<u>Low Probability / Low Impact</u> Loss of non-essential data	<u>High Probability / Low Impact</u> Accidentally deleted individual files Severe Snowstorm or Blizzard
<u>Low Probability / High Impact</u> Flooding (on campus) Earthquake Tornado Terrorist Attack Loss of essential data	<u>High Probability / High Impact</u> Structure Fire Power Outage Hardware or Software Failure Malicious Activity or Sabotage Computer Virus Hacking (internal / external)

IV. **Prevention or Mitigation:** In an effort to prevent the loss of data or records from the information network and/or reduce the impact of a disaster upon district operations, the following steps have been taken:

- All servers are in a centralized location behind locked doors.
- Server rooms are protected by an automatic fire alarm system.
- Limited authorized personnel allowed in server room.
- Separate cooling system installed in server room.
- Various passwords allow access to different servers.
- Limited number of personnel share passwords.
- Uninterrupted Power Supply has been installed inside server room.

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- All equipment is connected to a back-up generator which will automatically power up in the event of a power loss.
- Anti-virus software is utilized on all district-owned computer equipment.
- A data storage and back-up system is in place.
- The district has a direct line to system support in the event of internal malfunctions.
- A firewall system is installed to mitigate external threats.
- Users of district computers must utilize a secure password.
- Separate networks are utilized for administrative use and are not accessible from student and faculty computers.

VI. Data Storage and Backup: The following is a data storage back-up plan of the district:

- ✓ Incremental back-up of all files occurs frequently.
- ✓ The data on the servers is backed up on two different off-site locations.
- ✓ Some data: eSchool, ClearTrack, and the district website all reside off-site.
- ✓ The first back-up is stored here in the district.
- ✓ The second back-up is stored at ONC BOCES.
- ✓ When system upgrades are applied, necessary information is backed-up and stored.
- ✓ Inactive records are stored in two district locations. These records are secure as only the district's Records Management Officer and one custodian have access to these locations.
- ✓ Through cooperation with the New York State Archives and grant writing, an inventory grant and a Microfilm Grant, shelving and microfilm records have created safe and secure storage locations.
- ✓ Payroll records with a retention of fifty-five years are duplicated and stored in two separate locations.

IV. Disaster Recovery Team: The district has established a close relationship with the South Central Regional Information Center and ONC BOCES who will assist with restoring our district back-ups and replacing servers in the event of a disaster.

V. Critical Data and Information: Information and records will be categorized in tiers as to the necessity of access. Information and data which must be given priority when a disaster occurs are:

- ✓ Business Office payroll records
- ✓ Student Information System

The second tier of priority is:

- ✓ Active Directory
- ✓ E-mail
- ✓ User files

All additional databases and servers are considered to be lower in priority and are included in subsequent tiers.

VI. Recovery Procedures: Low impact disasters as defined in this plan will be forwarded to the Director of Computer Services. The Director will then evaluate the severity of the data loss and take appropriate action.

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In the event of a disaster which compromises district information, data retrieval needs will be determined by the Director of Computer Services. Depending upon the severity of the disaster, the following steps may be taken to recover information and restore operations:

- Files that are corrupted or lost will be restored from the periodic backup.
- Vendors may be contacted for technical support.
- Emergency purchases of hardware may have to be made.
- Assistance from South Central Regional Information Center and ONC BOCES may be requested.
- Financial assistance may be applied for through emergency disaster recovery grants.

In the aftermath of a disaster, the Director of Computer Services Disaster Recovery Team will meet to evaluate the district's response and if needed, recommend necessary revisions to this plan.

- VII. Compromise of Information System and Records or Data:** If it is suspected that district data or records have been compromised and/or someone has gained access or has attempted to gain access to records, the following actions may be taken:
1. The Superintendent of Schools or his/her designee will make notification to those who may have been affected by the compromise of information.
 2. An appropriate law enforcement agency may be contacted for technical and/or legal assistance.

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

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

1. Active Shooter Threat

Purpose

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

Scope

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

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

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

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

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Incident Commander Actions

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

Staff Actions

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

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2. Bomb Threat

Purpose

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

Scope

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

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

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Staff Actions

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

Actions of Individual Receiving Bomb Threat

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

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Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

**Building – Administrative Staff
District Contact Information**

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Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Yelich, Joseph	Superintendent	433-8200	X-301	Y
Lishansky, Eileen	Clerical	433-8200	X-300	N
Johnson, Kevin	Instruction	433-8200	X-331	N
Gracy, Tim	Spec. Educ.	433-8200	X-320	N
Kraai, Frederick (Fritz)	Facilities	433-8200	8452580299	N

Transportation Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Bush, Peggy	Manager	433-8205	433-4795	N

External Contact Numbers (Non-Emergency)

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
State Police – Peter Grunder	Trooper	432-3211		Y
Sheriff – Rich Devlin	Sheriff	547-4271		N
Police – Douglass Brenner	Lieutenant	432-1113		Y
Fire Department – Pat Pidgeon	Chief	433-3480		Y
BOCES District Superintendent – Nick Savin	Superintendent	286-7715		N

Appendix B – Incident Command System (ICS)

COMMAND STAFF

Incident Commander

	Name	Title	Phone number
Primary	Thomas Brindley	Principal	607-433-8256
Alternate	Steven Havens	Security	607-287-5157
Alternate	Allan Hecox	Teacher	607-433-8243

Safety Officer

	Name	Title	Phone number
Primary	Steven Havens	Security	607-287-5157
Alternate	Allan Hecox	Teacher	607-433-8243
Alternate	Joseph Hughes	Athletic Director	607-433-8243 X303

Liaison Officer

	Name	Title	Phone number
Primary	Bill Hansen	Head Custodian	607-433-8243
Alternate	Allan Hecox	Teacher	607-433-8243

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Alternate	Joseph Hughes	Athletic Director	607-433-8243 X303
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Public Information Officer

	Name	Title	Phone number
Primary	Anne Wolstenholme	Assistant Principal	607-433-8243 X132
Alternate	Joseph Hughes	Athletic Director	607-433-8243 X303
Alternate	Kristin Szerszen	Psychologist	607-433-8243

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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. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

Emergency Response Team

Name	Title	Primary Contact #	Alternate Contact #
Contained in Specific Building Plans			

Post Incident Response Team

Name	Title	Primary Contact #	Alternate Contact #
Contained in Specific Building Plans			

Appendix D - Memoranda of Understanding (MOU)

NOT APPLICABLE

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Appendix G – Student/Staff/Guest with Special Needs

Student/Staff/Guest

Room #	# With Special Needs	Description of needs
		Contained in Building Specific Plans