District Level School
Emergency Response Plan

20 Church St. Honeoye Falls, NY 14472

2018-2019 School Year

5/22/2018
# Honeoye Falls-Lima CSD
## EMERGENCY RESPONSE PLAN
### FOR OFFICIAL USE ONLY

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INTRODUCTION

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

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

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

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

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

**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)(vii) Procedures for the Conduct of Drills

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.
THE BASIC PLAN

1. Introductory Material

   A. Plan Development and Maintenance

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Agency</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Stottler</td>
<td>Member</td>
<td>Board of Education</td>
<td></td>
</tr>
<tr>
<td>Bruce Capron</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Bill Harvey</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Lisa Moosbrugger</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>James Nelson</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
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<tr>
<td>Aaron Smith</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Joelle Weaver</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
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<tr>
<td>Matthew Weider</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Cindy Gorley</td>
<td>Administrator</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Mark Hansen</td>
<td>Chief</td>
<td>HFFD</td>
<td></td>
</tr>
<tr>
<td>Mark Boulay</td>
<td>Teacher</td>
<td>HFL CSD</td>
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</tr>
<tr>
<td>Bonnie Coddington</td>
<td>Community Rep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynne Monaco</td>
<td>Community Rep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renee Davis</td>
<td>Safety Personnel</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Cheryl Johnston</td>
<td>School Nurse</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Cynthia Kettlehorne</td>
<td>School Nurse</td>
<td>HFL CSD</td>
<td></td>
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<tr>
<td>Samantha LeTendre</td>
<td>School Nurse</td>
<td>HFL CSD</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Mandak</td>
<td>School Nurse</td>
<td>HFLCSD</td>
<td></td>
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<tr>
<td>Trevor Adams</td>
<td>Student Rep.</td>
<td>HFL CSD</td>
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</tbody>
</table>

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.
B. Distribution and Publication of the District Plan

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

Send Building Level Safety Plans to:

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

C. Distribution and Publication of the School Building Plans

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

D. Record of Distribution of the District Plan

The HFL District ERP Plan shall be posted on the District web site and shall be emailed to the following:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name of Receiving Party</th>
<th>Date Send</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honeoye Falls Fire Department</td>
<td>Chief – Mark Hansen</td>
<td>11/01/2017</td>
</tr>
<tr>
<td>Honeoye Falls Ambulance</td>
<td>Chief – Ed Sheidlower</td>
<td>11/01/2017</td>
</tr>
<tr>
<td>Lima Fire Department</td>
<td>Chief – Jim Pribanich</td>
<td>11/01/2017</td>
</tr>
<tr>
<td>Lima Ambulance</td>
<td>Chief – Norman Caccamise</td>
<td>11/01/2017</td>
</tr>
<tr>
<td>Monroe County Sheriff’s Department</td>
<td>Capt. - Paul Delella</td>
<td>11/01/2017</td>
</tr>
<tr>
<td>Livingston County Sheriff’s Department</td>
<td>Detective – Joshua Monster</td>
<td>11/01/2017</td>
</tr>
</tbody>
</table>
E. 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.

<table>
<thead>
<tr>
<th>Revision/Update/Amendment</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>District ERP</td>
<td>Bill Harvey</td>
<td>8/3/17</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Joelle Weaver</td>
<td>5/15/2018</td>
</tr>
<tr>
<td>Assistant Superintendent for Business and Operations</td>
<td>Bruce Capron</td>
<td>5/18/18</td>
</tr>
</tbody>
</table>
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 threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property. Building level threat assessments shall be updated annually and as needed throughout the academic year.

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.

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

**Threat, Hazard Types, and Examples**

<table>
<thead>
<tr>
<th>Threat and Hazard Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Hazards:</td>
<td>• Earthquakes</td>
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<td></td>
<td>• Tornadoes</td>
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<td></td>
<td>• Lightning</td>
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<td></td>
<td>• Severe wind</td>
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<td></td>
<td>• Hurricanes</td>
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<td>• Floods</td>
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<td>• Wildfires</td>
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<td></td>
<td>• Extreme temperatures</td>
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<td></td>
<td>• Landslides or mudslides</td>
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<td></td>
<td>• Winter precipitation</td>
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<td></td>
<td>• Wildlife</td>
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<tr>
<td>Technological Hazards:</td>
<td>• Explosions or accidental release of toxins from industrial plants</td>
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<td>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</td>
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<td>• Hazardous materials releases from major highways or railroads</td>
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<td>• Radiological releases from nuclear power stations</td>
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<td>• Dam failure</td>
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<td>• Power failure</td>
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<td>• Water failure</td>
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</tbody>
</table>
### 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 and/or threat of shooting
- 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 HFL School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.

- A major disaster could occur at any time and at any place. In many cases warnings to the public and implementation of increased readiness measures may be possible. However, most emergency situations occur with little or no warning.

- A single site incident can occur at any time without warning. Employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene. Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school’s readiness to respond to incidents.
3. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

This section establishes the operational organization that will be used 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.

**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
Teaching Aids and Assistants
Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

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

School Nurse/Health Assistant
Responsibilities include:
- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff
Responsibilities include:
- Provide keys, maps and/or diagrams of facilities as needed by EMS
- 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

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
Food Service/Cafeteria Workers

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

Bus Drivers

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

Other Staff

Responsibilities include:
- Execute assignments as directed by the Incident Commander

Students

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

- **Incident Commander**
  - Directs incident management activities
  - **Alternate IC**

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

- **Safety Officer**
  - Responsible for overall safety of all persons involved

- **Liaison Officer**
  - Responsible for coordinating with outside/emergency agencies

- **Planning**
  - Responsible for collection, evaluation, dissemination, and use of information

- **Operations**
  - Carries out response activities, universal procedures, etc.

- **Logistics**
  - Responsible for organizing resources and personnel

- **Finance & Administration**
  - Responsible for incident accounting, costs and reimbursement

See Appendix B: Incident Command System for a listing of individuals designated to fill the Command Staff roles.
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 away from routine daily activities as to focus on the incident management, communication and establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

**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 lists the members of the HFL Emergency Response Teams.
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
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.
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
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.dhsses.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 HFL 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 drills are recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)
- 8 – Fire Drills (hold in place followed by evacuation) – mixed announced and unannounced

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, blockading of doors, and positioning of students and staff in pre-designated “safe areas” within each room. Practice or discussion of evacuating out of windows and doors is also encouraged periodically during a lockdown drill. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill 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.

Drills will be documented in the HFL Rapid Responder software.
8. Administration, Finance and Logistics

Agreements and Contracts

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

Documentation

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

Functional Annexes

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

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

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

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

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

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

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security
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 snow emergency).

Actions

Initiate Shelter-in-Place

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

  Consider using language similar to this in your announcement:

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

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.

Sheltering Sites:

Sheltering

  a. **High Wind/Tornado**

Once a severe weather bulletin has been received, each building has its own procedure for notifying staff and bringing all students inside the building. All buildings however initiate the procedure with three long blasts on the bell system, followed by the use of megaphones, portable phones and/or walkie-talkies. Emergency memos will be distributed to all staff, and students will be directed over the Public Address System. Students will be directed to go to predetermined safe hallway locations on the first floor of all buildings and duck and cover as necessary. Blinds should be closed to minimize flying glass. Detailed procedures and specific locations are outlined in the Emergency Procedures Guide for each building. *(See Addendum)*
b. Toxic Spill Outside the Building

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

c. Toxic Spill Inside the Building

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

d. Long Term Sheltering

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

e. Short Term Sheltering

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

<table>
<thead>
<tr>
<th>Affected Building</th>
<th>Interior Sheltering</th>
<th>Alternate School Sheltering Location</th>
<th>Alternate Comm. Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>A/B Gym,</td>
<td>These are confidential</td>
<td>These are confidential</td>
</tr>
<tr>
<td>Middle School</td>
<td>Auditorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manor School</td>
<td>Cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lima Primary</td>
<td>Cafeteria</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staff will be directed to walk students to the designated site and provide supervision until the original building can be reoccupied or student dismissal occurs.
*If there are high wind conditions, the hallways should be used as interior sheltering.
Additional Considerations for Shelter-In-Place

The District 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.
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)

Consider using language similar to this in your announcement:

- YOUR ATTENTION PLEASE.
- THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.
- PLEASE STOP WHAT YOU ARE DOING 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.
Evacuation

Purpose

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

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

Actions

Initiate Evacuation

- **Evacuation** will be announced by activating the fire alarm and/or by a Public Address (P.A.) System, or bullhorn
- Clarification information will be provided in the form of an email to staff and/or a test to administrative team, safety team members or other pertinent staff
- **An incident will be initiated in the Rapid Responder system (DO NOT USE CODES, COLORS OR CARDS)**
- When the alarm is initiated, staff will close/lock doors, organize students and emergency folder and assess the immediate situation. If smoke/fire or hazardous material is within visual radius then immediate evacuation should occur. If hazard is unknown, wait for further instruction prior to evacuation.

Consider using language similar to this in your announcement:

- YOUR ATTENTION PLEASE.
- WE NEED TO EVACUATE THE BUILDING.
- TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.
- TEACHERS TAKE YOUR CLASS ROSTER
- TAKE ATTENDENCE WHEN SAFE TO DO SO

- 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.
Evacuation Procedures:

Evacuation

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

a. Students remain at the staging areas until approval to re-enter the building is granted by the person in charge of the incident. All staging areas may be relocated for convenience of control or transportation.

b. Students board buses and remain in the immediate vicinity.

c. Students walk or are bused to other district facilities in Honeoye Falls or Lima.

d. Early dismissal and go-home procedures are followed. When transportation is required, the boarding area preferences established by the Emergency Responders for the convenience of equipment arrival will be followed.
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. Clarification information will be provided in the form of an email to staff and/or a test to administrative team, safety team members or other pertinent staff.
- **An incident will be initiated in the Rapid Responder system (DO NOT USE CODES, COLORS OR CARDS)**

Consider using language similar to this in your announcement:

- YOUR ATTENTION PLEASE.
- THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.
- 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.
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 (e.g. Run, Hide Fight). 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
- Initiate event in Rapid Responder
- 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**
- You may find it necessary to move a large piece of furniture in front of the classroom door.
- 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.
o Document and attend to any injuries to the best of your ability.
o Take attendance and include additions and missing students’ last known location.
o Do not respond to Public Address (P.A.) system or other announcements.
o 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.
o 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.
Crime Scene Management

Purpose

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

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

Actions

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

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

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

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

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

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

Document
- Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes to police.
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 the district Communications Specialist and located online as an electronic copy in School Messenger.

Types of Communications

Communication between School and Emergency Responders

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

Internal Communications

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

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

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:

- **EZ Alert**: This is the district-wide system for notifying all leadership of an incident.
- **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.
- **Mass Communication or Messaging system**.
- **Morning Faculty Meeting**: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting**: As appropriate, updated information and a review of the day’s events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

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

- **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**.
- **Announcement over the PA system**

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the 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 e-news reminders with electronic copies of student information update forms, as well as hard copy forms sent home with students. In mid-October, a test of our emergency notification system will take place. Information can also be gained from the district webpage from this link [http://www.hflcsd.org/parents.cfm?subpage=450729](http://www.hflcsd.org/parents.cfm?subpage=450729).
  - 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:
  o Disseminate information by means of text messages, e-mail, and phone call to inform parents about what is known to have happened.
  o Implement a plan to manage phone calls and parents who arrive at the school.
  o Describe how the school and school district are handling the situation.
  o Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  o Inform parents and students when and where school will resume.

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

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

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

Pre-designated Media sites

<table>
<thead>
<tr>
<th>Low Impact</th>
<th>HIGH IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the command post</td>
<td>Harry Allen Park</td>
</tr>
<tr>
<td>Depends on the building effected</td>
<td>Northeast of the High School</td>
</tr>
</tbody>
</table>

- 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.
Medical and Mental Health Emergency Annex

Purpose

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

Actions

Please review the TIG manual for responding to a Mental Health Threat or possible threat assessment.

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.
All staff is required to notify the building administrator (or designee) of any violent incidences. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

Identification of appropriate responses to emergencies

Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.
For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy, all parents will be notified of the circumstances of the incident as soon as possible.

Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.
All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

- Requiring all visitors to report to the main office, be scanned in using a driver’s license or government ID and be issued a visitor’s identification badge.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered and reporting any unauthorized persons to the building principal.
- Providing adequate lighting in all areas.
- Utilizing key fobs and security system for all school buildings, and not propping doors open.
- Utilizing staff to patrol campus.
Training all staff on crisis intervention.
Using staff to monitor hallways and areas where students congregate.

Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
- The identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
- Administrators and counselors share pertinent intake information regarding specific students with staff.
- Alternative education staff meets daily to discuss students and their IEPs.
- Principals and/or assistant principals meet with staff after an incident to discuss strategy.

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

Strategies for improving communications among students and between students and staff and reporting potentially violent incidents, such as the establishment of:
- Youth-run programs, character education and PBIS programs
- Restorative practices
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing and posting DASA coordinators in each school building
- Establishing anonymous reporting mechanisms for school violence
- Confidential telephone reporting lines
- Special Education Crisis Support Staff and Counselors
- Alternative education effective groups on building self-esteem
- Social workers on each vocational campus to develop rapport with students

The District Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:
- 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.
Honeoye Falls-Lima CSD
EMERGENCY RESPONSE PLAN
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Threat reported to principal

Assemble school threat assessment team

Step 1: Evaluate Threat

Step 2: Decide whether threat is clearly transient or imminent

- Threat is clearly transient
  
  Step 3: Respond to transient threat

- Threat is clearly imminent
  
  Step 4: Decide if the imminent threat is serious or very serious

  - Threat is serious
    
    Step 5: Respond to serious imminent threat

  - Threat is very serious
    
    Step 6: Conduct safety Evaluation
      
      Step 7: Implement a safety plan
Actions for Threat of Suicide

**Step 1:** Evaluator: Interview and assess the student
- Know reason for/method of student referral
  - verbal report, note, drawing, teacher/other student, etc.
- Ask some of the following questions:
  - How do you feel right now?
  - How long have you felt this way?
  - Describe the events leading up to current feelings.
  - Do you have any personal experience with death or suicide?
  - Have you shared your current feelings with today or in the past? Who do you feel comfortable talking with about your feelings (in or out of school)?
  - Have you ever thought about hurting yourself? If so, how would you hurt yourself?
  - Have you ever thought about actually killing yourself? If so, how would you do it? Do you have access to the materials needed? What is your plan?
  - Do you feel like things could get better? If yes, How?
- As necessary, gather additional information from:
  - Teachers or other school staff
  - School records
  - Peers
  - Parents guardians
- Options:
  - If evaluation deems threat low level:
    - Student returns to class
    - Building principal is notified
    - Decision made with principal to notify parent
  - If evaluation deems student is in immediate danger
    - Proceed to **Step 2**

**Step 2:** Keep the student safe. Adult supervision of the student at all times is critical.
- Identify the team needed to keep the student safe
Step 3: Notify Parent/Guardian.
- Call: Parent/Guardian notified of the situation, District concern for student and the suicide risk assessment protocol.

Step 4: Provide Intervention and Support
Possible interventions include:
- Counselor addresses concerns with parent via phone (low risk).
- Parent/Guardian comes to school and takes student for immediate intervention (high risk).
- Parent/Guardian comes to school and takes student for timely intervention with health care or mental health provider (high risk).
- Contact made with Livingston County or Monroe County Police-mental health arrest (high risk).
- Contact made with Mobile Crisis Team: 585-275-5151 (high risk).
- Families receive Recommendations for Families Assisting Student in Crisis.

Step 5: Develop a School Based Suicide Prevention Plan.
- Establish partnership with Student, Parent/Guardian.
- Complete:
  - School based Suicide Prevention Plan
- Discuss home safety and supervision.
  - Adult presence
  - Eliminate access to suicide method
- Parent/Guardian signs Release of Information form.

Step 6: Closure.
- Principal and School staff notified of student status.
- Connect with student as needed.
- Continue contact with Parent/Guardian as needed.
- Release of information form signed as needed.
- File Summation Report in student folder.
Action for a General Threat Assessment

- Manual can be found in the High School Counseling Center, the flow of notification can be found in Appendix H along with building Crisis Team Membership
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EMERGENCY RESPONSE PLAN
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Accounting for All Persons

Purpose

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

Actions

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

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismissal of students if they have been relocated in the building.
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

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

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- 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.
Continuity of Operations Plan (COOP)

Purpose

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

Actions

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

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

Continuity of Operations

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

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

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

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

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

A. Identification of sites of potential emergency, including:

A.1 The process for identifying the sites:

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

- In-District Facilities

<table>
<thead>
<tr>
<th>Level of Concern</th>
<th>Location and Building/Room Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Minor X</td>
<td></td>
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</tbody>
</table>

1. Asbestos Fiber Release
   - Primary Building
   - Boiler Rooms

2. Athletic Injuries
   - HS, Middle Athletic Areas

3. Bomb/Shooting Threat
   - All Buildings

4. Chemical Spill
   - HS, Middle, Facilities Maintenance, Transp.

5. Fire
   - All Buildings

6. Flood
   - All Buildings

7. Food Contamination
   - All Buildings

8. Fuel Spill/Leak
   - Transportation,
Honeoye Falls-Lima CSD
EMERGENCY RESPONSE PLAN
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<table>
<thead>
<tr>
<th></th>
<th>Middle, HS</th>
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</thead>
<tbody>
<tr>
<td>9.</td>
<td>Heating Plant Problems</td>
</tr>
<tr>
<td>10.</td>
<td>Hostage Situation</td>
</tr>
<tr>
<td>11.</td>
<td>Natural Gas Leaks</td>
</tr>
<tr>
<td>12.</td>
<td>Structural Collapse</td>
</tr>
<tr>
<td>13.</td>
<td>Swimming Pool Accident</td>
</tr>
<tr>
<td>14.</td>
<td>Transportation Fleet Loss</td>
</tr>
<tr>
<td>15.</td>
<td>Toxic Vapor Release</td>
</tr>
<tr>
<td>16.</td>
<td>Utilities Failure (includes water contamination)</td>
</tr>
<tr>
<td>17.</td>
<td>Epidemic/Contagious Diseases</td>
</tr>
<tr>
<td>18.</td>
<td>Weather Emergencies</td>
</tr>
</tbody>
</table>

b. Community Sites

- Airports: Rochester International Airport
- Bridges/Underpasses: East Street Bridge, Ontario Street Bridge, North Main Street, NYS Rt. 251 Mendon Hamlet
- Fuel Storage Facilities: Deckman Oil - Norton St, Honeoye Falls, Kirkwood Oil - Buell Avenue, Lima
- Hazardous Intersections: 4 Corners HF-L (Main Street & Monroe), 5 & 20 and Bragg Street, Dan’s Corners (15A and HF #6 Road), Rt. 251 & Rt. 64, 4 Corners – Lima, Monroe Street & 15A, West Bloomfield / Boughton Hill (Sleight’s Corners)
- Hazardous Roadways: 5 & 20, 65, 15A, 64, Boughton Hill Road
- Industries which handle hazardous materials: Southco, Stever Locke, Consler Manufacturing, Crane, Corby's, Molye Auto Dealer

Potable Water Supply: Lima Water Tower
Procedures for responding to acts of violence

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

b) Building Administrator’s Responsibilities:
   1. Assess situation and intervene if requested by teacher.
   2. Send all available staff to the area to demonstrate a show of force.
   3. Call 911 if students refuse to cooperate.
   4. If necessary, call the superintendent who will ensure that the necessary administrators are notified, from among the following:
      - Operations
      - Business
      - Safety
      - Media Relations
   5. Assist police in any way requested.
   6. Follow disciplinary action according to your own code of student conduct.
   7. File an incident report.
Hostage/Kidnapping

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

Directions to all staff:
Actions to take:
- Immediately contact the building administrator who will call 911 for the police and send a counselor to the scene immediately for negotiating.
- Initiate a “Building Lock-down Interior Threat” and:
  - Option 1: Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
  - Option 2: Evacuate the building
- Avoid any reckless and/or imprudent action i.e. don’t force the issue physically or mentally, keep a distance, don’t make quick moves, etc.
- Use time as a tool to de-escalate this very tense situation.
- Get down if you hear a loud noise.
- Identify the hostage taker, location, and any weapons.
- Contain the situation and, if possible, remove all innocent people.
- Let the professionals negotiate.
If you are taken hostage:
- Don’t force the issue physically or mentally; keep a distance; don’t make quick moves, etc.
- Change your mind set from one of authority to “hostage”.
- Keep your cool! Don’t “power trip”.
- Do not become a spokesperson for the system.
- Do not defend the system/school
- Do not negotiate, dictate, confront, antagonize, defend, or plead.
- Make yourself human i.e. talk about your wife, husband, children, etc. If you are seen as a human being and less like a stranger the potential for injury decreases.
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others.

Kidnapping

Kidnapping/Abduction – There are two primary types of abduction:
  - Kidnapping: taking of a person by abduction
  - Custodial Interference: a relative of a child less than 16 years who intends to hold such child permanently or for a protracted period of time and, knowing that he/she has no legal right to do so, takes or entices such child from a lawful custodian, (i.e. school environment)
Directives to all staff:
- Immediately contact the building administrator who will call 911 for the police.
- Initiate a “Building Lock-down Interior Threat” or “Exterior Threat” and:
  - **Option 1:** Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
  - **Option 2:** Evacuate the building
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who was with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.

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

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

  - **Option 1:** Announce a Lock Down on PA system, which means all teachers will lock doors. Have administrative staff evacuate any students who have been locked out of their classroom or who are in public areas to a safe area outside the building.
  - **Option 2:** Evacuate the building

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

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

School Bus Accident
Procedures for Drivers
In spite of all precautions, the possibility of accidents cannot be eliminated. Drivers should be trained so that, if and when an accident does occur they know how to meet the emergency. The following procedures are suggested to the drivers:

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

In accidents involving injury, the following procedures should be observed.
a. Do not move injured persons unless absolutely necessary and then only when the
extent of the injury has been determined, and such movement is deemed safe.
b. Keep onlookers away from the injured.
c. Keep injured persons lying down to prevent fainting and shock.
d. Give first attention to persons who appear to have stopped breathing or who are
bleeding excessively.
e. Keep the patient warm, make him comfortable and promote his ease of mind in any
way possible.

ACCIDENT PROCEDURES - FOR OFFICE PERSONNEL
A. First ask the driver if there are any injuries (to either party).
B. Determine if it is a major or minor accident
   (injuries constitute a MAJOR accident).
   1. Call Employee Assistance Program if drug testing is necessary (1-800-336-2256
      Jim Parker)
      a. injuries sustained, citation issued, or any vehicle towed, per Federal DOT
      Regulations
C. Minor Accident
   1. Find out where the accident occurred (parking lot, street, etc.)
   2. Find out if there were any students on the bus. If so, find out what school they
      attend: Lima, Manor, Middle, High School, or private.
   3. Tell our driver to get the following information: other driver's name, address,
      telephone number, insurance company and code, license plate number, year and
      make of vehicle, unless a School Official is enroute.
   4. Have our driver supply the following information: Honeoye Falls-Lima Central
      School, 20 Church Street, Honeoye Falls, 624-7045, and Bill Harvey.
   5. Make sure our mechanics are aware of the incident.
   6. Call the District Office, 624-7000, and appropriate school of students that were on
      the bus, if any were.
   7. Stay by the phone and/or radio, continue supporting other buses in their
      operations.
D. Major Accident
   1. Find out where the accident occurred (parking lot, street, etc.).
   2. Find out if there were any students on the bus. If so, find out what school they
      attend: Lima, Manor, Middle, High School, or private.
   3. Did the call come over the radio or telephone?
   4. Call the emergency number of 911 for police, an ambulance or fire company.
5. Have one of our mechanics take any available bus to the location to continue transporting, picking up and/or dropping off students (ones not injured - that have been checked by the ambulance crew).
6. Send a mechanic and a Supervisor to the scene of the accident.
7. Call District Office, 624-7000, and appropriate school of students that were on the bus, if any were.
8. Stay by the phone and/or radio, to give additional assistance if necessary.

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

Gas Leak Procedure
- Notify Building Principal
- Principal calls 911 and announces evacuation away from affected area (do not use fire alarm to activate evacuation if you have a bell type alarm).
- Teachers – evacuate to designated areas and account for students – maintain supervision.
- Principal determines if evacuation is complete – check with teachers for unaccounted children. Then notify emergency coordinator (Superintendent) of staff and student status.
- Emergency Coordinator notifies operations group and sets up command post.
- Nurses should be prepared to provide emergency first aid measures at the location where students are gathered.
- Bus drivers should be activated to “stand by” status in case re-entry to the building is not possible and the “go home” plan must be implemented.

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

Directives to all staff:
- Determine whether the person is a legitimate visitor or a threat to school safety.
- Escort all visitors to the office to sign in and obtain a badge.
- If a person is suspected of posing a threat:
  - Immediately contact the building administrator who will call 911 for the police.
  - Initiate school lock down “Interior Threat”.
  - Do not engage in a violent confrontation. Take every other step to ensure your safety and that of students
  - Identify the person, person's location, and note if any weapons are visible.
  - Contain the situation and, if possible, remove all innocent persons.

Fire/Explosion
Any staff, or student, who sees smoke or fire is directed to pull the fire alarm to evacuate the building. The building administrator will notify 911 to insure the alarm was received. Staff will assist students from the building following drill procedures, take attendance and supervise
students until the emergency is over. The Fire Department will determine if and when the building is safe for re-entry.

**Biological Threat (i.e. Anthrax)**
If a biological threat is received via telephone, the recipient will record information on the telephone threat checklist if possible. If a letter or package is received which threatens a biological exposure, the recipient will:

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

The building administrator will:

a) Call 911 for assistance and follow the directions regarding the movement of students and staff.
b) Turn off ventilation systems to limit air movement if the threat warrants it.

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

**B.5.1 - Epidemic**
The problem needs to be identified and brought to the attention of the school nurse, school doctor, building administrator, superintendent and public health officials. The public health officials and the school doctor will provide recommendations for the school to follow. The superintendent will provide information to the media of what the present actions of the districts are. A Pandemic Flu plan in cooperation with Health Departments and municipalities will be implemented if mass inoculations, quarantine or other measures become necessary.

**BOE Meetings**

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

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

Assistant Superintendent and other available administrators greet each visitor. If an individual is deemed to be a potential risk, prior to or during the meeting, 911 will be called to have a sheriff’s car in the “area”. A Text Message should be sent to advise...
Leadership Team that there is heightened alert level @ BOE Meeting. Any available administrators should report to the BOE Meeting for additional support. Example: “We have an unsettled situation at the current BOE Meeting, please report to the meeting if possible to offer support.”

If an individual presents a risk or is acting in a threatening manner, a District Administrator will call 911 for a police response.

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

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

- The District will notify the MCSO Zone Captain to request policy presence in the vicinity, and possibly at the BOE meeting.
- Consideration will be given to relocating the Board Meeting to an Auditorium setting for better managing the crowd.
- Security/Supervision staff will be present from the district through Facilities Maintenance and the Transportation Department.
- If a meeting becomes out of control, or it is apparent that the BOE members, District staff and or community are at risk, the meeting should cease, the Board Room will be evacuated and administrators and BOE relocated to the District office for locked down there.

**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.
All bomb threats will be reported to the building administrator immediately. When a bomb threat is received via telephone, the recipient will record information in Rapid Responder System.

The building administrator will:
- Notify all safety team staff via walkie system to “check your area” Notify staff of evacuation following reports back from safety team. This announcement triggers staff to:
  - Check for any suspicious objects
  - Evacuate students from the building
- Notify 911 that a threat has been received.
- Direct team in searching exits, pathways and final evacuation destination/gathering area for suspicious items. (See Search Protocol.)
- Direct orderly evacuation to outside area to other building for sheltering or to an inside area that has been cleared and sanitized if weather dictates.
- Direct bomb search team efforts from the Command Post.
- Determine that the building is safe for re-entry or send students home.

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.
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.
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.
## Appendix A – Communications

### Phone Numbers for Emergency Preparedness District Chain Of Command

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Day Time Number</th>
<th>Evening Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Gene Mancuso</td>
<td>624-7013</td>
<td>Confidential</td>
</tr>
<tr>
<td>Asst. Supt. Bus. &amp; Operations</td>
<td>Bruce Capron</td>
<td>624-7024</td>
<td></td>
</tr>
<tr>
<td>Asst. Super. Curriculum</td>
<td>Renee Williams</td>
<td>624-7015</td>
<td></td>
</tr>
<tr>
<td>Director of PPS</td>
<td>Stephanie Bemish</td>
<td>624-7017</td>
<td></td>
</tr>
<tr>
<td>Director of Transportation and Security</td>
<td>William Harvey</td>
<td>624-7045</td>
<td></td>
</tr>
<tr>
<td>Facilities Director</td>
<td>Aaron Smith</td>
<td>624-7040</td>
<td></td>
</tr>
<tr>
<td>Technology Director</td>
<td>Cindy Gorley</td>
<td>624-7091</td>
<td></td>
</tr>
<tr>
<td>School Physician</td>
<td>Cindy Devore</td>
<td>624-7015</td>
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<tr>
<td>School Nurse</td>
<td>Elizabeth Mandak</td>
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<tr>
<td>Board of Education</td>
<td>Carol Bellavia</td>
<td>624-8357</td>
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<tr>
<td>Faculty Representative</td>
<td>David Bacon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Schools/Day Care Representative</td>
<td>Heidi Clark</td>
<td>624-3710</td>
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<tr>
<td>BOCES Representative</td>
<td>Jack MeKeel</td>
<td>658-2291</td>
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<tr>
<td>Communications Specialist Other School</td>
<td>Leah Shea</td>
<td>624-7197</td>
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### Other School Administrators

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<tr>
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<td>Brian Donohue</td>
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<td>Jeanine Lupisella</td>
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<tr>
<td>Jerilee DiLalla</td>
<td>624-7181</td>
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<tr>
<td>Holly Sidebottom</td>
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</tr>
<tr>
<td>Lisa Moosbrugger</td>
<td>624-7143</td>
<td></td>
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<tr>
<td>James Nelson</td>
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<td>Dana Boldt</td>
<td>624-7043</td>
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<tr>
<td>David Roth</td>
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<tr>
<td>Joelle Weaver</td>
<td>624-7174</td>
<td></td>
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<tr>
<td>Matthew Weider</td>
<td>624-7104</td>
<td></td>
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<tr>
<td>Shawn Williams</td>
<td>624-7100</td>
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</tr>
<tr>
<td>School Attorney</td>
<td>Ferrara Fiorenza PC</td>
<td>(315) 437-7600</td>
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### AGENCY NAME/ADDRESS

<table>
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<tr>
<th>NAME/ADDRESS</th>
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<th>EVENING PHONE NUMBER</th>
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<td><strong>Ambulance</strong></td>
<td><strong>Local Police</strong></td>
<td><strong>County Sheriff</strong></td>
<td><strong>State Police</strong></td>
<td><strong>Henrietta Sub Station</strong></td>
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<td>-------------------</td>
<td>-----------------</td>
<td>---------------------------</td>
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<td>911</td>
<td>911</td>
<td>911</td>
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**Staff Certified in CPR/AED**

**Phone - High School**

<table>
<thead>
<tr>
<th>Name</th>
<th>Business Phone</th>
<th>Home/Cell</th>
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<tbody>
<tr>
<td>Bob Callens</td>
<td>624-7050</td>
<td>Confidential</td>
</tr>
<tr>
<td>Jim Arrigenna</td>
<td>624-7050</td>
<td></td>
</tr>
<tr>
<td>Scott Davis</td>
<td>624-7050</td>
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</tr>
<tr>
<td>Aaron DeCarlo</td>
<td>624-7050</td>
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</tr>
<tr>
<td>Gloria Furnal</td>
<td>624-7060</td>
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</tr>
<tr>
<td>Pat Higgins</td>
<td>624-7050</td>
<td></td>
</tr>
<tr>
<td>Dan Hoyt</td>
<td>624-7050</td>
<td></td>
</tr>
<tr>
<td>John Pangia</td>
<td>624-7050</td>
<td></td>
</tr>
<tr>
<td>Kevin Wells</td>
<td>624-7050</td>
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**Phone- Middle School**

<table>
<thead>
<tr>
<th>Name</th>
<th>Business Phone</th>
<th>Home/Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick DiMartino</td>
<td>624-7100</td>
<td>Confidential</td>
</tr>
<tr>
<td>Coleen Halbohn</td>
<td>624-7100</td>
<td></td>
</tr>
<tr>
<td>Laura Holmes</td>
<td>624-7100</td>
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</tr>
<tr>
<td>Name</td>
<td>Business Phone</td>
<td>Home/Cell</td>
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<td>----------------</td>
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<tr>
<td>Renee Davis</td>
<td>624-7100</td>
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</tr>
<tr>
<td>Marybeth Fortunato</td>
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<td></td>
</tr>
<tr>
<td>Jana Gardner</td>
<td>624-7010</td>
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</tr>
<tr>
<td>Lori Lomker Rayburn</td>
<td>624-7010</td>
<td></td>
</tr>
<tr>
<td>Christine Merrill</td>
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**Phone- Manor School**

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<tbody>
<tr>
<td>Marc Boulay</td>
<td>624-7160</td>
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<tr>
<td>Samantha Letendre</td>
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<tr>
<td>Kevin Neenan</td>
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<td>Adam Lanctot</td>
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<tr>
<td>John Russ</td>
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**Phone- Lima School**

<table>
<thead>
<tr>
<th>Name</th>
<th>Business Phone</th>
<th>Home/Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin O’Connell</td>
<td>624-7140</td>
<td>Confidential</td>
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<tr>
<td>Cheryl Johnston, RN</td>
<td>624-7145</td>
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**Staff Certified in Lifeguard Training/First Aid Safety**

<table>
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<tr>
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<th>Name</th>
<th>Business Phone</th>
<th>Personal Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Ari Freedman-Weiss</td>
<td>624-7068</td>
<td>Confidential</td>
</tr>
<tr>
<td>Middle School</td>
<td>Renee Davis</td>
<td>624-7100</td>
<td></td>
</tr>
<tr>
<td>Manor School</td>
<td>John Russ</td>
<td>624-7050</td>
<td></td>
</tr>
<tr>
<td>Lima School</td>
<td>Kevin O’Connell</td>
<td>624-7140</td>
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**Staff Certified as First Aid Instructor**

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<th>School</th>
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<th>Business Phone</th>
<th>Personal Phone</th>
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<tbody>
<tr>
<td>High School</td>
<td>Ari Freeman-Weiss</td>
<td>624-7068</td>
<td>Confidential</td>
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<tr>
<td>Middle School</td>
<td>Renee Davis</td>
<td>624-7100</td>
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## Command Staff

### Incident Commander

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Gene Mancuso</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Alternate</td>
<td>Renee Williams</td>
<td>Asst. Superintendent</td>
</tr>
<tr>
<td>Alternate</td>
<td>Bruce Capron</td>
<td>Asst. Superintendent</td>
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### Safety Officer

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Bill Harvey</td>
<td>Trans. Director</td>
</tr>
<tr>
<td>Alternate</td>
<td>Bruce Capron</td>
<td>Asst. Superintendent</td>
</tr>
<tr>
<td>Alternate</td>
<td>Renee Williams</td>
<td>Asst. Superintendent</td>
</tr>
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### Liaison Officer

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<tr>
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</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Bill Harvey</td>
<td>Facilities Director</td>
</tr>
<tr>
<td>Alternate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate</td>
<td></td>
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### Public Information Officer

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<thead>
<tr>
<th>Name</th>
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<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Cindy Gorley</td>
<td>Technology Director</td>
</tr>
<tr>
<td>Alternate</td>
<td>Leah Shae</td>
<td>Communications Spec.</td>
</tr>
<tr>
<td>Alternate</td>
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### Command Post

<table>
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<th>Primary</th>
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</thead>
<tbody>
<tr>
<td>Interior</td>
<td>District Office</td>
<td>Transportation Off.</td>
</tr>
<tr>
<td>Exterior</td>
<td>Honeoye Falls Fire Dept.</td>
<td>Honeoye Falls Ambulance Base</td>
</tr>
</tbody>
</table>
CHAIN OF COMMAND - EMERGENCY PREPAREDNESS

DISTRICT OPERATIONS

Superintendent
Assistant Superintendent(s)
Director of Pupil Personnel Services
Building Principal(s)
Athletic Director

BUILDING OPERATIONS

Principal
Assistant Principal
Teachers
Secretaries
Para-professionals
Nurse
Food Service Staff

SUPPORT OPERATIONS

Assistant Superintendent Business & Operations
Human Resource Manager
Facilities Director
Buildings & Grounds
Director of Transportation
Transportation Staff
Director of School Lunch
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.

**Designation of School Teams**

1. The **Building-Level School Safety Planning Team** shall be comprised of:
   - School safety personnel
   - Local law enforcement officials
   - Representatives of teacher, administrator and parent organizations
   - Local ambulance and other emergency response agencies
   - Other school personnel
   - Community members

**Lima School Planning Team:**
- Rita deKramer
- Stephanie Empson (Parent)
- Tina Hartley
- Cheryl Johnston
- Lisa Moosbrugger
- Debbie Mros, Designee
- Debbie Reichenstein
- Marie Thompson
- Bill Nolan
- Nicole Williams

**Manor School Planning Team:**
- Marc Boulay
- Bonnie Crittenden
- Jennifer Hassett
- Michael Fallon
- Jeff Klein, Parent
- Karen Drake
- Jeanine Lupisella
- Nora Lynch
- Samantha Letendre
- Ashley Tydings
- Hoa Tran
- Joelle Weaver
- Amy Williams
- Nicole Winters
- Marl Hanson, Fire Chief

**Middle School Planning Team:**

**High School Planning Team:**
- Caitlin Millard
- Joan Harmer
- Cathy Hoose
- Deborah Mackey
- James Nelson
- Nancy Pool
- Jeffrey Recktenwald
- David Roth
- Jim Porcella
- Antonio Vitale
- Joe DeSanto
The Building-Level School Emergency Response Team shall be comprised of:

- School personnel
- Local law enforcement officials
- Representatives from local, regional and State emergency response
- Other appropriate incident response teams

Lima School Emergency Response Team:
- Rita deKramer
- Bill Harvey
- Cheryl Johnston
- Lisa Moosbrugger
- Debbie Mros
- Debbie Reichenstein
- Bill Nolan
- Renee Williams

Manor School Emergency Response Team:
- Joelle Weaver
- Marc Boulay
- Bonnie Crittenden
- Jennifer Hassett
- Michael Fallon
- Jeanine Lupisella
- Nora Lynch
- Amy Williams
- Nicole Winters
- Ashley Tydings
- Hoa Tran

Middle School Emergency Response Team:
- Alecia Barker
- Jim Harrington
- Cynthia Kettlehone
- Jim Porcella
- JoAnn Potter
- Liz Ramsdell
- Matt Weider
- Shawn Williams

High School Emergency Response Team:
- Caitlin Millard
- Joan Hamer
- Joe DeSanto
- Deborah Mackey
- James Nelson
- Nancy Pool
- Jeffrey Recktenwald
- David Roth
- Elizabeth Mandak
- Antonio Vitale
- Renee Williams
- Middy Zemans

The Trauma, Illness and Grief Teams for each building are:

Lima School Trauma, Illness and Grief:
- Rita deKramer
- Tina Hartley
- Bill Harvey
- Cheryl Johnston
- Jeff McKee
- Lisa Moosbrugger
- Debbie Mros
- Deb Reichenstein
- Bill Nolan
- Renee Williams

Manor School Trauma, Illness and Grief Team:
- Nicole Winters
- Ashley Tydings
- Bonnie Crittenden
- Jennifer Hassett
- Jeanine Lupisella
- Nora Lynch
- Joelle Weaver
- Charlie Roemer
- Samantha Letendre
Middle School Trauma, Illness and Grief Team:
Stephanie Bemish
Bruce Capron
Holly Kaczmark
Diana Levermore
Holly Sidebottom
Cynthia Kettlehone
JoAnn Potter
Erin Sullivan
Matt Weider
Shawn Williams

High School Trauma, Illness and Grief Team:
Caitlin Millard
Joan Hamer
Joe DeSanto
Deb Mackey
James Nelson
Nancy Pool
Jeff Recktenwald
David Roth
Betty Mandack
Renee Williams
Antonio Vitale

DISTRICT LEVEL Trauma, Illness and Grief Team:
David Roth
Jim Nelson
Antonio Vitale
Patrice Tate
Ryan Teeter
Dianne Witkowski
Theresa Kaub
Elizabeth Mandak
Shawn Williams
Matt Weider
Sue Wiegand
Holly Kaczmark
Diana Levermore
Cynthia Kettlehone
Jeanine Lupisella
Nora Lynch
Lisa Moosbrugger
Deb Reichenstein
Stephanie Bemish
Lindsay Ali
Joey Weaver
Appendix D - Memoranda of Understanding (MOU)

2016 Agreement and Facility Survey - HF-L Schools.pdf
Appendix E – Vehicle/Fuel Inventory

<table>
<thead>
<tr>
<th>Manufacturer</th>
<th>Bus #</th>
<th>Model</th>
<th>Fuel Type</th>
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<th>Lift (?)</th>
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<td>yes</td>
<td>No</td>
</tr>
<tr>
<td>International</td>
<td>188</td>
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<td>No</td>
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<td>189</td>
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<td>190</td>
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<td>NON-DOT</td>
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<td>P1</td>
<td>F350 w/plow</td>
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<td>3500 w/plow</td>
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<td>F350 w/plow</td>
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<td>3500 Stake w/plow,salter</td>
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<td>F350 w/plow</td>
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<td>E-250</td>
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</tr>
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<td>City Express</td>
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<td>V5</td>
<td>Van</td>
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</tr>
<tr>
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<td>1500 Van</td>
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</tr>
<tr>
<td>Chevrolet</td>
<td>V4</td>
<td>3500 Box van</td>
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<tr>
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<td>T-1</td>
<td>5420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Model</td>
<td>Description</td>
<td></td>
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<td>-------</td>
<td>------------------------</td>
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</tr>
<tr>
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<td>5083E</td>
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<tr>
<td>Ferris</td>
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<td>IS3100 Zero turn</td>
<td></td>
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<tr>
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<td>Z-2</td>
<td>IS3200 Zero turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacobsen</td>
<td></td>
<td>R311T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>HR9016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ski-Doo</td>
<td></td>
<td>snowmobile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn pro</td>
<td></td>
<td>trailer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unice</td>
<td></td>
<td>trailer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cushman</td>
<td></td>
<td>Green Master Groomer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graco</td>
<td></td>
<td>Field laser R300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genie</td>
<td></td>
<td>TZ-34 Boom Lift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toro</td>
<td>U-1</td>
<td>Workman UTV MDX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toro</td>
<td>U-2</td>
<td>Workman UTV 07273</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yamaha</td>
<td></td>
<td>Golf Cart 38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kubota</td>
<td></td>
<td>BX2360-Turf Field Maint.</td>
<td></td>
<td></td>
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### Fuel Inventory

<table>
<thead>
<tr>
<th>Type of Fuel</th>
<th>Capacity of Tank</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unleaded Gasoline</td>
<td>4,000 Gallons</td>
<td>667 Quaker Mtg. House Rd.</td>
</tr>
<tr>
<td>Diesel Fuel</td>
<td>12,000 Gallons</td>
<td>667 Quaker Mtg. House Rd.</td>
</tr>
<tr>
<td>Oil Tank</td>
<td>500 Gallons</td>
<td>667 Quaker Mtg. House Rd.</td>
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</table>
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.

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

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

Map/Image of grounds should include the following recommendations:
- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

Map/Image of surrounding areas should include the following recommendations:
- Labeled streets
- Labeled buildings
- Include key to define any symbols used
- Include a compass indicating North
Appendix G – Building Capacities

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

<table>
<thead>
<tr>
<th>District Buildings</th>
<th>School Pop.</th>
<th>Staff</th>
<th>Buses Needed</th>
<th>Capacity</th>
<th>Contact Person</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima Primary</td>
<td>355</td>
<td>40</td>
<td>10</td>
<td>66</td>
<td>Lisa Moosburger</td>
<td>624-7140</td>
</tr>
<tr>
<td>Manor School</td>
<td>760</td>
<td>80</td>
<td>15</td>
<td>66</td>
<td>Jeannine Lupisella</td>
<td>624-7160</td>
</tr>
<tr>
<td>Middle School</td>
<td>585</td>
<td>88</td>
<td>15</td>
<td>66</td>
<td>Shawn Williams</td>
<td>624-7100</td>
</tr>
<tr>
<td>High School</td>
<td>800</td>
<td>100</td>
<td>20</td>
<td>66</td>
<td>David Roth</td>
<td>624-7052</td>
</tr>
</tbody>
</table>

Other Educational Agencies (Deputy Superintendent will notify)

<table>
<thead>
<tr>
<th>Educational Agency</th>
<th>School Pop.</th>
<th>Staff</th>
<th>Buses Needed</th>
<th>Capacity</th>
<th>Contact Person</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima Christian School</td>
<td>320</td>
<td>35</td>
<td>8</td>
<td>66</td>
<td>Todd Steltz</td>
<td>624-3841</td>
</tr>
<tr>
<td>Mendon Community Nursery School</td>
<td>67</td>
<td>8</td>
<td>2</td>
<td>60</td>
<td>Heidi Clark</td>
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<tr>
<td>Creekside Com. Child Care, Inc.</td>
<td>45</td>
<td>4</td>
<td>1</td>
<td>60</td>
<td>Gigi Correll</td>
<td>624-5048</td>
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</table>

Cafeteria Capacities/Inventory Summary

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<tr>
<th>Location</th>
<th>Average Food Supply in Storage</th>
<th>Normal Daily Feeding Capacity</th>
<th>Feeding Capacity (Ex: one week supply - one feeding/day - 100 persons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>600 to 700</td>
<td></td>
<td>500 persons - one meal per day for 4 to 5 days</td>
</tr>
<tr>
<td>Middle School</td>
<td>50</td>
<td></td>
<td>one meal per day</td>
</tr>
<tr>
<td>Manor School</td>
<td>200 to 300</td>
<td></td>
<td>50 persons - one meal per day</td>
</tr>
<tr>
<td>Lima School</td>
<td>0</td>
<td></td>
<td>Very little food in building</td>
</tr>
</tbody>
</table>
Appendix H- Easy Alert

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

When to Use Easy Alert?
• All drills will be scheduled and documented using Easy Alert.
• In any case you, others, or school property are in danger an incident should be opened in Easy Alert.

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

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