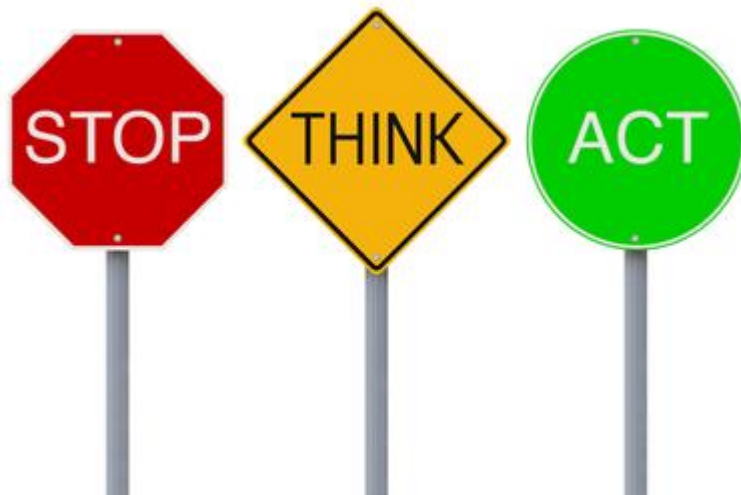


# Wheatland-Chili Central School District Safety Plan

February 2017  
Updated July 2019  
Updated July 2020



## 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 1<sup>st</sup> of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

[155.17 \(e\)\(2\)](#) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

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

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

[155.17 \(j\)](#) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

# **District Level School Emergency Response Plan**

Date of Acceptance/Revision [Click here to enter a date.](#)

For security reasons, building level safety plans for T. J. Connor Elementary and Wheatland-Chili Middle/High School with specific information around protocols reside within each school.

## Table of Contents

<b>SUMMARY OF LAWS .....</b>	<b>i</b>
<b>THE BASIC PLAN.....</b>	<b>3</b>
1. <b>Introductory Material .....</b>	<b>3</b>
2. <b>Purpose and Situation Overview .....</b>	<b>4</b>
3. <b>Concept of Operations.....</b>	<b>6</b>
4. <b>Organization and Assignment of Responsibilities .....</b>	<b>7</b>
5. <b>Direction, Control, and Coordination.....</b>	<b>9</b>
6. <b>Information Collection, Analysis and Dissemination .....</b>	<b>12</b>
7. <b>Training and Exercises.....</b>	<b>12</b>
8. <b>Administration, Finance and Logistics .....</b>	<b>13</b>
9. <b>Authorities and References.....</b>	<b>14</b>
1. <b>Medical and Mental Health Emergency Annex .....</b>	<b>15</b>
2. <b>Accounting for All Persons .....</b>	<b>16</b>
3. <b>Reunification .....</b>	<b>16</b>
4. <b>Continuity of Operations Plan (COOP).....</b>	<b>16</b>
<b>Natural Threat Severe Weather .....</b>	<b>17</b>
<b>Environmental Threat: Natural Gas Pipeline .....</b>	<b>17</b>

## THE BASIC PLAN

### 1. Introductory Material

#### **Plan Development and Maintenance**

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

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan. The building level plans for T. J. Connor Elementary and the Middle/High School contain specifics related to the Safety Team participants.

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

#### **Distribution of the Plan**

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

##### **Send Building Level Safety Plans to:**

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

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

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

#### **Record of Distribution**

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

### 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 1<sup>st</sup> as needed.

## 2. Purpose and Situation Overview

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

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

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. Date of threat/hazard assessment 7/21/2016

Threat and Hazard Specific annexes to address each identified threat/hazard from our assessment are located in the annexes.

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

### Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"><li>• Earthquakes</li><li>• Tornadoes</li><li>• Lightning</li><li>• Severe wind</li><li>• Hurricanes</li><li>• Floods</li><li>• Wildfires</li><li>• Extreme temperatures</li><li>• Landslides or mudslides</li><li>• Winter precipitation</li><li>• Wildlife</li></ul>
Technological Hazards:	<ul style="list-style-type: none"><li>• Explosions or accidental release of toxins from industrial plants</li><li>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li><li>• Hazardous materials releases from major highways or railroads</li></ul>

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

Threat and Hazard Type	Examples
	<ul style="list-style-type: none"><li>• Radiological releases from nuclear power stations</li><li>• Dam failure</li><li>• Power failure</li><li>• Water failure</li></ul>
Biological Hazards:	<ul style="list-style-type: none"><li>• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li><li>• Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i></li><li>• Toxic materials present in school laboratories</li></ul>
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"><li>• Fire</li><li>• Active shooters</li><li>• Criminal threats or actions</li><li>• Gang violence</li><li>• Bomb threats</li><li>• Domestic violence and abuse</li><li>• Cyber attacks</li><li>• Suicide</li></ul>

### **Planning Assumptions and Limitations**

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

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

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) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System. This chain of command is documented in the building level safety plans for T. J. Connor Elementary and the Middle/High School.

#### **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. Gather all available information, ensure that emergency notifications have been made and ensure that the initial protective actions have been taken.



## 4. Organization and Assignment of Responsibilities

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

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

### **Principal**

The principal (or their designee) will serve as the **Incident Commander**. At all times, the principal retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities may include but are not limited to:

- Manage and coordinate the incident
- Gather all information available
- Ensure that emergency notifications have been made
- Insure that initial protective actions has been taken
- 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
- Direct additional actions based on threat level
- Keep the Superintendent informed of the situation
- Select and establish an appropriate command post
- Brief all command post personnel on incident action plans
- Set objectives and approve plans for returning to normal operations

### **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

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

### **Teaching 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:

- 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

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

### **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).

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

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 included in the building level safety plans for T. J. Connor Elementary and the Middle/High School.

### **School Incident Command System (ICS) Roles Defined**

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

#### **Incident Command**

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

Responsibilities and duties include:

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

#### **Operations Section**

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

Responsibilities and duties include:

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

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

#### **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.

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

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
- Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

### **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
- Ensure that all personnel time records are maintained
- Ensure an activity log is maintained and after-action reports are prepared and submitted

### **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.

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

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

WCCSD is serviced by Fire Departments and Sheriff's Departments.

### **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](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov). Or by contacting your local emergency management agency.
- Annual training

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

### **Drills & Exercises**

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

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

The following is recommended:

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

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

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

## **8. Administration, Finance and Logistics**

### **Agreements and Contracts**

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

### **Documentation**

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

- Activation or deactivation of incident facilities

## Wheatland Chili CSD EMERGENCY RESPONSE PLAN

- 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.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.



## FUNCTIONAL ANNEXES

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

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

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

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

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

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

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

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

Functional annexes are included in the building level safety plans for T. J. Connor Elementary and the Middle/High School.

### 1. 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.

Medical and mental health emergency annexes are included in the building level safety plans for T. J. Connor Elementary and the Middle/High School.

## **2. 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.

Specific information related to this annex is included in the building level plans for T. J. Connor Elementary and the Middle/High School.

## **3. Reunification**

### **Purpose**

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

Specific information related to this annex is included in the building level plans for T. J. Connor Elementary and the Middle/High School.

## **4. 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.

Specific information related to this annex is included in the building level plans for T. J. Connor Elementary and the Middle/High School.

## 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.

Specific information related to these annexes are included in the building level plans for T. J. Connor Elementary and the Middle/High School.

### Natural Threat Severe Weather

**Purpose** – The purpose of this annex is to ensure that there are procedures in place to protect students/staff in the event of a severe weather situation

#### **Scope**

**Core Functions** - These incidents include but not limited to wind events, rain events/snowstorms, tornados or blizzards.

When a severe weather warning is received, staff will be notified to escort students to safe areas in their respective buildings. Blinds will be closed to minimize flying glass. Duck and cover or sheltering under desks will be implemented if necessary.

### Environmental Threat: Natural Gas Pipeline

**Purpose** – The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an incident with the Natural Gas Pipeline that runs through 940 North Rd. Scottsville, NY 14546

**Scope** - The Annex outlines responsibilities and duties, as well as procedures for staff responding to a Natural Gas Pipeline leak.

**Core Functions** – If there is a suspected or confirmed gas leak in the school/site notify the principal immediately. The principal should call 911 and announce evacuation away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm.

Teachers should evacuate to designated areas and account for students, then maintain supervision.

The Principal will determine if and when evacuation is complete. The principal should then check with teachers for unaccounted children and should then notify the Emergency Response Team and set up a 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 standby status in case re-entry to building is not possible.