Building Level School

Emergency Response Plan

Hannibal Central School District

2021-2022

Date of Acceptance

September 1, 2021

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The Basic Planning

1.   Introductory Materials

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.

Building Level Safety Team

Name	Title	Agency	Contact Information
Christopher Staats	Superintendent of Schools	HCSD	
Nancy Henner	Executive Director of Business Administration	HCSD	
Sasha Rasmussen	Assistant Principal, Fairley Elementry	HCSD	
Kathy Mahoney	Assistant Principal, High School/ Athletic Director	HCSD	
Wendy Brown	Assistant Principal, DMK	HCSD	
Jarrett Butchino	Director of Facilities	HCSD	
Chris Tynan	Director of Technology	HCSD	
Nancy Younglove	Director of Food Service	HCSD	
Rob Pakish	Director of	HCSD	

Name	Title	Agency	Contact Information
	Transportation		
Ed Brisson	School Security	HCSD	
Ross Spilman	Maintenance	HCSD	
Brittany Meier	Psychologist, Fairley Elementary	HCSD	
Tammy Kimpland	Nurse, DMK	HCSD	
Crystal Decker	Nurse, High School	HCSD	
Joe Thompson	Maintenance/CSEA Representative	HCSD	
Carl Emmons	Board of Education/Hannibal Fire	HCSD	
Greg Hilton	Board of Education	HCSD	
Dave Luddington	SRO/SPO, DMK	HCSD	
Michael Goudy	SRO/SPO, Fairley	HCSD	
Rose Donovan	Nurse, FES	HCSD	
Connie Wallis	Health and Safety	NYSIR	
Jack Mekeel	Health and Safety	Cayuga Onondaga BOCES	

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 listed 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

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 Distributed
Hannibal CSD	New York State Police	09/01/2021
Hannibal CSD	Oswego County Sheriff	09/01/2021
Hannibal CSD	Hannibal Fire Department	09/01/2021

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
Update	Jarrett Butchino	07/23/2021

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. 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.

Potential Threats to School

The threat/hazard assessment was completed on 2019-2020 School year.

Specific Annexes used to address the above listed threats/hazards can be found in the Threat and Hazard Specific Annexes section.

The following table was used to aid if assessing possible threats/hazards to Hannibal Central School District:

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	- Earthquakes - Tornadoes - Lightning - Severe wind - Hurricanes - Floods - Wildfires - Extreme temperatures - Landslides or mudslides - Winter precipitation - Wildlife
Technological Hazards:	- Explosions or accidental release of toxins from industrial plants - Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills - Hazardous materials releases from major highways or railroads - Radiological releases from nuclear power stations - Dam failure - Power failure - Water failure
Biological Hazards:	- Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis - Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* - Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	- Fire - Active shooters - Criminal threats or actions - Gang violence - Bomb threats - Domestic violence and abuse - Cyber attacks - Suicide

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 Hannibal Central School District 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 Hannibal Central School District ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the schools readiness to respond to incidents.

3.   Concept of Operations

The overall strategy of a Hannibal Central School District 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

Hannibal Central School District 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 Hannibal Central 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.

4.   Organization and Assignment of Responsibilities

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

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

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

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.

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 ER
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

Teaching Assistants

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

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

School Nurse/Health Assistant

Responsibilities include:

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

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

Principal's Secretary/Office Secretaries

Responsibilities include:

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

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

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

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

5.　　Direction, Control, and Coordination

To provide for effective direction, control and coordination of an incident, the Hannibal Central School District 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. Hannibal Central School District ICS is organized as follows:

Incident Commander (IC)
Directs Incident Management Activities

Primary: Christopher Staats
Alternate: Nancy Henner
Alternate: N/A

Public Information Officer (PIO)
Acts as liaison between school and public (including media)

Primary: Christopher Staats
Alternate: Nancy Henner
Alternate: N/A

Safety Officer (SO)
Responsible for the overall safety of all persons involved

Primary: Jarrett Butchino
Alternate: Ed Brisson
Alternate: N/A

Liaison Officer
Responsible for coordinating with outside/emergency agencies

Primary: Christopher Staats
Alternate: Nancy Henner
Alternate: Jarrett Butchino

Planning	Operations	Logistics	Finance & Administration
Responsible for collection, evaluation, dissemination, and use of information	Carries out response activities, universal procedures, etc.	Responsible for organizing resources and personnel	Responsible for incident accounting, costs and reimbursement

6.   Information Collection, Analysis, and Dissemination

The Hannibal Central School District 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

7. Training and Exercises

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

Training

All Hannibal Central School District 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, Hannibal Central School District 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).

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 Hannibal Central School District 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, Hannibal Central School District 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 Hannibal Central School District 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.

Drill and training dates will be documented using the table below:

Drill Type	Drill Date	Agencies Involved
Early Dismissal	2021/2022	HCSD
Emergency Drill	2021/2022	HCSD
Lock Down	2021/2022	HCSD

8.   Administration, Finance and Logistics

Agreements and Contracts

If Hannibal Central School District resources prove to be inadequate during an incident, Hannibal Central School District 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).

9.   Authorities and References

The following are State and Federal authorizations upon which this Hannibal Central School District 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 states 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 Administrations 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.

- **S**helter-in-Place
- **H**old-in-Place
- **E**vacuation (required per 8 NYCRR Section 155.17 (e)(2)(i)
- **L**ock-out
- **L**ock-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

Annex: Shelter-in-Place

Purpose

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

Actions

Initiate Shelter-in-Place

- Shelter-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, CARDS or COLORS)
- Address Language:
  - YOUR ATTENTION PLEASE.
  - THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.
  - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
  - Provide specific incident instructions.

Instructions

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

Additional Considerations for Shelter-In-Place

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

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

Annex: Hold-in-Place

Purpose

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

Actions

Initiate Hold-in-Place

- Hold-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, COLORS OR CARDS)
- Address Language:
  - YOUR ATTENTION PLEASE.
  - THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
  - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
  - Provide specific incident instructions.

Instructions

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

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

Annex: Evacuation

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i). Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.
- Address Language:
  - YOUR ATTENTION PLEASE.
  - THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
  - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.
  - Provide specific incident instructions.
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex(es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
  - List Staff with Radios or Cell Phones and Their Numbers:
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

Evacuation - Building Only

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans)

- Ensure all locations have designated secondary escape routes.
  - Designate alternate routes
  - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
  - Disabled/wheelchair accessible routes
  - Address needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
  - Students self-evacuate through nearest evacuation route or exit.
  - Students report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you (Gotta Go Bags).
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (On School Grounds)

- List Building/Wing/Location and Corresponding Assembly Area:
  -
  -
- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student signs out sheet to evacuation assembly area.

Evacuation - (Off School Grounds)

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

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations:
  Primary Relocation Site:
  Our Lady of Rosary : 932 Cayuga St. Hannibal
  Jackie Mckelvie/315-564-5201

  Secondary Relocation Site:
  HANNIBAL Fire Department : 155 Oswego St, Hannibal NY 13074
  Carl Emmons/315-564-5601

- Notify all assembly areas to evacuate to offsite location.
- Method of Travel: Bus

Evacuation - Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

Annex: Lockout

Purpose

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

Actions

Initiate Lockout

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

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 made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

Annex: Lockdown

Purpose

- This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.
- A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a Lockdown will be announced by intercom, Public Address (P.A.) System, or otherwise. (DO NOT USE CODES, COLORS OR CARDS)
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.
- Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:
   - LOCKDOWN! LOCKDOWN! LOCKDOWN!

Execute Lockdown

- IF SAFE, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, **REMAIN SILENT**
- Leave lights on and blinds as they are. Do not cover door window.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
   - Do not allow anyone, under any circumstance, to leave your secured area
   - Do not answer or communicate through your door or classroom phone.
   - Silence cell phones and limit use to only relay pertinent information to 911, (i.e.,

description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
 - 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.

Annex: Crime Scene Management

Purpose

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.
- Don't eat, drink or smoke in the crime scene area. 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.

Annex: Communications

Purpose

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

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

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Christopher Staats and located District Office in N/A

Types of Communications

Communication between School and Emergency Responders

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

Internal Communications

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

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.

- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School Officials and Staff Members

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 Applications
- 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.
- Telephone, E-mail, District radio system, NOAA Weather radio, Intercom or PA system, District website, local media

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.
- Staff, Intercom or PA system

External Communications

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

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.
  - Information will be included in Telephone, District website
  - 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 Districts school messenger system, District website, Local media to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are handling the situation.
  - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

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

- 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.

 - High Impact Sites:

 District Office - 928 Cayuga St, Hannibal, NY 13074

 - Low Impact Sites:

 District Office - 928 Cayuga St, Hannibal, NY 13074

- 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 the Incident Commander or PIO.

Annex: Medical/Mental Health

Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

Annex: Accounting for All Persons

Purpose

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

Actions

Annex: 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

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.

- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Annex: Continuity of Operations

Actions

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

Threat and Hazard Specific Annexes

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

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

School staff and students should learn and exercise simple procedures that apply to all hazards.

The hazard specific annexes should present only hazard-unique information.

Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

The plan becomes larger and more difficult for users to comprehend.

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

Annex: Active Shooter

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.

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.

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.

Annex: 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 location and 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.

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.

Sites of Potential Emergencies

Appendices

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

Building - Administrative Staff

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
Christopher Staats	Superintendent	315-564-8100			
Nancy Henner	Business Administrator	315-564-7977			
Jarrett Butchino	Director of Facilities	315-564-8258	315-561-6170		
Meredith Furlong	Principal High School	315-564-8130			
Shawn Morgan	Principal Kenney	315-564-8120			
Amy Bird	Principal Fairley	315-564-8110			

Building - Faculty

Room	Name	Grade	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
N/A						

Building - Support Staff

Room	Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
Office	Jarrett Butchino	Director of Facilities	315-564-8258	315-561-6170		
Office	Ross Spilman	O&M Day Supervisor	315-564-8259			

District Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Christopher Staats	Superintendent	315-564-8100		
Nancy Henner	Business Administrator	315-564-8100		
Jarrett Butchino	Director of Facilities	315-564-8258	315-561-6170	

Transportation Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Rob Pakish	Transportation superviser	315-564-8140x6001		

External Contact Numbers (Non-Emergency)

Agency	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Ed Brisson	Resource Officer	315-564-8100		

Appendix B - Incident Command System (ICS)

COMMAND STAFF

Incident Commander

	Name	Title	Phone number
Primary	Christopher Staats	Superintendent	315-564-8100
Alternate	Nancy Henner	Businss Administrator	315-564-8100
Alternate	N/A	N/A	N/A

Safety Officer

	Name	Title	Phone number
Primary	Jarrett Butchino	Director of Facilities	315-564-8100
Alternate	Ed Brisson	School Resorce Officer	315-564-8100
Alternate	N/A	N/A	N/A

Liaison Officer

	Name	Title	Phone number
Primary	Christopher Staats	Superintendent	315-564-8100
Alternate	Nancy Henner	Business Administrator	315-564-8100
Alternate	Jarrett Butchino	Director of Ficilites	315-564-8258

Public Information Officer

	Name	Title	Phone number
Primary	Christopher Staats	Superintendent	315-564-8100
Alternate	Nancy Henner	Businss Administrator	315-564-8100
Alternate	N/A	N/A	N/A

COMMAND POSTS

	Primary	**Alternate**	**Alternate**
Interior	Board Room	District Office Conference room	High School Office
Exterior	Our Lady Rosary	N/A	N/A

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 #
Meredith Furlong	Principal HS	315-564-8130	315-406-3122
Kathy Mahoney	Asst. Principal HS	315-564-8130 x4151	315-297-1999
Crystal Decker	Nures	315-564-8130 x4160	
Ed Brisson	SSA	315-564-8130 x4134	
Ross Spilman	O&M Day Supervisor	315-564-8130 x4159	
Lauren Lostumbo	Counselor	315-564-8130 x4161	
Zac Farden	School Psy	315-564-8130 x 4150	
Jarrett Butchino	Director of Facilities	315-564-8258	315-561-6170

Post Incident Response Team

Name	Title	Primary Contact #	Alternate Contact #
Meredith Furlong	Principal HS	315-564-8130	315-406-3122
Kathy Mahoney	Asst. Principal HS	315-564-8130 x4151	315-297-1999
Crystal Decker	Nures	315-564-8130 x4160	
Zac Farden	School Psy	315-564-8130 x4150	
Lauren Lostumbo	Counselor	315-564-8130 x4161	

Appendix D - Memoranda of Understanding (MOU)

Business/Agency	Service Provided	Expiration Date of Agreement
n/a		

Appendix E - Master Class Schedule

Appendix F - Building/Grounds/Local Road Maps

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

Floor plans should include the following recommendations:
- All labels typed

- Include school name and address

- Include a key to define any symbols used

- Include a compass indicating North

- Each floor should be a separate page

- Building entrances labeled (including service entrances)

- Windows and interior doors graphically shown

- Rooms labeled with room number

- Common areas and administrative offices labeled by use

- Location of water, gas and electrical shutoffs clearly noted

Map/Image of grounds should include the following recommendations:
- All labels typed

- An overview of campus with all buildings labeled

- Include a key to define any symbols used

- Include a compass indicating North

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

- Labeled buildings

- Include key to define any symbols used

Appendix G - Student/Staff/Guest with Special Needs

Student/Staff/Guest

Room #	# with Special Needs	Description of needs
n/a		