

# **Building Level School Emergency Response Plan**

2017-2018 School Year

Revisions adopted September 13<sup>th</sup> 2017

Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively in the following manner during a lockdown:

- Do not allow anyone, under any circumstance, to leave your secured area.
- Do not answer or communicate through your door or classroom phone.
- Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
- Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
- Document and attend to any injuries to the best of your ability.
- Take attendance and include additions and missing students' last known location.
- Do not respond to Public Address (P.A.) system or other announcements.
- If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical forces or possibly deadly force to stop the intruder.
- Potential tactics include:
  - Moving about the room to lessen accuracy.
  - Throwing items (books, computers, phones, etc.) to create confusion.
  - Assaulting the shooter/intruder-use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder-FIGHT!
  - Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

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

## LOCKOUT

### **I. PURPOSE**

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

### **II. ACTIONS**

#### **A. Initiate Lockout**

- **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**
  - YOUR ATTENTION PLEASE.
  - THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.
  - ALL OUTDOOR ACTIVITIES ARE CONCELLED.
  - PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.

#### **B. Execute Lockout**

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is mad.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

## CRIME SCENE MANAGEMENT

## **I. PURPOSE**

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

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

## **II. ACTIONS**

### **Respond**

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

### **Evaluate**

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

### **Secure**

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

### **Protect**

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

### **Observe**

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

### **Notify**

- Call 911 if not already called or police are not on scene.

### **Document**

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

## **COMMUNICATIONS**

## **I. PURPOSE**

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

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

## **II. Types of Communications**

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

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

### **B. Internal Communications**

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

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

#### **1. Communication Between School Officials and Staff Members**

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

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Text-messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Application.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

## **2. Communication Between School Officials and Students**

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

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

## **C. External Communications**

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

### **1. Communication with Parents**

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose and its objectives.

### **Detailed response tactics should not be shared if they will impede the safe response to an incident.**

- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the school will:

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

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

## **2. Communication with the Media**

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information office and/or participate in a joint information effort to Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.

- Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.

- Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
- High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

**Pre-designated media sites**

	<b>Alternate Location</b>	<b>Address and description</b>
LOW IMPACT	Our Lady of Miraculous Medal	Straight Path, Wyandanch
HIGH IMPACT	1.) Wyandanch Library 2.) Wyandanch Youth Services	1.) Straight Path 2.) 20 Andrews Avenue

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with e Incident Commander or PIO.

**MEDICAL AND MENTAL HEALTH EMERGENCY ANNEX**

**I. PURPOSE**

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

**II. ACTIONS**

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

- Include instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assess staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- If the medical emergency warrants, include procedures on sharing and reporting formation about unusual situations.
- How to address the immediate, short-, and long-term counseling needs of students, staff and families.
- Where counselling and psychological first aid will be provided.
- Include a plan to have counselors available to assist students if necessary.

## **ACCOUNTING FOR ALL PERSONS**

### **I. PURPOSE**

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

### **II. ACTION**

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

- Include procedures on taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Develop procedures in the event a student, staff member, or guest cannot be relocated and how this missing person will be reported to the Incident Commander.
- Develop procedures for the dismissal of students if they have been relocated in the building.

## **FAMILY REUNIFICATION**

### **I. PURPOSE**

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

### **II. ACTIONS**

#### **A. Designate Reunification Site**

- Use the table below to designate Primary and Secondary Reunification sites. If pre-designated sites are not available or inadequate, consult and Incident Commander (police, fire or other emergency official), to determine the appropriate pre-designated relocation site(s).

**Pre-designated Reunification Sites**

	<b>Location</b>	<b>Address</b>	<b>Name and Phone Number</b>
PRIMARY	Our Lady of Miraculous Medal	1434 Straight Path	Father Bill Brisotti 631-643-7568
SECONDARY	1.) Wyandanch Library	1.) 14 So 20 <sup>th</sup> Street	1.) Sylvia Archibald 631-643-4848
	2.) Wyandanch Youth Svcs	2.) 20 Andrews Ave	2.) 631-643-5629

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

- Follow Evacuation procedures for transporting student to the reunification site(s) (See Evacuation Annex).
- Notify a contact person at the relocation site(s) to prepare for the arrival of students.
- Designate a Reunification Coordinator.
- Activate Annex(es) appropriate to respond to the situation.
- Designate a holding area for arriving students and staff away from waiting family members.
- Designate an adult report area for parents/guardians to sign-in and to check identification.
- Establish a student release area. Students will be escorted to meet their parent/guardian and sign out.

- Establish 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.
- Set up a media staging area away from the reunification site and notify the PIO of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to 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.
- Special needs students may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

## THREAT AND HAZARD SPECIFIC ANNEXES

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

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

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.

- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

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

## **ACTIVE SHOOTER**

### **I. 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.

### **II. 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 with the intent to cause physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

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

### **III. 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.

#### **A. 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:

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

#### **B. 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. Notification 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.

#### **1. 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 Communication Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.

- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Family Reunification Annexes.

## **2. 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 avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander Implement Accounting for All Persons and Family Reunification Annexes.

## **BOMB THREAT**

### **I. 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.

### **II. 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.

### **III. 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.

#### **A. 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
- Account for All Persons
- Family Reunification
- Communications

#### **B. 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.

##### **1. 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 Family Reunification Annexes.
- Determine whether school will be closed or remain open.

##### **2. 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 Family Reunification Annexes.

##### **3. 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.