District-Wide School Safety Plan Annexes

Annexes to the RCSD
District-Wide School Safety Plan

Revised 8/18/2023

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RESPONSE AND FUNCTIONAL ANNEXES

SHELTER-IN-PLACE

PURPOSE

Course of action to take 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 (such as in the event of a tornado).

SCOPE

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat requires the building to shelter-in-place.

CORE FUNCTIONS

In the event the building needs to shelter-in-place, practiced procedures will be put into action to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assesses Scene
- Calls 911, if appropriate
- Determines action for staff, students and visitors (unless emergency responders, Safety & Security Superintendent's Office give instructions)
- Once safe, contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to the scene

For Incident Command to initiate a Hold-in-Place:

Activate Emergency Response Team
Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Hold-in-Place. **(DO NOT USE CODES, CARDS or COLORS).**

Sample Script:

May I have your attention please…The building is now holding-in-place. All inside and outside activities are discontinued. Students and staff are required to remain in their current location. We are now holding-in-place. Please remain in your rooms or current location until further notice. Teachers please check your emails for further instructions.

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

General Instructions

- Use clear, concise language to provide direction to the building
- 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, students in-between classes or outside of their classroom for other reasons should be instructed to return to their class
- Turn off utilities and ventilation systems, (heating, ventilation and air conditioning) if appropriate
- If moving to a different location within the building, teachers need to take their rosters to take attendance-once when the class initially holds-in-place and then when released back to class
- If a teacher notices a student is missing from class after taking attendance, follow the *Accounting for all Persons Annex*

- If students are injured in the process of holding-in-place-teachers should remain with their classes, Emergency Response Team members will attend to the injured.
- If a teacher is injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. Hold-In Place). Before leaving with the class the team member will radio for another team member to assist with the injured teacher
- Staff members who are injured should call out or if they have a cell phone and are able to call for assistance, either dial the administrator's cell or 911
- The emergency response team will sweep the building to ensure all have exited, before reporting to the incident command post

Additional Steps to take depending on situation:

- Cover up food not in containers or put it in the refrigerator
- If advised, cover mouth and nose with towel, cloth, paper towels, tissues or piece of clothing
- Windows, doors and vents may need to have plastic put on them-(building needs to have heavy plastic and duct tape on hand)
- Prepare to hold-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Notify all concerned parties when the Hold-in-Place is lifted

HOLD-IN-PLACE

PURPOSE

Course of action to take when students and staff are required to remain indoors and with limited movement within the building due to a short-term potential or actual emergency situation. Depending on the threat or hazard, students and staff may be required to move to a different room or location within the building.

SCOPE

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat requires the building to hold-in-place.

CORE FUNCTIONS

In the event the building needs to hold-in-place, practiced procedures will be put into action to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assesses Scene
- Calls 911, if appropriate
- Determines action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office give instructions)
- Once safe, contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to the scene
- For Incident Command to initiate a Hold-in-Place:

Activate Emergency Response Team

Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Hold-in-Place. **(DO NOT USE CODES, CARDS or COLORS).**

Sample Script: May I have your attention please…The building is now holding-in-place. All inside and outside activities are discontinued. Students and staff are required to remain in their current location. We are now holding-in-place. Please remain in your rooms or current location until further notice. Teachers please check your emails for further instructions.

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

General Instructions

- Use clear, concise language to provide direction to the building
- 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, students in-between classes or outside of their classroom for other reasons should be instructed to return to their class
- Turn off utilities and ventilation systems, (heating, ventilation and air conditioning) if appropriate
- If moving to a different location within the building, teachers need to take their rosters to take attendance-once when the class initially holds-in-place and then when released back to class
- If a teacher notices a student is missing from class after taking attendance, follow the *Accounting for all Persons Annex*
- If students are injured in the process of holding-in-place-teachers should remain with their classes, Emergency Response Team members will attend to the injured.

- If a teacher is injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. Hold-In Place). Before leaving with the class the team member will radio for another team member to assist with the injured teacher
- Staff members who are injured should call out or if they have a cell phone and are able to call for assistance, either dial the administrator's cell or 911
- The emergency response team will sweep the building to ensure all have exited, before reporting to the incident command post

Additional Steps to take depending on situation:

- Cover up food not in containers or put it in the refrigerator
- If advised, cover mouth and nose with towel, cloth, paper towels, tissues or piece of clothing
- Windows, doors and vents may need to have plastic put on them-(building needs to have heavy plastic and duct tape on hand)
- Prepare to hold-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Notify all concerned parties when the Hold-in-Place is lifted

EVACUATION

PURPOSE

This response focuses on the course of action that the school will take to evacuate. Included are school 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.*

SCOPE

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat requires the building to evacuate.

CORE FUNCTIONS

In the event of an evacuation, practiced procedures will be put in to action to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assesses Scene
- Calls 911 to notify of evacuation
- Determines Action for Staff, Students and Visitors (unless emergency responders, Safety &
- Security or Superintendent's Office are giving instructions)
- Contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and
- Security first to have others contacted and move additional personnel to scene
- For Incident Command to initiate an evacuation:

Activates Emergency Response Team
Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Evacuation. **(DO NOT USE CODES, CARDS or COLORS).**

Sample Script: May I have your attention please…The building is now evacuating. We are now evacuating. Teachers take your students and rosters to the designated assembly area. Please exit the building safely.

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Executing an Evacuation

- Incident Commander (IC) communicates changes in evacuation routes, if primary routes are unusable
- IC communicates when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn
- Emergency response team members will assist with evacuation of building
- If classrooms are unable to use escape routes then they will use escape windows
- Students with functional needs will follow their pre-planned evacuation plan. If an assigned staff member is unable to remove a student, the staff member and student, along with appropriate equipment or service animal, are to report to one of the areas of refuge/safe rooms (see plan summary)
- If a teacher notices a student is missing from class after taking attendance, follow the *Accounting for all Staff and Students Annex*
- If visitor or student is injured in the process of evacuation, teachers should remain with their classes, Emergency Response Team members will attend to the injured. If a teacher/visitor is

injured, an Emergency Response Team Member will assume responsibility for the class until relieved. The class and team member will continue with prearranged action (i.e. evacuation). Before leaving with the class the team member will radio for another team member to assist with the injured teacher/visitor

- Staff members and visitors unable to exit the building should report, along with their equipment or service animals, to any of the areas of refuge/safe rooms. Members of the Emergency Response Team will sweep the hallways and rooms to assist the injured and functional needs population
- **For buildings with Pools-See Safe Room/Area of Refuge Annex**
- In the event that students find themselves out of the supervision of faculty or staff:
  - Students self-evacuate through nearest evacuation route or exit
  - Students report to nearest assembly area and nearest teacher/staff
- No one should stop for student or staff belongings
- Teachers and staff members are reminded to take class roster; phone lists, first-aid kit and other emergency supplies with you (go bags). Main office staff: Take visitor log and student sign out sheet to evacuation assembly area
- All staff are requested to check the bathrooms, hallways and common areas for visitors, staff or students while exiting
- Please report to your designated evacuation assembly area for additional instructions
- Emergency Response Team members are responsible for turning off lights, electrical and gas equipment, water, air conditioning and heating systems, unless unable to do so
- Teachers and staff are responsible for closing windows and locking doors as they are leaving the building, unless it is not safe to do so
- Emergency Response Team Members need to check the areas of refuge/safe rooms and report to the Fire Incident Commander, immediately, any staff, student, visitors needing assistance in those areas or injured in the building
- Once at evacuation location, check for additional injuries
- Check attendance and account for all students, staff and visitors. Immediately report the injured and missing to the School Incident Commander

Evacuation – (Off School Grounds)

In the event that the situation poses significant risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an alternate site.

- Perform all evacuation steps as indicated for a building evacuation
- Incident Commander has designee contact transportation for buses and to alert the pre-assigned evacuation location (see plan summary)
- Operations will notify all of the staff of the next steps to prepare the staff and students
- If the wait for buses will be lengthy, the building will be notified by transportation. The Incident Commander will make a decision to remain on scene if the delay will only be a few minutes. If it will be a long delay or the weather is inclement, the IC may have the staff and students go to the temporary walking evacuation location and wait for the buses

Evacuation – Return to Buildings or Grounds

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

- The Incident Commander will make the decision when it is safe to return to the building

In the event that emergency response services (Police, Fire, and Emergency Medical Services EMS) are called, Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds

Staff with radios or cell phones

NAME	Radio or Cell Phone Number

Designated Evacuation Assembly Areas (On School Grounds)

Building, Wing or Location	Assembly Area
XXXX	XXXX
XXXX	XXXX

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuation – (Off School Grounds)

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

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location	Address	Facility Contact Name and Number
XXXX	XXXX	XXXX
XXXX	XXXX	XXXX

LOCKOUT

PURPOSE

Course of action that will be taken to secure the building and grounds during incidents that pose an imminent concern **outside** of the building. The primary objective of a lockout is to quickly ensure all staff, students, and visitors are secured in the building away from the outside danger.

SCOPE

This annex outlines the procedures that are in place to protect staff, students and visitors in the event a hazard or a threat is on or near school grounds that requires the building to go into a lockout.

CORE FUNCTIONS

In the event of a lockout, practiced procedures will be put in to action to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assess Scene. Call 911 to notify of lockout, unless told by police/Safety & Security to put building in lockout.
    - Determine action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions).
    - Contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene.
    - For Incident Command to initiate a lockout:

Activate Emergency Response Team
Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Lockout. **(DO NOT USE CODES, CARDS or COLORS).**

Sample Script:

May I have your attention please-the building is now in lockout. All classes, please remain in your rooms until you receive additional instructions. Staff, please check your email. Thank you

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Incident Commander, Emergency Response Team and Staff Actions

- Incident Command Post will be in the Main Office or adjacent conference room unless otherwise designated
- IC contacts plant security to disable card readers
- Staff members will immediately lock classroom doors and windows. Students may remain in their seats and lessons should continue unless otherwise instructed. An announcement will be made when it is safe to transfer classes. Please do not allow students to leave the classroom without an escort during a lockout (unless otherwise directed)
- Entry to the building is gained only on a one on one basis and only through a locked and monitored door (the front main entrance)
- All staff, including teachers will go directly to the command center to assist with dismissal of students, if applicable.
- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.)
- It is not necessary to turn lights off. Close blinds on lower level and first floor windows.
- 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 any additional Annex(s) appropriate to respond to the situation.

LOCKDOWN

PURPOSE

Course of action to secure buildings during incidents that pose an immediate threat of violence in the building. The primary objective of a lockdown is to quickly ensure all staff, students and visitors are secured in rooms away from immediate danger.

SCOPE

This annex outlines the procedures that are in place to protect staff, students and visitors in the event that a threat is in the building and requires the building to go into a lockdown.

CORE FUNCTIONS

In the event of a lockdown, practiced procedures will be put in to action to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assesses Scene and determines need for lockdown
- Calls 911
- Once safe, contacts Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- For Incident Command to initiate a Lockdown:

Activate Emergency Response Team

If possible…Announce by intercom, Public Address (P.A.) System, runner or other method that the building is going into Lockdown*. **(DO NOT USE CODES, CARDS or COLORS).**

Sample Script: LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

**Remind staff in training that unfortunately in some cases the only announcement for a lockdown is the sound of gunfire. Staff need to be prepared to make a decision on their own to lockdown if they feel the situation warrants (i.e. they hear loud noises coming from the hall that they cannot identify and the noise is getting louder. If they hear gunfire, screaming, etc.).*

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety (if safe to leave the building) or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Executing a lockdown

- In the event where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any staff member can initiate the lockdown
- **IF SAFE**, staff should immediately gather students from hallways and areas nearest their rooms. This includes common areas and restrooms
- **Priority needs to be given to securing functional needs population-students, staff and visitors, along with any service animals and required equipment.**
- Lock door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT**** Leave lights on and blinds as they are. Do not cover door window
- If unable to call 911, you can text to "911" and provide information to the 911 center without making a call
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively (without being seen) in the following manner during a lockdown:

    - Do not allow anyone, under any circumstance, to leave your secured area
    - Do not answer or communicate through your door or classroom phone
    - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries)
    - Do not respond to fire alarm unless actual signs of fire are observed
    - Document and attend to any injuries to the best of your ability
    - Take attendance and include additions and missing students' last known location
    - Do not respond to Public Address (P.A.) system or other announcements
    - 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

- Office staff need to immediately find a room that has a locking door to hide in, unless there is an exit that is safe to use. Gather any students, staff and visitors into the locked area and do not come out
- **LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT OR SAFETY AND SECURITY.**

Incident Commander Additional Responsibilities:

- Join unified Command Post
- Work with Police and Fire to set up Incident Action Plan
- Re-direct any buses that are due to arrive (i.e. lockdown occurs at dismissal) away to a safe location
- Move any students or visitors that are outside near the doors to a safe location
- Close the front loop and parking lots to prevent staff, parents, students and visitors from entering the area
- Provide communications with all details-assist with robo-call to parents
- Set up secure area for press
- Set up parent re-unification area. Follow Reunification Annex
- Activate Post Incident Team and District Crisis Team
- Complete IC responsibilities unless command is transferred to another district IC
- Have plant security deactivate keypads
- Locate classes that were outside at the time of the lockdown

Emergency Response Team Members and Buildings with School Safety Officers

LOCKDOWN ACTIVE THREAT:

1. Announce right away with type of threat and location
2. Get students, staff, visitors and yourself safe
3. Make sure functional needs population are secured
4. Keep announcing on secure channel

ERT/SSO RULES:

1. No unnecessary radio transmission
2. Remain in assigned areas until you are contacted either in person or cell phone

NON-ACTIVE THREAT:

1. Get Incident Commander or another member of ERT on secure channel
2. Alert of type of threat and possible location
3. Command post will be in the main office (non-threat only)

SSO LOCATIONS:

1. SSO's should help lockdown, if possible, and then find secure lockdown location or get outside incident command post, if possible

Lockdown Rally Point: XXX

CRIME SCENE MANAGEMENT

PURPOSE

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence 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 professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. Since typically school employees will be first at a school crime scene, the state police recommend that trained school safety officers or administration be designated to manage the crime scene prior to police arrival.

SCOPE

The annex outlines the responsibilities and duties for all staff, students and visitors in maintaining the integrity of a crime scene on district grounds and in district buildings.

CORE FUNCTIONS

In the event of a crime, practiced procedures will be put in to action to protect students, staff and visitors and the crime scene.

ACTIONS

Incident Commander
Assess scene. Call 911

- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

The following RESPOND steps may assist in protecting and managing the crime scene:

Respond. . .

- Personal safety – Your safety comes first! You can't help others if you are injured
- Organize your thoughts and formulate a plan on how to handle the situation. Make mental notes of your observations
- Locate and identify any witness. Take their names, address, and phone/cell numbers. If possible, have them stay until law enforcement arrives
- Set up two-way radio communication with command post
- Stay on scene until relieved by law enforcement

Evaluate . . .

- Evaluate the severity of the situation. Is the crime/incident in progress or not? Call 911
- Identify all involved and uninvolved individuals in the area
- Take care of any injured. Patrol personnel will allow ambulance personnel in scene
- Emergency response personnel should be offering aid to the victims
- Be aware of weapons and hazards
- Be aware of potential evidence
- Don't touch anything unless necessary
- Record the who, what, why, and when and provide to officer in charge

Secure . . .

- Clear away uninvolved people
- Protect, isolate, cordon off the area immediately. Use rope of crime scene tape if possible. Assign one or more building emergency responders to make sure no one enters that is not authorized. One person must be assigned as a scribe to log in who, what time, and why they entered
- Police will adjust the perimeter if they need to

Protect . . .

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

Observe . . .

- Write down your observations – These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court
- Record detailed information – don't rely on your memory

Notify . . .

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

Document . . .

- Take thorough notes – such as: time, date, people at scene, weather, doors open or closed, lights on or off, and position of furniture, etc
- Be prepared to provide your notes and information 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 are included for emergency notification to parents/guardians (8 NYCRR Section 155.17 e (2) i). Templates for statements/press releases, media contacts at the major television, Internet, and radio stations are maintained by the Chief Communications Officer at Central Office.

SCOPE

This annex outlines the procedures that are in place for communication with stakeholders during and after emergencies.

CORE FUNCTIONS

In the event of a threat or hazard that requires the building and or district to engage in communication, practiced procedures will be put in to action to provide timely public information to stakeholders- including but not limited to students, staff members, families and the community.

ACTIONS

Types of Communications

Communication Between School and Law Enforcement and Emergency Responders

The building will contact and maintain communications with law enforcement and other emergency responders during an incident. The building Incident Commander will assume a unified command position or will transfer command (depending on the incident). The district Chief Communication Officer, the building Incident Commander (IC) and the Public Information Officer (PIO) for the emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

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

- Help create the plans for communicating emergency information internally and to the public
- Follow the communications procedures established by the district
- 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 Building Officials and Staff Members

Building 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. The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree
- Text-Messaging System/E-mail System
- Mobile Device Applications
- Faculty Meeting

Communication Between Building Officials and Students

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

- Posted notices throughout building and letter home to parent/guardian

External Communications

The Building must communicate with the larger community on how incidents will be addressed. However, once an incident does occur, parents, media and the community will require clear and concise messages about the incident. This will include what is being done and the safety of the children and staff. All incident related communication must be approved through the District Communication Office prior to dissemination.

Communication with Parents

Before an incident occurs, the building will:

- Inform parents on how to access alerts and incident information
- Inform parents that the school has developed a plan, its purpose and its objectives. **Detailed response tactics should not be shared**
- Include the plan information in the parent handbook, school newsletter, school events, trainings, etc.
- Provide translation services for non-English-speaking families and students with limited English proficiency
- Provide detailed information on the Functional Needs Population Annex

In the event of an incident, the building will work with the Chief Communication Officer to:

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

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

Communication with the Media

In the event of an incident, the Chief Communications Officer and the PIO for the emergency responders will coordinate in a joint information effort to:

- Establish a media site and reception area away from the building 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 building would be deemed impractical due to the nature and severity of the incident
- Low Impact events can be handled at the School District Central Offices or similar type facility 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.

Pre-designated Media sites

Alternate Location		Address and description
LOW IMPACT	Central Office	131 West Broad Street, Rochester New York 14614
HIGH IMPACT	TBD	TBD

- Provide regular updates to the media and school community.
- **Provide only information that has been approved to be released.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

All staff must refer media to District Chief Communications Officer/Public Information Officer PIO (Chip Partner).

If designated District PIO is unavailable, an alternate assumes responsibilities.

District Chief Communications Officer/Public Information Officer (PIO):	Marisol Ramos-Lopez
Telephone Numbers (home, work, mobile):	
Alternate District spokesperson	Superintendent Peluso or designee
Telephone Numbers (home, work, mobile)	

Incident Commander Actions

- Assess scene
- Call 911. Activate Emergency Response Team, Post Incident Team
- Contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and start additional personnel to scene
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

During an emergency:

- Incident Commander or designee relays all factual information to Chief, Department of Safety and Security and Superintendent's Office
- Disseminate information to inform parents about what is known to have happened
- Implement a plan to manage phone calls and parents who arrive at school
- Describe how the school and school district are handling the situation
- Provide information regarding possible reactions of their children and ways to talk with them
- Provide a web site, or hotline where parents can receive updated incident information
- Inform parents and students when and where school will resume
- District Incident Commander or designee notifies other schools in district and works with PIO to prepare a joint statement for the media in cooperation with emergency services
- Building staff are asked to refrain from arguing with the media but to not allow them into the buildings. Please refer media to the Chief Communications Officer at Central Office
- Maintain log of all telephone/walk-in inquiries. Use scripted response to respond to inquiries
- Establish a media reception area away from the building and the Incident Command Post
- Provide regular updates to media and school community
- Provide only information that has been approved to be released by the Incident Commander
- Monitor release of information and correct misinformation
- Coordinate messages with the principal/designee
- Provide appropriate information to internal groups, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated
- Designate and brief personnel answering calls to help control misinformation
- Conduct briefings for community representatives directly associated with the school
- Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled

Media statement-Released by Chief Communication Officer:

- District PIO will develop templates and adjust statements based on situation or incident
- Emphasize safety of students and staff first
- Briefly describe building's plan for responding to emergency
- Issue brief statement consisting only of the facts
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media**
- **Refrain from exaggerating or sensationalizing crisis**
- Be prepared with translation services and services for families with functional needs.

MEDICAL and MENTAL HEALTH EMERGENCY

PURPOSE

This annex describes the courses of action that the building will implement to address emergency medical (e.g. first aid) and mental health counseling issues. The building will coordinate these efforts with 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.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to medical and mental health emergencies.

CORE FUNCTIONS

In the event of a medical or mental health incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

If incident occurred in school:

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.

- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Notify nurse and CPR/first aid certified persons in school building of medical emergencies.
- If possible, isolate affected student/staff member.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(s) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Chief Communication Officer.
- All communication should transpire via 2-way radio or cell phone.
- Do not move the student/victim unless his/her location is potentially dangerous. Reassure the student/victim; keep him/her quiet and lying down.
- When calling 911 for an ambulance use the following steps:
- It is preferred that the following people call for an emergency vehicle if it is needed; the Principal, Assistant Principal, Nurse, or designee.
- Report location and specific entrance to be used. Provide the nature of the emergency, number of victims, and any other pertinent information.
- The guidance counselors will be notified for assistance as needed. If further counseling needs are necessary after the immediate medical emergency, contact the Nurse.
- The Nurse or Principal/Assistant Principal-Incident Commander will notify the parent/guardian as soon as possible. The Principal or Assistant Principal is always consulted before notifying parent/guardian, unless it is a life threatening situation and the neither are in the building. If EMS determines that immediate notification is critical then follow directions and then promptly contact the Chief, Superintendent's Office and Safety & Security. Remember n*otification needs to be given tactfully and in a manner not to create undue panic.* Known details of the accident should

be given. If parent/guardian cannot be reached immediately, use the STUDENT EMERGENCY FORM.

If incident occurred outside of school on field trip or on bus:

- Call 911
- Follow scene safety and CPR/AED steps from Sudden Cardiac Arrest (CPR/AED) Annex
- If bus driver is not victim, driver contact dispatcher
- Lead teacher, contact school
- Administrator/IC notifies Chief, Safety and Security and Superintendent's Office.
- District works with building to determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Chief Communication Officer.

Post-crisis intervention:

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas. Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff. Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

Mental Health Emergencies

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

School Safety Officers and Other Trained Responders

- Secure area. Remove all other staff and students
- Attempt to calm student or staff member
- Remove or block person from obtaining items can harm himself or others
- If the person is being disruptive but not a danger to himself or others should allow the person to de-escalate without physical intervention but should continue to use CPI or TCI de-escalation techniques

- If there is eminent danger to the person or others because of the person's actions and only as a last resort to protect life, district trained staff may intervene to remove the person from harm, using Crisis Prevention Intervention (CPI) or Therapeutic Crisis Intervention (TCI)

If the person refuses to comply and restraint is necessary to protect the person from harming himself or others, 911, may be called for mental health crisis intervention, along with support services from the Department of Safety and Security

ACCOUNTING FOR ALL PERSONS

PURPOSE

Course of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

SCOPE

This annex outlines the procedures that are in place to account for all staff, students and visitors in the event of a hazard or a threat on school grounds or in the school building.

CORE FUNCTIONS

In the event that a student, staff member or visitor is unaccounted for, practiced procedures will be put in to action to locate the person and to continue to protect students, staff members and visitors.

ACTIONS

Incident Commander:

- Assess Scene. Call 911 to notify of missing student, personnel or visitor
- Determine action for staff, students and visitors (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions).
- Contact Chief's Office, and Safety and Security Office. Can call Safety and Security first to have other notifies made and move additional personnel to scene.
- For Incident Command to initiate a search for a missing person:

Person is missing during the normal course of the day:

- Person is reported missing
- Emergency Response Team is activated
- Search of building and grounds is conducted
- Report is made to Chief's Office and Safety and Security
- 911 is called if person is not found immediately or if assistance is needed in bringing the person back to the building
- Once the person is found, a follow-up report is immediately given to all stakeholders

Person is missing during a drill or an emergency:

- Report is made to Chief's Office, Safety and Security and Superintendent's Office
- Once missing persons or injured are located, those that are able to, will be re-united with their class, office, etc. or provided with emergency care. A follow-up report is given to all stakeholders immediately. Notifications are provided to parents via robo-call and letter home

Lockdown/Lockout/Shelter-in-Place/Other:

All teachers are required to take attendance during drills and emergencies. Once safely able to identify who is unaccounted for, the following procedures will take place:

Runners will collect attendance and missing person information to provide to the Incident Commander and the Emergency Response Team. The school team will work with emergency responders to locate missing persons.

- Report is made to Chief's Office, Safety and Security and Superintendent's Office
- Once missing persons or injured are located, those that are able to, will be re-united with their class, office, etc. or provided with emergency care. A follow-up report is given to all stakeholders immediately. Notifications are provided to parents via robo-call and letter home

If student has not reported home from school:

Student is transported via bus

If a parent/guardian has reported that a student has not come home, the following steps will be taken, as appropriate:

- Report is made to Chief's Office and Safety and Security
- 911 will be called
- The dispatcher will be called to check with the driver to confirm if the student was on the bus and if so, if and where the student was dropped off
- The Director of Transportation will be advised
- The school will retrace the student's steps at dismissal
- Safety & Security check the camera feed from school and the bus, if necessary
- The District will work closely with emergency responders until the student is found
- Once the student is located, communication will be sent to appropriate stakeholders by school or safety & security to advise of resolution

Student walks or receives a ride

If a parent/guardian has reported that a student has not come home, the following steps will be taken, as appropriate:

- Report is made to Chief's Office, Safety and Security and Superintendent's Office

- 911 will be called
- The school will retrace the student's steps at dismissal
- Safety & Security check the camera feed from school, if necessary
- The District will work closely with emergency responders until the student is found
- Once the student is located, communication will be sent to appropriate stakeholders by school or safety & security to advise of resolution

REUNIFICATION

PURPOSE

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

SCOPE

This annex outlines the procedures that are in place to account for all staff, students and visitors and to reunify students with their families in the event of a hazard or a threat on school grounds or in the school building.

CORE FUNCTIONS

In the event of a threat or hazard that requires the building to relocate or parents to retrieve their children from school, practiced procedures will be put in to action to protect students, staff members and visitors and to reunify students with their families.

ACTIONS

Reunification Site: **Pre-designated Reunification Sites-See Plan Summary**

IC and Emergency Response Team Actions

Incident Commander

- Assess scene
- Call 911, if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office.
- **Initiate appropriate Response Annex(s) for the Building**
- Provide follow-up report to appropriate stakeholders

Emergency Response Team

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

- Establish a mental health area-for parent/guardians of any injured, missing or deceased students. The School Psychologist or other designee, will coordinate this activity with emergency response personnel
- Set up a media staging area away from the reunification site and notify the PIO of the location
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians
- Only release students to authorized persons after checking proof of identity and signing a student release form
- Instruct parents/guardians to leave the site to 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
- Functional needs populations may be significantly impacted by the stress of the incident and additional support staff may be required to support these students and staff
- Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues

- Assess scene
- Call 911, if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office.
- **Initiate appropriate Response Annex(s) for the Building**
- Provide follow-up report to appropriate stakeholders

Emergency Response Team

- Follow Evacuation procedures for transporting students to the reunification site(s) (See Evacuation Annex), including non-ambulatory students and staff members
- Notify a contact person at the relocation site(s) to prepare for the arrival of students, including non-ambulatory students and staff members
- Designate a Reunification Coordinator
- Activate Annex(s) appropriate to respond to the situation
- Designate a holding area for arriving students and staff away from waiting family members
- Designate an adult report area for parents/guardians to sign-in and to check identification
- Establish a student release area. Students will be escorted to their parent/guardian to sign out
- Establish a mental health area-for parent/guardians of any injured, missing or deceased students. The School Psychologist or other designee, will coordinate this activity with emergency response personnel
- Set up a media staging area away from the reunification site and notify the PIO of the location
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians
- Only release students to authorized persons after checking proof of identity and signing a student release form
- Instruct parents/guardians to leave the site to 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
- Functional needs populations may be significantly impacted by the stress of the incident and additional support staff may be required to support these students and staff
- Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

The Building Level School Emergency Response 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

SECURITY

PURPOSE

The purpose of this Annex is to provide the course of action to secure the building and grounds from internal and external threats or hazards.

SCOPE

This annex outlines the security procedures that are in place to protect staff, students and visitors while on school grounds or in the school building.

CORE FUNCTIONS

In the event of an internal or external threat or hazard, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Ongoing Security Planning and Important Points for Secure Building Operations

- Agreements with law enforcement agencies in place to address the daily role of law enforcement officers in and around school
- Daily walk-throughs to ensure building is physically secure
- Using Crime Prevention Through Environmental Design Principles **CPTED:** Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers. Using natural surveillance by arranging physical features to maximize visibility. Natural access control, territoriality reinforcement-clearly delineating space, expressing pride and ownership, and creating a welcoming environment, management and maintenance-ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed
- Having a plan to get students to and from school safely (including traffic control and pedestrian safety)
- Plan for keeping prohibited items out of school
- Respond to threats identified by the behavioral threat assessment team
- Plan for monitoring and sharing information with law enforcement officers or other responders to prevent gang or other violent activity in the building
- Use of the National Incident Management System for handling all incidents and working with emergency service personnel. For example:

In all Annexes, reliable use of the Incident Commander (typically the Principal), and consistent IC response:

Incident Commander

- Assess scene
- Call 911 if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

THREAT OR HAZARD SPECIFIC ANNEXES

ABUSE RECOGNITION AND PREVENTION

PURPOSE

The purpose of this Annex is to have a plan in place for a course of action when a student discloses an act of abuse to a staff member. The goal of the building is to provide a safe learning environment for every student. It is not uncommon for students to develop relationships with trusted educators. As mandated reporters we are required to report disclosures to protect and obtain assistance for students. Disclosures can be direct or indirect. Most likely a disclosure will be indirect, meaning the student does not share the details of the abuse without being prompted, or does so in a round-about way. A disclosure can also be disguised, or given through hints or gestures, or even through another student. The student is hoping that you understand what they are trying to share.

It is important to recognize the possible clues so that further questions are asked. Most children who disclose want the abuse to stop. When the disclosure is "missed" they may continue with additional hints (or not). For many abused children, a class presentation on child abuse prevention is the first time they realize that what happens to them does not happen to everyone. Some children may try to protect the abuser, especially when the abuser is someone they love.

SCOPE

Do You Suspect Abuse or Maltreatment? Report it Now!

Call our Statewide Toll Free Telephone Number:
1-800-342-3720

If you are deaf or hard of hearing, call TDD/TTY at
1-800-638-5163
or have your Video Relay System provider call
1-800-342-3720

If you believe that a child is in immediate danger,
call 911 or your local police department.

Important Information from the Office of Children and Family Services (OCFS):

The following are some common indicators of abuse or maltreatment. This list is not all-inclusive, and some abused or maltreated children may not show any of these symptoms.

Indicators of Physical Abuse can include:

- Injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body)
- Frequently appearing injuries such as bruises, cuts and/or burns, especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns or impressions of other instruments;

- Destructive, aggressive or disruptive behavior;
- Passive, withdrawn or emotionless behavior; and
- Fear of going home or fear of parent(s)

Indicators of Sexual Abuse can include:

- Symptoms of sexually transmitted diseases; Injury to genital area
- Difficulty and/or pain when sitting or walking
- Sexually suggestive, inappropriate or promiscuous behavior or verbalization
- Expressing age-inappropriate knowledge of sexual relations
- Sexual victimization of other children

Indicators of Maltreatment can include:

- Obvious malnourishment, listlessness or fatigue
- Stealing or begging for food
- Lack of personal care – poor personal hygiene, torn and/or dirty clothes
- Untreated need for glasses, dental care or other medical attention
- Frequent absence from or tardiness to school
- Child inappropriately left unattended or without supervision

Sex Trafficking:

- Excess amount of cash or hotel keys
- Chronic runaway/homeless youth
- Lying about age/false ID or inconsistencies in story
- Has engaged in prostitution or commercial sex acts
- Any mention of a pimp/boyfriend or Refers to employer/boyfriend using slang such as “Daddy”

Labor Trafficking:

- Family relationships not clear (trafficker may or may not present as formal guardian)
- Child may not be biological child of “parent” in the home
- No evidence of legal guardian
- Works for “aunt” or “uncle”
- Excluded from family events (e.g., church, vacations, parties)
- Physically exhausted; works long hours
- Child is fearful of family he/she lives with
- Child is responsible for child care, elder care, or cleaning -- often hidden as “chores”

Source: http://www.ocfs.state.ny.us/main/humantraffic/default.asp#redflags

Important Points

- Have an understanding about abuse and neglect
- Know the four kinds of child abuse: physical, emotional, sexual, and neglect
- Understand the symptoms of each type of abuse
- If you think a child is in danger, you should seek the advice of the school administration
- If a child's disclosure involves an employee or volunteer, do not confront the alleged perpetrator
- Report any suspicion of child abuse and neglect
- Have the following information: what happened, when it happened, where it happened, and who did it
- You will be asked for some identifying information and how the child disclosed
- Remember, it is the responsibility of adults to take action and keep children safe

It is not uncommon for CPS to follow-up with interviews at school and/or home. A parent/guardian may be upset that an accusation or report was made against them. If the parent/guardian/family member comes to school:

- Do not let him or her go directly to the classroom
- The best course of action may be to have the parent wait in the office with the administrator and bring the student to the office (if that is the reason for the visit)
- If the person does not calm down or leave alert them that you will need to seek further assistance to have them removed (police)
  Explain that you do not wish to do that. Call for assistance if the person does not calm down or leave
- Do not allow staff or students to be subjected to verbal or physical abuse

CORE FUNCTIONS

In the event of a report of abuse, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander

- Assess scene
- Call 911, if necessary. Activate Emergency Response Team, Post Incident-as applicable
- Contact Chief's Office and Safety and Security
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

CHILD ABUSE IN AN EDUCATIONAL SETTING

RCSD Board Policy 5460 requires that all staff comply with the requirements of New York State Education Law 23-B, which mandates that any Rochester City School District staff who shall be in receipt of any allegation that child abuse has been committed by an employee or volunteer in an educational setting must promptly report receipt of that allegation. Staff must make official notifications per 23-B and 5460-R as well as complete associated reporting documents. The Rochester City School District Legal and Human Resources Departments must also be notified immediately.

ACTIVE SHOOTER/TERRORIST

PURPOSE

To protect students, staff, visitors and property in the event of an active shooter or terrorist incident on school grounds or in the building.

SCOPE

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

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

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

CORE FUNCTIONS

In the event of an active shooter or terrorist incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

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

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

Incident Commander Actions

- Assess scene
- Call 911. Activate Emergency Response Team, Post Incident Team
- When safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and additional personnel moved to scene
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Emergency Response Team Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

IC Important Points

- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Family Reunification Annexes

Other Staff Actions

Follow directions and lockdown unless instructed to do otherwise! Stay quiet. Do not come out! Do not open your door.

- Use extreme caution
- When leaving the building with law enforcement, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Family Reunification Annexes

Other Terrorist Events

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional.

Below are the outlined procedures in place to protect students, staff and visitors:

Nuclear-Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate
- Close all doors leading into hallways to minimize flying glass
- All people assume the **duck, cover and hold** position on the ground
- Shut down all utility systems to the building (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by authorities

Biological:

- Shelter in place **(Do not use basements or low lying areas)**
- Close all doors and windows
- Shut down the HVAC system (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by authorities

Chemical:

- Shelter in place **(Do not use basements or low lying areas)**
- Close all doors and windows
- Shut down the HVAC system (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape
- Be prepared to treat students and staff who experience a reaction to the chemical agent
- The decision to evacuate should be made after consulting with authorities

Conventional-The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate
- Close all doors leading into hallways to minimize flying glass
- All people assume the ***duck, cover, and hold*** position on the ground.
- Shut down all utility systems to the building (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away

Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by law enforcement, fire or EMS.

If the building is the target:

- Evacuate to walking evacuation site
- Along route watch for secondary incendiary devices (backpacks sitting alone, etc.)
- At site await further instructions
- Do not speak to the press
- Stay calm
- District and building administration will arrange for reunification, busing and communication with parents/guardians

AFTER-HOURS

(Before/After School, Weekends, School Breaks)

PURPOSE

To protect students, staff, visitors and property before/after school, on weekends and during school breaks on school grounds or in the building.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for all staff and persons (including contract, part-time and volunteer) when on school grounds or in the school building before/after school, on weekends and during school breaks.

CORE FUNCTIONS

In the event of an emergency after hours in a building or on school grounds, practiced procedures will be put in to action to care for and protect students, staff, visitors, the building and property.

ACTIONS

The individual responsible for the activity at the building is considered the Incident Commander and will activate the Emergency Response Plan. For example, if there is sports practice taking place after school then the coach in charge will be the Incident Commander. If there is a community-based organization hosting a program then it is the principal's responsibility to brief the leader on the emergency plan. The leader will be the IC unless the principal is in the building.

For official after-school programs such those conducted through the City of Rochester Department of Recreation, the program does have an emergency response plan, however, the principal is responsible for reviewing the building plan with the site coordinator to insure that appropriate contacts and follow-up reports are completed for RCSD.

All of the Annexes contained in this Emergency Response Plan would also apply to after-hours programs at the building or on the grounds.

ANIMAL (Dangerous)

PURPOSE

To protect students, staff, visitors and property in the event of an animal loose on school grounds or in the school building.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to an incident with a loose animal on school grounds or in the school building. An animal on school property involves one or more dogs, cats, reptiles, birds or amphibians that may cause physical harm and/or death to students, staff or visitors. An unwanted animal on school grounds will result in law enforcement (animal control) responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school may be considered a crime scene and therefore would be subject to search and processing.

CORE FUNCTIONS

In the event of a dangerous animal loose on school grounds, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

The first individual(s) to see an animal on the grounds or in the building should activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office should be made, if possible.

Incident Commander Actions

- Assess scene
- Call 911, if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

IC Important Points

- Notify Nurse and first aid certified persons in school building of medical emergencies
- Seal off area, if animal(s) still present
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures

ANTHRAX THREAT

PURPOSE

To protect students, staff, visitors in the event of an anthrax release in the Rochester City School District.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for the District Emergency Response Team when responding to an incident involving Anthrax.

- Anthrax is a disease normally associated with plant-eating animals (sheep, goats, cattle, and to a lesser degree, swine), caused by the bacteria Bacillus Anthracis. Anthrax has been recognized as an illness for centuries. Symptoms of inhalation of anthrax can begin as early as 24 hours after breathing the spores. Initial symptoms may include fever & chills, cough, chest soreness, chest pain, noisy breathing, weakness, and lethargy.
- Human infection with anthrax usually results from direct contact with infected animals, or animal products such as wool, meat, or hides. However, when anthrax is used as a biological weapon, breathing anthrax that is released into the air infects people. Anthrax can also enter the human body through broken skin.
- If treated before symptoms become severe, anthrax is treatable with common antibiotics. Therefore, it is very important to observe anyone with possible exposure for any of the above symptoms.
- If a threat of anthrax was made, anyone exhibiting flu-like symptoms should be seen by her or his doctor or other local Emergency Department.

CORE FUNCTIONS

In the event of suspected Anthrax, practiced procedures will be put in to action to care for and protect students, staff and visitors.

- If a letter is received claiming to contain anthrax bacterium or a phone call saying there is an anthrax presence at a Building, the first response has to be containment.
- The key to controlling the situation is to remain calm and limit the area and persons exposed to the threat. If applicable, note the type of package, how it was delivered, and anything that will help in the subsequent investigation.
- Limit exposure to any material in the package by leaving the item alone. If possible, close the package or envelope with the material inside. Keep hands away from your face so you don't touch your eyes, nose, or mouth.

ACTIONS

Building-Level:

The first individual(s) to notice a suspicious package, be exposed to Anthrax, etc. will activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe.

- Immediately after identifying the threat, the building should be placed in "Shelter-In-Place". The Building IC will have the announcement made that all staff and students are to remain in the rooms they are in (or proceed immediately to their next scheduled room).
- If applicable, no one is allowed in or out of the room in which the letter was opened.
- The Custodian will turn off all HVAC equipment.
- Once law enforcement arrives, it is critical to follow their instructions and cooperate. The location where the Anthrax is suspected may be considered a crime scene and therefore would be subject to search and processing.

The Building-Level Incident Commander will contact 911, their Chief's Office, Safety and Security and Superintendent's Office.

District-Level:

The Office of Safety and Security will activate the District Emergency Response Team with an email notification. For a true emergency telephone calls to alert and muster members will take place by clerical staff in the Safety and Security Office, Superintendent's Office and Chief's Office.

On-Scene District-Level Incident Commander Actions

- Assess scene
- Receive briefing from Building-level Incident Commander.
- If necessary. Activate District Level Emergency Response Team
- Provide Leadership update
- Support Building-Level IC or assume Command
- **Initiate appropriate Response Annex**
- Provide follow-up report to appropriate stakeholders

STAFF, STUDENTS AND VISITORS

Non-Ambulatory and Ambulatory

- Ensure accountability of all staff, students and visitors (be sure volunteers and contract workers are included)
- Confirm there are no injuries or all who are injured are receiving appropriate care. Obtain accurate count of each and the location for any transferred to local hospitals.
- Ensure a staff member is assigned to any student who is transported to a hospital. Confirm contact with the parent/guardian or family member.
- Reunification staff must have access to Student Management System to maintain integrity of parent/guardian reunification system.
- Students with emergency evacuation plans will need to have staff members assigned who have access to the IEPs.

ASSAULTS/FIGHTS

PURPOSE

To protect students, staff, visitors and property in the event of an assault or fight on the grounds or in the building.

SCOPE

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

An assault or fight on school property involves multiple people who may cause physical harm and/or death to students, staff or visitors. An assault or fight on school grounds may result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school may be considered a crime scene and therefore would be subject to search and processing.

CORE FUNCTIONS

In the event of an assault or fight, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

The first individual(s) to see an assault or fight on the grounds or in the building should activate the Emergency Response Plan immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office should be made if possible.

Incident Commander Actions

- Assess scene.
- Call 911, if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

IC Important Points

- Seal off area where assault took place
- Defuse situation, if possible
- Incident Commander notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact
- Document all activities. Ask victim(s)/witness(s) for their account of incident
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures

BOMB THREATS

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, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements will be made and the incident Commander will implement the procedures specified in this annex.

Incident Commander Actions

- Assess scene
- Call 911. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911 for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

IC Important Points

- 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
- Work with law enforcement to determine if building will shelter-in-place or evacuate

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 Annex(s)

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
- Use the Bomb Threat Checklist (On next page-Should be placed next to all telephones)

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: _____

_____

_____

_____

_____

_____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received:

_____

Notes:

Callers Voice - Circle as applicable:

- Calm
- Angry
- Excited
- Slow
- Rapid
- Soft
- Loud
- Laughter
- Crying
- Normal
- Distinct
- Slurred
- Nasal
- Stutter
- Lisp
- Raspy
- Deep
- Ragged
- Clearing Throat
- Deep Breathing
- Cracked Voice
- Disguised
- Accent
- Familiar

If voice is familiar, whom did it sound like?

_____

Background Sounds:

- Street Noises
- Animal Noises
- Clear
- Static
- Music
- House Noises
- Motor
- Factory Machinery
- Voices
- PA System
- Local Call
- Long Distance
- Phone Booth
- Office Machinery
- Other _____

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks:

_____

_____

BUILDING EVENTS

(Activities, Sporting Events)

See AFTER HOURS ANNEX
(Before/After School, Weekends, School Breaks)

BUS INCIDENT/ACCIDENT

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students/staff in the event of a bus incident.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bus incident.

CORE FUNCTIONS

In the event of a bus incident or accident, practiced procedures will be put in to action to care for and protect students and staff.

ACTIONS

Activating the Emergency Response Plan

Individual(s) receiving information about bus incident should notify the IC as soon as possible. The IC will implement the procedures specified in this annex.

Incident Commander Actions

- Contact Chief's Office, Safety and Security and Superintendent's Office
- Contact Transportation (for report)
- Activate Emergency Response Team
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Bus Driver/Monitor Response

- Ensure the safety of students and staff first
- Call 911, if necessary
- Notify the district transportation office

Non-Ambulatory

- If a non-ambulatory student, is injured, the driver and aid will ensure the safety of the student first. The student will not be moved from the bus unless there is a threat to life safety.
- If there is a threat to life safety and the lift is operable, the person will remain in his or her chair to protect neck, back and head stabilization. If the lift is not working, and if able, the driver and aid will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to another bus, if on scene.

- The driver or aid will ensure that 911 has been called for emergency assistance, along with contacting transportation department personnel.
- The driver and or aid will remain with the injured student and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, driver or aid is injured, the person will not be moved, unless there is a threat to life safety.
- If there is a threat to life safety, and it is safely possible, use one of the carries in the ***Functional Needs Annex*** to move the injured person outside to safety or to another bus, if on scene.
- The driver or aid will insure that 911 has been called for emergency assistance, along with contacting transportation personnel.
- The driver and/or aid will remain with the injured and provide first aid/CPR-AED assistance until emergency responders arrive.

Transportation Department Response

- Notify Building IC
- Notify Safety and Security and Superintendent's Office
- Depending on time of day safety and Security may take lead and assume command
- Incident Commander assembles Emergency Response and Post Incident Team Members

Building IC

- Notify nurse
- Assess counseling needs
- Implement post-crisis procedures
- Identify location(s) where injured are taken
- Collaborate on communication to stakeholders

School Bus Accident Procedures

For all accidents:

- Call the dispatcher – state if anyone is injured, if there are students on the bus, and the exact location
- Dispatcher immediately contacts the Safety Director who is sent to the scene to take pictures and give any assistance necessary
- Call 911 – (even if no injuries, report required)
- Send troubleshooter

If there are students on the bus, no injuries:

- Even if there are no injuries, notify the school

- The driver needs to make a list of students (names and ages if possible). If it is on the way home, speak to as many parents as possible explaining the delay, etc.
- Contact the Director of Transportation
- If accident occurred on the way to school-the school will check each child to make certain there are no injuries. A note will be sent home with the child to each parent on the bus explaining what has occurred

Students on the bus -- injuries:

(See non-ambulatory, ambulatory above)

- Contact the Director of Transportation
- Call 911
- Contact school
- Contact Deputy Superintendents, Safety and Security, Chief of Operations

Troubleshooters and Safety Director to:

- Make certain that no one is moved-unless there is a threat to life safe
- Start collecting names of students, keep track of what hospitals children are being taken to and make certain that someone is assigned to go to each hospital
- Give information to Dispatcher so that parents can be contacted. If parents are not reachable, send troubleshooters to homes to find them. Offer transportation if necessary

Interaction with emergency responders on the scene:

EMS personnel will make initial assessment and stabilization of all passengers on the bus. Students who have been assessed by EMS personnel and have no obvious injuries may be transferred to a spare bus on the scene

COLD EMERGENCIES

PURPOSE

The purpose of this annex is to have a plan in place for responding to cold emergencies.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to cold emergencies

CORE FUNCTIONS

In the event of a cold emergency, practiced procedures will be put into action to care for and protect students, staff and visitors.

ACTIONS

Activating the Emergency Response Plan

Individual(s) alerted of a cold emergency should notify the Incident Commander and nurse as soon as possible. The incident Commander will implement the procedures specified in this annex.

Incident Commander Actions

- Assess scene.
- Call 911, if necessary. Activate Emergency Response Team
- Contact Chief's Office, Safety and Security and Superintendent's Office.
- **Initiate appropriate Response Annex for the Building**
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Hypothermia

When your body temperature sinks below 96ºF, you have hypothermia. Prolonged exposure to temperatures as warm as 60ºF, particularly in water, can trigger hypothermia if you are not properly dressed. If your temperature is 96ºF or less, you feel cold and sluggish, or are having trouble thinking clearly, see a doctor immediately or go to the nearest emergency room. If you are trying to help someone who may have hypothermia, first call 911. Cover the person with thick blankets. Don't rub the person or handle him or her roughly.

Degrees of Frostbite

- **First degree:** ice crystals forming on your skin
- **Second degree:** Skin begins to feel warm, even though it is not yet defrosted
- **Third degree:** Skin turns red, pale or white
- **Fourth degree**: Pain lasts for more than a few hours and skin may develop dark blue or black

Frostbite First Aid

Until you can get indoors:

- Don't rub or massage cold body parts
- Put your hands in your armpits
- Hold onto another person or animal
- Drink warm liquids
- Put on extra layers of clothes, blankets, etc.
- Remove rings, watches, and anything tight

Once Indoors

- Call 911
- Don't walk on a frostbitten foot. You could cause more damage
- Get in a warm, NOT hot, bath and wrap your face and ears in a moist, warm, NOT hot, towel
- Don't get near a hot stove or heater or use a heating pad, hot water bottle, or a hair dryer
- You may burn yourself before feeling returns
- Frostbitten skin will become red and swollen and feel like it's on fire. You may develop blisters. Don't break the blisters. It could cause scarring
- If your skin turns blue or gray, is very swollen, blistered or feels hard and numb even under the surface, go to a hospital immediately

CONTROL OF COMMON CHILDHOOD CONTAGIOUS DISEASES AND ILLNESSES

Contagious Disease

Introduction

In the school environment, many communicable diseases are transmitted from one individual to another. Effective control measures include education, avoidance of risk factors, sanitation, vaccination, early recognition of symptoms, health assessment, prompt diagnosis and adequate isolation or treatment.

Transmission

Communicable diseases are transmitted from person to person by:

Airborne-germ from an infected person becomes suspended in the air and is then inhaled by another person. Example: Tuberculosis, Measles and Chickenpox.

Respiratory Droplet-germ from an infected person's nose or throat comes into contact with the mucous membranes (the eyes, nose or mouth) of another person by coughing, sneezing or spitting (usually from distances of less than 6 feet). Examples include: Common cold, influenza (flu), and whooping cough

Direct/Indirect Contact-Direct contact: Infections spread from person to person by either skin-to-skin contact or skin-to-mucous membrane contact. Indirect contact: Infections spread from contaminated object to person. Example: Fungal infections, herpes virus, mononucleosis, skin infections (such as Staph and Strep), influenza (flu), common cold

Fecal-Spread from the stool or fecal matter of an infected person to another person, usually by contaminated hand-to-mouth contact, or by way of contaminated objects, when effective hand washing is not done after toileting or through poor personal hygiene. Example: Diarrheal illnesses, Hepatitis A, pinworms

Foodborne-Occur as a result of eating food that has been improperly handled, prepared or stored. Example: Diarrheal diseases, Hepatitis A

Waterborne-Spread by drinking or playing in water that has been contaminated with infectious germs from hands or objects used by students in the water, or by body excrement from humans or animals in water, such as in reservoirs, aquifers or swimming areas. Examples include: Diarrheal diseases, skin infections, Hepatitis A

Bloodborne-Very specific and close contact with an infected person's body fluids such as unprotected sexual contact, sharing needles or drug paraphernalia, by a pregnant mother to her unborn child, blood transfusions (rarely), tattooing or piercing in non-approved establishments and puncture wounds. Communicable infections include: Hepatitis B, C, and D; HIV/AIDS

Sexually Transmitted Infections-Person to person through heterosexual and homosexual activity. Some diseases, such as HIV, and Hepatitis B, C and D, can be transmitted both by bloodborne and sexual routes. Examples include: Gonorrhea, Chlamydia, Herpes, Genital warts (human papillomavirus)

Prevention

Hand Washing

Frequent and effective hand washing is the primary prevention measure against the spread of communicable diseases.

According to the Center for Disease Control CDC, staff and students should wash their hands:

- **Before**, during, and after preparing food
- **Before** eating food
- **Before** and after caring for someone who is sick
- **Before** and after treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** touching garbage

http://www.cdc.gov/Features/HandWashing/

The CDC recommends using the following guidelines for proper hand-washing:

- Wet your hands with clean running water (warm or cold) and apply soap.
- Rub your hands together to lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.
- Continue rubbing your hands for at least 20 seconds.
- Rinse your hands well under running water.
- Dry your hands using a clean towel or air dry.

Hand sanitizers

- May not be as effective when hands are visibly dirty.
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Alcohol-based hand sanitizers can quickly reduce the number of germs on hands in some situations, but sanitizers do not eliminate all types of germs.
- Apply the product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Continue to rub the product over all surfaces of your hands and fingers until your hands are dry.

For more information on hand washing, please visit CDC's Handwashing website. You can also call 1-800-CDC-INFO, or email cdcinfo@cdc.gov for answers to specific questions.

Communicable Disease Control Measures – Guidelines for Handling Body Fluids

The Occupational Safety and Health Administration Regulations Bloodborne Pathogens (1910.1030)

http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10051

Standard Precautions: "Standard Precautions" refer to a system of infectious disease control, which assumes the body fluids of all persons are infectious. Standard Precautions are designed to reduce the risk of transmission of all communicable diseases, whether a person exhibits symptoms of illness or not. Standard Precautions refer to the use of barriers or protective measures when dealing with the following:

- Blood;
- All body fluids, secretions and excretions, except sweat, regardless of whether they contain visible blood;
- Non-intact skin; and
- Mucous membranes

Strict adherence to Standard Precautions and the appropriate use of personal protective equipment will decrease the risk of infection from Bloodborne organisms or germs as well as the transmission of all communicable diseases.

Only employees who have been trained in all elements of the Bloodborne Pathogen Regulations should perform first aid, offer assistance for ill or injured students, or be assigned other tasks that involve the potential risk of body fluid contact (e.g. delegated nursing tasks such as blood glucose monitoring). Other employees should be given information about avoidance measures. Peer tutors and volunteers in the school must also receive general information about avoidance measures and **cannot be assigned any task or offer assistance with tasks where personal protective equipment is required.**

CONTAGIOUS DISEASE GUIDELINES

Condition	Able to Be in School	Comment	Other Restrictions
Bronchitis	Controlled cough, Absence of fever	None	None
Cellulitis (Staph, Step)	24 hr. after treatment if covered or is dry and not oozing.	Parent advisory letter. For resistant organisms, e.g. MRSA, involve School MD and possible County Health Dept.	No contact sports until healed. Good hand hygiene.
Chicken Pox (see also Zoster and Shingles)	Not immunized: When student is not clinically ill and after last pustule is crusted and dry; or on the 6th day after onset of rash if all lesions are crusted. Immunized: Treat as Zoster	Parent advisory letter, Contacts do not need to be excluded but parents of elementary age children should be notified of index case outbreak. Pregnant staff without prior immunity in last trimester should alert OB.	None
Conjunctivitis Viral, Bacterial, Allergic or Chemical	Yes	Children who have red eyes and/or pruritus, and/or clear or yellow discharge, do not need to be excluded from school if they are not ill in other ways, and if eye symptoms do not interfere with their ability to stay in class and learn, and if reasonable hygienic practices in the affected setting can be implemented. Exclusion from school and consultation with the primary care provider should be obtained in the following instances: the child is too ill to learn, or the child has significant irritation or pain, reduced vision, light sensitivity; and/or redness, swelling or lesions on the eyelids. When conjunctivitis is discovered in a classroom, an informational letter may be sent home to draw particular attention to educating their child about the importance of good hand washing not sharing towels and avoiding rubbing of the eyes. The school nurse will provide educational reinforcement and appropriate measures to reduce infection spread in the classroom.	
Coxsackie (Hand-Foot-Mouth Disease)	Yes as long as not too ill to learn and able to eat and drink	Special classrooms for students with bladder or bowel incontinence may require special handling: call school physician.	Good hand washing and hygiene are essential

Fever	Yes if temperature is less than 38 degrees Celsius (100.4 F) and student is not clinically ill; off anti pyretic.	Does not need to be fever free for 24 hours, but does need to be well enough to learn off anti-pyretic.	
Fifth's Disease	Yes	Rash may occur intermittently for weeks; good hand washing and proper disposal of tissues with respiratory secretions are essential; parent letter sent home; staff notified. Pregnant staff should advise OB.	
Gastroenteritis	Absence of fever or vomiting	Student should be well enough to learn without frequent interruptions	Diarrhea in non-toilet trained individuals require exclusion
Hepatitis:			
A	7 Days after onset of illness or jaundice or note from physician	Parent advisory from Health Department	Diarrhea in non-toilet trained individuals require exclusion; Food handlers notify school MD
B	Exclusion per family physician based upon clinical symptoms	See precautions for spread of infection via Bodily Fluids, Appendix B; Standard precautions and confidentiality apply	Diarrhea in non-toilet trained individuals require exclusion; Food handlers notify school MD
C	Exclusion per family physician based upon clinical symptoms	See precautions for spread of infection via Bodily Fluids	Standard precautions and confidentiality
Herpes (Oral or Genital)	Yes, no exclusion	Notify parents of immune suppressed contacts.	No contact sports, swimming or locker room until lesions are dry and crusted.
Impetigo (see also cellulitis) Including MRSA, VRSA	After 24 hrs. of Rx or until lesions are no longer weeping or all lesions are fully covered with a dry dressing.	Parent advisory letter. If resistant organism involve school MD and possible County Health Department. No contact sports until dry and healed.	Good hand washing
Infectious Mononucleosis	Once physician diagnosis is mad, exclude until recovery is confirmed by private physician (usually after absence of fever or exudative-pharyngitis)	No need to send home advisory letter unless multiple cases reported.	No sports if spleen enlarged and until private physician releases.
Influenza-like-illness	24 hrs. after symptom free off all antipyretic, unless otherwise specified by the County Public Health Dept. for a given virus strain.	No need to send home advisory letter unless otherwise directed by County Public Health Department.	Good hand washing; social distancing; respiratory precautions

Meningitis, Bacterial	Always confirm with Public Health Department and follow their guidance.	Letter home for public health reasons from the Health Department. Cover letter from District or school from principal or Superintendent with District physician input.	Once student is well enough to return to school, there are no special precautions unless so stipulated by treating physician on an individual basis.
Meningitis, Viral	Once they are feeling well enough to work or learn and are afebrile. Remind them to use good respiratory and hand hygiene.	Enterovirus is the most common cause though other viruses can also cause meningitis. Only 0.01% of all persons infected with Enterovirus develop meningitis as a symptom. Otherwise, it is a flu-like illness and therefore is not considered a significant public health risk.	While is not necessary to send home a letter, this may be done depending on Superintendent and/or principal discretion in cooperation with the District physician for public relation purposes only.
Measles	Upon clinical recovery; 6 days after onset of rash	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
Mumps	9 days after onset of swelling	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
Pinworms	Yes	Good hand washing is essential. Re-infestation is common. Parent letter may be helpful	
Pediculosis (Head Lice)	Yes after approved treatment has begun; for 3rd re-infestation, or if 3 or more cases in a classroom, nurse may consider exclusion until nit free, but contact District MD to discuss all exclusions before child is excluded. Send home with live adult lice. If only nits present, child can finish end of school day. After first treatment, remaining live lice can be removed and child may stay.	Letter goes home to families. Daily health office checks before going to class for 14 days after treatment for all treated children. Parent advisory letter. Note: Nits greater than 3/4" on hair shaft from scalp should be considered non-viable.	Second Rx is required 7-10 days following initial Rx. 4 oz. of chemical per 6 inches of hair is required for each treatment. Treatment must be according to package instructions with no products placed on the hair but shampoo for 14 days.
Pertussis (see Whopping Cough)	Exclusion for 5 days on appropriate antibiotic Rx; 21 days if not on Rx.	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Expect more cases
S.A.R.S.	Follow procedures in standing orders	Diagnosis must be confirmed by Health Department. Contact school MD before letter to families.	Respiratory precautions
Scabies	24 hours after institution of topical Rx.	Staff and parent advisory letter	Immediate exclusion of any individual infested with untreated scabies.

Sexually Transmitted Diseases STDs	Yes	Refer to Health Department and private MD	
Shingles (see Zoster)	Yes if lesions are completely covered. Child may be in school when uncovered lesions are dry and crusted.	If lesions cannot be fully covered, when student is not clinically ill and after last pustule is crusted and dry; or on the 6th day after onset of rash if all lesions are crusted.	Parent advisory needed if lesions not covered. No locker room or swimming.
Strep Throat and/or Scarlet Fever	Yes once 24 hours of treatment is given, if afebrile and feeling well. If extensive in the classroom or building, check with District MD to consider a 48 hr. return to school.	If extensive in classroom or building, check with District MD to consider a 48 hr. return to school. For multiple classroom outbreaks, contact District MD. Letter home to families.	For recurrent classroom outbreaks, contact District MD.
Tinia (Ringworm) Capitas, Corporis or Pedis	Yes. Notify District MD if lesions cannot be covered. For Capitas, may re-enter after initiation of appropriate oral agent.	Physician clearance for sport participation. Se skin Infections in the Wrestler as needed.	Standard precautions
Tuberculosis (Positive Mantoux PPD test)	If symptomatic, exclude until Health Department has determined child is not infectious. If non-symptomatic, contact District MD.	Health Department will direct all positive symptomatic cases. No exclusions are necessary without their direct guidance to do so.	Nurse may participate in giving medication per Health Department.
Upper Respiratory Infection	Yes if absence of fever, controlled cough and child is well enough to learn.	If presentation is unusual, is part of a large cluster of outbreaks, or if there is a widespread community illness, keep District MD apprised of trends or concerns.	Respiratory precautions
Warts (all sizes)	Yes. Refer to doctor	No bare feet in locker room, pool or during competition. No wrestling until treated. Must be covered with either duct tape or liquid bandage after treatment.	Flip flops in locker room.
Whooping Cough (see Pertussis)			
Zoster (or Varicella following immunization)	Yes if lesions are completely covered. Otherwise, child may be in school when uncovered lesions are dry and crusted.	Child previously immunized with Varivax with mild case of varicella may return to school before 6 days if: the child is not systematically ill; there are no new lesions in the previous 24 hours; any vesicular lesions can be covered with clothing or a dry bandage; lesions on exposed areas are dry and crusted.	

Note: Definition of fever is temperature equal to or greater than 100 degrees F (axillary), 101 degrees F (orally), or 102 degrees F (rectally). In some instances of minor contagious diseases, it may be advisable that a letter go home to parents or close contacts. This would be true especially after diagnosis of the second case of minor infectious disease, such as pin worm, head lice, scabies, strep, etc. in the same classroom. All such letters should be carefully worded to avoid causing panic or raising unnecessary concerns. All letters should be approved by the building principal unless your principal states it is not necessary. A sample parent information form letter is in Appendix.

A last reminder concerns reportable diseases. For illnesses such as those covered by standard immunizations among other Health Department reportable illnesses, please involve the Health Department. They have standard approaches and letters for the problem mentioned. The Infection Control Nurse at the Infectious Diseases Unit of the Health Department is the appropriate resource to call. Do send out letters with input in these major diseases.

If you have questions, please call the District MD before sending out letters of notification to families or excluding a child from school.

Note: Any cluster of illness (i.e. more than three in a given classroom) and/or any unusual or bizarre illness should be reported to the District MD for surveillance purposes.

CONTAGIOUS DISEASE:

EMERGENCY PROCEDURES

STUDENTS

Applications of Policy

This procedure applies to children with contagious diseases or other illnesses and physical conditions that do not require classification for purposes of special education. It is intended and expected that parents and school officials will work cooperatively to reach agreement on how particular cases should be handled. However, the ultimate responsibility and authority to protect the health and safety of children in the schools remains with the Board of Education. This this policy delegates authority and responsibilities to various school officials, and establishes procedures and standards for their actions, when emergency steps may be necessary or when agreement with parents may not be reached.

Identification of Health Problems

- Parents have the primary responsibility to assure their children are healthy and physically fit to attend school. Parents who suspect that their children are suffering from contagious disease, or any other illness or physical condition that might endanger the health or safety of themselves or others if they were to attend school should keep them home and take appropriate steps to confirm the diagnosis. If it is confirmed that a child has a contagious disease or is suffering from any other illness or physical condition that would endanger the health or safety of the child or others if the child were to attend school, the parents should inform the school nurse and keep the child at home.
- Children who report to school with symptoms of a contagious disease or signs of an illness or physical condition that may endanger the health or safety of themselves or others in school shall be referred to the school nurse. The school nurse shall consult with such children's parents to determine appropriate steps for returning to the child home and diagnosing the child's condition.
- When the nurse has grounds to believe that a child has a contagious disease or other illness or physical conditions that may endanger the health or safety of the child or others in school, and the child's parents cannot be reached or will not cooperate in obtaining diagnosis of the child's condition, the school nurse shall consult with the Nurse Coordinator who will consult with the District MD to determine if an examination by the District MD should be performed.
- Any cluster of illness (i.e. more than three in a classroom) and/or any presentation of a bizarre or unusual illness shall be reported to the District MD for surveillance

Attendance at School

- Parents who have determined that a child should not attend school because of a contagious disease, or other physical condition, should inform the school nurse of the diagnosis and the probable or recommended period of isolation or convalescence during which the child shall be excused from attendance

Community Notification of Public Health Concerns

- When the Nurse Coordinator has received confirmation from either the County Health Department for a reportable disease or the treating physician for a non-reportable contagious disease, then the Nurse Coordinator will contact the District MD about a course of action to notify the community of a possible public health risk.
- The District MD will work with the Nurse Coordinator who in turn will work with Safety & Security, Health & Safety, Communications and Superintendent's Office to ensure that necessary and adequate information is shared with the community in a way that will minimize panic while maintaining medical confidentiality of the index case
- Any media calls will be handled by the Chief Communications Officer/PIO, Superintendent or designee

STAFF

Application of this Policy

This policy applies to employees with contagious diseases or other illnesses and physical or mental conditions that may endanger the health and safety of themselves or others in the schools. It is intended and expected that employees and school officials will work cooperatively to reach agreement on how particular cases should be handled. However, the ultimate responsibility and authority to protect the health and safety of children in the schools remains with the Board of Education.

Identification of Health Problems

N.Y. EDN. LAW § 913 : NY Code - Section 913: In order to safeguard the health of children attending the public schools, the board of education or trustees of any school district or a board of cooperative educational services shall be empowered to require any person employed by the board of education or trustees or board of cooperative educational services to submit to a medical examination by a physician or other health care provider of his or her choice or the director of school health services of the board of education or trustees or board of cooperative educational services, in order to determine the physical or mental capacity of such person to perform his or her duties. The person required to submit to such medical examination shall be entitled to be accompanied by a physician or other person of his or her choice. The determination based upon such examination as to the physical or mental capacity of such person to perform his or her duties shall be reported to the board of education or trustees or board of cooperative educational services and may be referred to and considered for the evaluation of service of the person examined or for disability retirement.

- Employees have the primary responsibility to assure that they are healthy and physically and mentally fit to perform the duties of their employment

- The Board of Education authorizes the Superintendent of Schools to require any employee to submit to a medical examination, in accordance with Section 913 of the Education Law, whenever the Superintendent shall have reasonable grounds to believe that any such employee may be physically or mentally unfit to perform the duties of his or her employment. Whenever

the Superintendent shall direct an employee to submit to a medical examination, such direction shall be given in writing and shall include a statement of the grounds for such action

Protection of Health and Safety in the Schools

- Whenever the Superintendent has grounds to believe that an employee poses a risk to the health or safety of himself or others in the schools because of a contagious disease or other illness or mental or physical condition, the Superintendent shall confer with the employee to agree on a course of action to protect the health and safety of the employee and others
- Whenever the Superintendent and employees are not able to reach agreement on a course of action, the Superintendent shall take reasonable measures to protect the health and safety of the employee and others. No action affecting rights, terms or conditions of employment shall be taken except in accordance with applicable provisions of the Public Health Law, the Civil Service Law and relevant collective bargaining agreements

Community Notification of Public Health Concerns

- When a staff member has confirmed a reportable or non-reportable contagious disease, the Nurse Coordinator, the District MD, Safety & Security, Health & Safety and Communications will confer with the Superintendent about a course of action, if any, to notify the community of a possible public health risk, if appropriate and indicated
- The District MD will work at the direction of the Superintendent, Chief Communications Officer, Safety & Security, Health & Safety and the Nurse Coordinator to ensure that necessary and adequate information is shared with the community in a way that will minimize panic while maintaining medical confidentiality of the index case
- Any media calls will be handled by the Chief Communications Officer/PIO, Superintendent or designee

CONTINUITY OF OPERATIONS (COOP)

PURPOSE

The overall purpose of this building-level plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the building's initial response would transition into the overall response to a critical incident at the building.

This plan is based upon the concept that the incident management functions that must be performed by the building generally parallel some routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed in responding to an incident in the building. Some personnel, equipment and supplies that would typically be required for routine functions may be redirected to accomplish assigned incident management tasks.

This plan anticipates the range of potential incidents that could cause a temporary interruption of operations to a complete shut-down of the building, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. The goal of the plan is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days. During any crisis event, the Superintendent, or designee, shall appoint a Leadership Team, Taskforce or Working Groups to assist in the management of the crisis as needed. Plans and documents developed in response to a crisis will be maintained by the appointed group and be made available as needed.

RESPONSIBILITIES

Delegation of authority and management responsibilities are predetermined in this plan. Safety of students and building personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services have been developed so that resources are readily available if needed.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on the next page.

Incident Command structure will be utilized. Please see the Building Plan Summary for the Incident Command Assignments. Table 2 lists other possible operation section teams that may be implemented in an emergency.

Planning Section-When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops
- Assisting with ongoing planning efforts
- Maintaining the incident time log

- Documenting all activities

Logistics Section-When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication
- Establishing and maintaining school and classroom first-aid kits
- Coordinating access to and distribution of supplies during an incident
- Monitoring inventory of supplies and equipment
- Documenting all activities

Finance/Administration Section-When activated, the Finance/Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities
- When possible, photographing or videotaping damage to property
- Developing a system to monitor and track expenses and financial losses
- Secure all records

Table 1. Essential Functions Performed by COOP Personnel	
District IC/Superintendent or designee	• Determine when to close schools, and/or send students/staff to alternate locations • Identify a line of succession, including who is responsible for restoring business functions for school • Ensure systems are in place for rapid contract execution after an incident • Identify strategies to continue teaching • Reevaluate the curriculum
Chief Communications Officer/Building IC	• Disseminate information internally to students and staff • Communicate with parents, media, and the larger school community
Safety & Security	• Provide building support to maintain a safe & secure learning environment; Assist with execution of emergency plan
Building IC/Principal/Assistant Principal	• Identify relocation areas for classrooms and administrative operations • Brief and train staff regarding their additional responsibilities • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations

Custodians/Maintenance Personnel	• Work with local officials to determine when it is safe for students and staff to return to the school buildings and grounds • Manage the restoration of school buildings and grounds
School Secretary/Office Staff	• Maintain inventory and essential records • Ensure redundancy of records • Secure classroom equipment, books, and materials • Restore administrative and record-keeping functions such as payroll, accounting and personnel records • Retrieve, collect, and maintain personnel data • Provide accounts payable and cash management services
Counselors, Social Workers, and School Nurses/Health Assistants	• Establish academic and support services for students and staff/faculty • Implement additional response and recovery activities according to established protocols
Food Service/Cafeteria/ Bus Drivers	• Determine how transportation and food services will resume.

Central Office may assume responsibility for these functions and perform these duties off-site.

Table 2. Operations Section Teams

Emergency Response Teams are responsible for the initial response of all building emergencies. Team members assist with evacuations, lockouts, lockdowns and sheltering-in-place for all ambulatory and non-ambulatory students, staff members and visitors in the building, including those who may be injured. Team members will also assist with emergency response drills, training and exercises.

Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas,
- Conducting initial damage assessment
- Obtaining injury and missing student reports from teachers.

First-Aid Teams provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:

- Setting up first-aid area for students
- Assessing and treating injuries
- Completing master injury report.

Evacuation/Shelter/Care Teams are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:

- Accounting for the whereabouts of all students, staff and volunteers
- Setting up a secure assembly area
- Managing sheltering and sanitation operations
- Managing student feeding and hydration
- Coordinating with the Student Release Team
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary
- Securing and isolating fire/HazMat
- Assessing and notifying officials of fire/HazMat
- Conducting perimeter control.

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support
- Determining need for outside agency assistance
- Providing onsite intervention /counseling resources
- Monitoring well-being of School Incident, Command Team, staff and students
- Reporting all findings to the Operations Section Chief.

Student Release/Reunification Team is responsible for:

- Getting students reunited with their parents or guardians in an efficient and orderly manner
- Setting up secure reunion area
- Checking student emergency cards for authorized releases
- Completing release logs
- Coordinating information officers on internal and external communications and messages

SPECIFIC PROCEDURES

Activation and Relocation

The Building IC will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The IC will activate COOP procedures whenever it is determined the building is not suitable for safe occupancy or functional operation. The IC will notify the Chief, Superintendent's Office and Safety and Security Office.

Alert, Notification, and Implementation Process

The IC will activate the communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

Relocation Sites

The Building Safety Team has identified walking and busing evacuation locations (**see Plan Summary**) to maintain and/or restore operations and essential functions disrupted by an incident. Each building has one walking evacuation location and two busing locations.

Alternate Facilities-See Plan Summary

Backup Sites

As noted above, temporary alternative sites will be used for short-term disruptions involving payroll and personnel actions. With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites will need to be identified.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored:

- Personnel Records-HCI
- Student Records-Hart Street/online

- Other vital department or building records-with each department/building

Human Capital Management

Personnel responsible for essential functions are cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo annual training on executing COOP procedures. Training is designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training includes specific protocols for identifying and assisting functional needs populations.
- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All personnel will be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

Reconstitution

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations
- Supervise an orderly return to the building
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures

Source and Use of Resources

The building will use its own resources and equipment to respond to incidents until emergency or other incident response personnel arrive. District CERT members have been trained to assist, if called upon, and are available after an incident occurs.

Administration, Finance and Logistics

Agreements and Contracts

If building resources prove to be inadequate during an incident, it will request assistance from the district, local emergency services, and other agencies in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All pre-negotiated agreements and contracts are kept: in the main office and readily available.

Recordkeeping

Administrative Controls-The building is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These

administrative controls will be done in accordance with established district fiscal policies and standard cost accounting procedures.

Activity Logs-Staff assigned within the building ICS will maintain accurate logs recording key incident management activities, including:

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

Incident Costs-ICS Finance and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations

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 operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained:

- Current student records: at the building
- Previous students: Martin Street
- Personnel records: HCI

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan-In developing the Emergency Response Plan for each building, the building safety team must involve community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and nonteaching employees who are assigned to the building as described in 8 NYCRR Section 155.17. The safety plan clearly identifies the latest revision date and the signature of individuals involved in its creation and/or revision. **See Plan Summary**

Record of Distribution-Copies the school safety and floor plans are distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept as proof

that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. **See Plan Summary** School Safety Planning documents will not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

Review and Updates to the Plan-In order to remain in compliance with 8 NYCRR Section 155.17, the school safety team will review and update the emergency response plan every year and whenever a major modification to the building requires changes in the procedures outlined in the plan.

The emergency response plan will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. By October 1st (or whenever the plan is updated because of midyear changes) the updated plan, summary and any other updated documents need to be submitted to the office of Safety and Security as well as distributed via read receipt, to all building personnel, including contractors and agencies.

Training and Exercising the Plan-RCSD understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur. School officials will coordinate training efforts with guidance from the Department of Safety and Security.

Emergency Response Plan Training available to buildings:

- Hazard and incident awareness training
- Active Shooter Training
- Orientation to the School Plan
- First-aid and CPR
- Team training for incident response or recovery activities such as Family Reunification
- ICS 100, ICS-200, ICS-700 and ICS-800
- POD Training
- CERT Training
- Multi-hazards for Schools Training (FEMA)

Additional training will include drills and tabletop exercises.
Drill and exercise schedule is on the plan summary.

All student and staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

CYBER THREAT

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property from cyber threats.

Staff and Students-Cyber-Bullying

Rochester City School Board Policy, Code of Conduct Manual, P. 18-19

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

7. *Misuse of computer/electronic communication, including any unauthorized use of telephones, two-way radios, cell phones, computers, smartphones, mp3 players, IPod, IPad, Kindles, Nooks, PDAs, laptops, pagers, recording devices, peer-to-peer networks, software, or internet/intranet account; accessing inappropriate websites (which includes, but is not limited to pornographic sites, violent or hate sites, sites encouraging the making of bombs, incendiary devices or devices to counteract locks or security systems, —gaming and gambling sites, or other sites not reasonably and directly related to the educational function of the District); —cyber-bullying (the repeated use of information technology, including email, instant message, blogs, chat rooms, pagers, cell phones, smartphones, mp3 players, IPod, IPad, Kindles, Nooks, PDAs, laptops, pagers, recording devices, and gaming systems to deliberately harass, threaten or intimidate others); —sexting (sending or forwarding sexually suggestive nude or nearly nude photographs through text message or email); attempts to —hack or compromise any computer system; downloading music, videos or other copyrighted material for personal use without license, authorization or legal privilege; or any other violation federal or State law, or of the District's acceptable use policy and regulations personal use without license, authorization or legal privilege; or any other violation federal or State law, or of the District's acceptable use policy and regulations.*

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to cyber threats against students, staff, or buildings.

CORE FUNCTIONS

In the event of a cyber-threat incident, practiced procedures will be put in to action to care for and protect students and staff.

ACTIONS

Activating the Emergency Response Plan

Individual(s) receiving cyber-threats should notify the Incident Commander as soon as possible. Appropriate announcements will be made and the incident Commander will implement the procedures specified in this annex.

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and Post Incident Team, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office and Safety and Security. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Online Incident:

- Have members of Emergency Response Team or Safety and Security in conjunction with IMT review threat material to determine validity
- If the online material appears to present a legitimate imminent threat of violence and danger to others, contact local law enforcement and initiate protective response. Ensure the safety of students and staff first
- Notify Chief, Safety and Security and Superintendent's Office
- Notify Incident Commander. Incident Commander assembles Crisis Team Members

Additional Steps:

- Preserve all evidence from the District Internet system. Advise parent /student/staff to preserve evidence on home computer. Offer technical assistance if necessary
- Seek to identify creator(s). May be obvious, anonymous or impersonated
- Search for additional material and/or suspects
- Read "Cyber Threat Review Process" for additional steps (appendix)

FIELD TRIP

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students/staff when on a field trip.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to field trip incidents.

CORE FUNCTIONS

In the event of a field trip incident, practiced procedures will be put in to action to care for students and staff, communicate with parents/guardians and district personnel.

ACTIONS

Activating the Emergency Response Plan

Individual(s) receiving information about a field trip incident should notify the Incident Commander as soon as possible. Appropriate announcements will be made and the incident Commander will implement the procedures specified in this annex.

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office and Safety and Security Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members/field trip designee are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student or staff member is injured, the designee, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person to safety.

- The designee will telephone 911 for immediate assistance. If the designee is not able to move the injured person, then he or she will call for immediate assistance from the injured person's location.
- The designee will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member or designee, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person to safety.
- The designee will call 911 for immediate assistance. If the designee is not able to move the injured person, then he or she will call for immediate assistance from the injured person's location.
- The designee will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Important Steps

Make sure the trip coordinator and Main Office has the following:

- Student list by assigned vehicle
- Supervision list by assigned vehicle
- Chaperon list by assigned vehicle
- Map of intended route
- List of medical needs and conditions
- Name of bus company with contact person and phone number
- List of important phone numbers significant to the trip including administrators' phone numbers, students' home phone numbers, etc.
- Trip coordinator should carry or have access to a cellular phone, if possible

On Site Responsibility

- Attend to any medical needs if there are injuries or complaints of pain. Call 911 if appropriate
- Contact dispatcher and transportation director (if on bus)
- Contact school administrator with update and actions being taken

Responsibility of School

- IC/Administrator or designee will contact Director of School Safety and provide update and actions being taken. Consider deploying personnel to the scene; hospital, police department, or to appropriate locations
- IC/Administrator or designee will work with Chief Communication Officer to contact parents with update and actions being taken indicating any meetings or pickup times at the school

District Responsibility

Chief Communications Officer will work with the media

FIRE

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from fire.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to fire emergencies.

CORE FUNCTIONS

In the event of a fire emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Steps

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm if not already activated.
- Follow **Evacuation Annex, Functional Needs Population Annex, Communications Annex**.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.

FOOD DEFENSE

PURPOSE

To protect students, staff, visitors and property from intentionally contaminated food from chemical, biological or other harmful substances by people who want to do intentional harm.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for all District Emergency Response Team when responding to contaminated food.

- Food defense is not the same as food safety. Food safety addresses accidental contamination of food products during storage and transportation and focuses on biological, chemical or physical hazards.

CORE FUNCTIONS

In the event of an intentionally contaminated food incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Depending on the extent of the food contamination, specific individual or multiple Response and Functional Annexes may be initiated simultaneously to include Crime Scene Management, Hazardous Materials Emergency, Medical Health, Mass Casualty Incident and Medical and Mental Health Annexes
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

FUNCTIONAL NEEDS POPULATION

PURPOSE

The purpose of this Annex is to ensure that there are plans and procedures in place to protect and keep safe all students, staff and visitors with functional needs.

SCOPE

This Annex outlines the responsibilities and duties for all staff in compliance with the Americans with Disabilities Act and the Civil Rights Act of 1964, specifically Title VI

PLANS MUST COMPLY WITH THE AMERICANS WITH DISABILITIES ACT

Plans must comply with the Americans with Disabilities Act, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information and technical assistance about the Americans with Disabilities Act (ADA) is available at http://www.ada.gov http://rems.ed.gov/docs/rems_k-12_guide_508.pdf

PLANS MUST ADDRESS LANGUAGE ACCESS

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964 (available at http://www.justice.gov/crt/about/cor/coord/titlevi.php) and the Title VI regulation of the Civil Rights Act of 1964 (available at http://www.justice.gov/crt/about/cor/fedagencies.php) http://rems.ed.gov/docs/rems_k-12_guide_508.pdf

Rochester City School District is committed to the safety of all students, staff and visitors, while in RCSD buildings and on school grounds. Plans are in place to assist ambulatory and non-ambulatory functional needs population (students, staff and visitors) in the event of an emergency requiring a building level response to: Shelter-in-Place, Hold-in-Place, Evacuation, Lockout or Lockdown. Functional needs include, but are not limited to:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or Hard of Hearing

- Mobility/physical disabilities (permanent or temporary)
- Medically fragile health (including asthma and severe allergies)
- Mental Health needs

The school's current enrollment of students with functional needs is noted on the Plan Summary; however, this number will fluctuate. The district provides all students who have a functional need for an evacuation plan with one on their IEP or is otherwise noted with the nurse. Staff with permanent or staff and students with temporary functional needs are encouraged to report their requirements to the nurse. Temporary assistance includes the use of crutches, wearing casts, air casts, ace bandages that may slow evacuation or require assistance or the use of one of the areas of refuge/safe rooms, etc.

Classrooms containing students and staff that require additional assistance during an incident should be indicated with an asterisk next to the room number on the master schedule. The list of students and staff names, along with their schedules, should be available with the nurse and senior secretary. The list is CONFIDENTIAL-except on a need to know basis for the Incident Commander, emergency response team members and emergency responders. The emergency response team, along with additional staff members have been trained and assigned to assist the functional needs population during drills, exercises, and incidents. The list of trained staff members is also available, along with the Plan Summary in the main office.

CORE FUNCTIONS

In the event of an emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors who are non-ambulatory and ambulatory with or without permanent functional needs and with or without injuries. Procedures include responses to evacuation, shelter-in-place, lockdown and lockout as well as responses to specific threats and hazards.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries below to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Emergency movement of **Non-Ambulatory** students, staff or visitors (injured and uninjured)

One person Arm Carry

- Lift around victim's back and under knees
- Lift victim by keeping your own back straight and lifting with legs

Fireman's Carry-This technique is for carrying a victim longer distances

- The victim is carried over one shoulder
- The rescuer's arm, on the side that the victim is being carried, is wrapped across the victim's legs and grasps the victim's opposite arm.

Blanket Pull-Preferred method for dragging a victim.

- Place the victim on the blanket by using the "logroll" or the three-person lift.
- The victim is placed with the head approx. 2 ft. from one corner of the blanket.
- Wrap the blanket corners around the victim.
- Keep your back as straight as possible.
- Use your legs, not your back.
- Try to keep the pull as straight and in-line as possible.

Pack-Strap Carry-when unable to do the firefighter carry because it is unsafe.

- Place both the victim's arms over your shoulders.
- Cross the victim's arms, grasping the victim's opposite wrist.
- Pull the arms close to your chest.
- Squat slightly and drive your hips into the victim while bending slightly at the waist.
- Balance the load on your hips and support the victim with your legs.

Chair Carry-This is a good method for carrying victims up and down stairs or through narrow or uneven areas. *The chair used should be a sturdy one. Don't use aluminum lightweight folding chairs. REMEMBER: Chairs with wheels can be used to roll the victim, but should not be used for a carry.*

- Pick the victim up and place them or have them sit in a chair.
- The rescuer at the head grasps the chair from the sides of the back, palms in.
- The rescuer at the head then tilts the chair back onto its rear legs.
- For short distances or stairwells, the second rescuer should face in and grasp the chair legs.
- For longer distances, the second rescuer should separate the victim's legs, back into the chair and, on the command of the rescuer at the head, both rescuers stand using their legs.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries above or below to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Emergency movement of **Ambulatory** students, staff or visitors (injured)

If the person is able to be moved (i.e. no head, neck or back injury-and there is no life threatening reason to vacate), you can you the methods above or these to bring the person to safety and to receive help.

Human Crutch/Two Person Drag-For the **conscious victim**, this carry allows the victim to swing their leg using the rescuers as a pair of crutches. For the **unconscious victim**, it is a *quick* and easy way to move a victim out of immediate danger.

- Start with the victim on the ground.
- Both rescuers stand on either side of the victim's chest.
- The rescuer's hand nearest the feet grabs the victim's wrist on their side of the victim.
- The rescuer's other hand grasps the clothing of the shoulder nearest them.
- Pulling and lifting the victim's arms, the rescuers bring the victim into a sitting position.
- The **conscious victim** will then stand with rescuer assistance.
- The rescuers place their hands around the victim's waist.
- For the **unconscious victim**, the rescuers will grasp the belt or waistband
- The rescuers will then squat down.
- Place the victim's arms over their shoulders so that they end up facing the same direction as the victim.
- Then, using their legs, they stand with the victim.
- The rescuers then move out, dragging the victim's legs behind.

Four-Handed Seat-This technique is for carrying conscious and alert victims for moderate distances. The victim must be able to stand unsupported and hold themselves upright during transport.

- Position the hands as indicted in the graphic.

- Lower the seat and allow the victim to sit.
- Lower the seat using your legs, not your back.
- When the victim is in place, stand using your legs, keeping your back straight.

If the rescuer(s) is/are not able to get the victim out of the building to safety, the goal then becomes getting the victim to an **area of refuge/safe room. From there the rescuer(s)** need to either go to the command post or stay in the area of refuge and call 911, so that help can be obtained immediately.

Should a student or staff member with a functional need refuse to comply with a request during an emergency (i.e. evacuation, lockdown), the staff member assigned to assist is responsible for the following actions:

- Using the two-way radio or cell phone to call for additional assistance
- Staying with the individual until help arrives
- Continuing to calmly and gently try to get the individual to an area of refuge/safe room to wait for assistance.

If the individual has a permanent functional need and it is anticipated that the same reaction may occur again, a plan needs to be developed to address emergencies. Successful plans have included-establishing additional areas of refuge/safe rooms in blended or self-contained rooms. If individuals exhibit refusal behaviors and they are already in the area of refuge/safe room, it defuses the situation and all staff have to do is just wait for the emergency responders to arrive. For assistance in planning please contact the office of Safety and Security at 262-8650 or Charles.cutler@rcsdk12.org.

GAS LEAK

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from gas leaks.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to gas leaks.

CORE FUNCTIONS

In the event of a gas emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Steps

If gas odor has been detected in the building:

Gas leaks are identified by an odor similar to rotten eggs. If a gas leak is suspected:

- Activate Evacuation Annex (Do not use Fire Alarm). Activate Functional Needs Population Annex
- Open windows in immediate area to diffuse gas.
- DO NOT OPERATE ANY LIGHT SWITCHES OR ELECTRICAL OUTLETS.
- Call Maintenance and Operations Supervisor at ext. 6010 and report all known information.

If gas odor has been detected outside the building:

- Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.

GENERAL EMERGENCY

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from general emergencies.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to general emergencies.

CORE FUNCTIONS

In the event of a general emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Steps

- Notify Nurse and CPR/first aid certified persons in school building of medical emergencies, if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to District Chief of Communications:

HAZARDOUS MATERIALS

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from hazardous materials.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to hazardous materials incidents.

CORE FUNCTIONS

In the event of a hazardous materials incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Steps

IF OUTSIDE

- Move uphill and upwind away from spilled material.

IF INSIDE

- Avoid direct or indirect contact with spilled material.
- Move to alternate location without common ventilation system to avoid fumes.
- Use Material Safety Data Sheet (See Principal's Secretary)
- Seal off area of leak/spill.

Incident occurred near school property:

- Fire or police will notify Superintendent.

- Fire officer in charge of scene will recommend shelter or evacuation actions.

HEAT EMERGENCIES

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to care for students, staff or visitors with heat emergencies.

Heat is one of the leading weather-related killers in the United States, resulting in hundreds of fatalities each year. Unfortunately, many of these fatalities are children.

During extremely hot and humid weather, your body's ability to cool itself is challenged. When the body heats too rapidly to cool itself properly, or when too much fluid or salt is lost through dehydration or sweating, body temperature rises.

Heat Cramps-the first sign of heat-related illness, and may lead to heat exhaustion or stroke.

Symptoms: Painful muscle cramps and spasms usually in legs and abdomen, heavy sweating

Heat Exhaustion

Symptoms: Heavy sweating, weakness, cool, pale, clammy skin, fast, weak pulse, possible muscle cramps, dizziness, nausea or vomiting, fainting

Heat Stroke

Symptoms: Altered mental state, throbbing headache, confusion, nausea, dizziness, shallow breathing, body temperature above 103°F, hot, red, dry or moist skin, rapid and strong pulse, fainting, loss of consciousness

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to heat emergencies.

CORE FUNCTIONS

In the event of a heat emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Actions

Heat Cramps - First Aid: Apply firm pressure on cramping muscles or gently massage to relieve spasm. Give sips of water unless the person complains of nausea, then stop giving water.

Heat Exhaustion - First Aid: Move person to a cooler environment. Lay person down and loosen clothing. Apply cool, wet cloths to as much of the body as possible. Fan or move victim to air-conditioned room. Offer sips of water. If person vomits more than once, seek immediate medical attention.

Heat Stroke - Heat stroke is a severe medical emergency. Call 911 or get the victim to a hospital immediately; delay can be fatal. Move the victim to a cooler-preferably air-conditioned environment. Reduce body temperature with cool cloths or bath, Use fan if heat index temperatures are below the high 90s. A fan can makes you hotter at higher temperatures. Do NOT give fluids.

INTRUDER/HOSTAGE

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from intruders and in hostage situations.

Intruder - An unauthorized person who enters school property. Any person entering the school that is not school personnel or a registered student. (It is suggested that staff wear identification at all times.)

A hostage is 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) 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.

Criminal Trespass 3rd Degree (NYS Penal Law 140.10 – B Misdemeanor) A person is guilty of Criminal Trespass in the third degree when he (she) knowingly enters or remains unlawfully in a building, or upon real property, where the building is used as an elementary or secondary school in violation of conspicuously posted Rules and Regulations governing entry and use thereof.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to intruder/hostage incidents.

CORE FUNCTIONS

In the event of an intruder or hostage incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Additional Steps

Intruder:

All visitors must display approved visitor passes. Escort all visitors to the office to sign in.

- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
- Maintain visual contact with intruder from a safe distance.
- Incident Commander notifies Chief, Safety and Security and Superintendent's Office and may issue lock-down procedures (see Lock-Down Procedures section).

Others are hostage:

- Call 911 immediately. Give dispatcher details of situation.
- If hostage taker is unaware of your presence, do not intervene.
- Seal off area near hostage scene.
- Avoid, at all costs, any reckless and imprudent action.
- Keep a distance.
- Don't make any quick moves.
- Use time as a tool to de-escalate this very tense situation.
- Don't force the issue physically or mentally.
- Get down if you hear a loud noise.
- Notify Incident Commander.
- Incident Commander notifies the Chief, Safety and Security and Superintendent's Office.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If you are taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.
- Don't force the issue physically or mentally.
- Keep a distance.
- Don't make any quick moves. They might be interpreted as offensive.
- Change your mind-set from one of authority to "hostage."
- Keep your cool!
- Do not become a spokesperson for the system.
- Don't defend the system/school.

- Do not negotiate, dictate, confront, antagonize, defend, or plead.
- Evaluate potential hiding places or areas that would keep you out of harm.
- Be alert for police actions.

A Person with a Gun

A gun is any pistol, revolver, shotgun, rifle, or object that looks like a gun.

An incident involving a firearm is potentially capable of causing injury to a large number of students and/or faculty. No one should attempt to be a "hero" in these situations because, if the effort is not successful, tragic results could occur.

- Immediately contact 911
- Notify administrator-This may be accomplished by sending a sealed note to the office with a trusted student, or some other predetermined signal.
- Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
- Contain the situation and, if possible, remove all innocent persons.
- If possible, isolate the individual with the gun.
- Control your own actions. Do not raise the emotional level of the person possessing the firearm by your own actions.
- Do not confront the armed person. If it is practical and possible, wait for law enforcement personnel to arrive to negotiate a settlement.
- Notify the school administrator immediately. If the incident is after school hours (e.g., athletic event, dance, etc.) contact 911 immediately.
- Make every effort to keep your eyes on the person suspected of having a weapon until help arrives so that you may point him/her put to the police.
- It is best to have the police officer confront the person and conduct the search of the person suspected of possessing a weapon. Let the police officer take custody of any weapons.
- Treat all firearms as if they were loaded. If a firearm is found, do not pick it up, but call the police. Make every effort to secure the area and move students to safety.
- To reduce the risk of injury and promote personal safety, AVOID HANDLING WEAPONS.
- Ask the police officer to photograph the weapon and send a copy of the photo along with an incident report and police report to the principal.

A Person with a Weapon (Not a Gun)

Definition: Unauthorized presence or use of dangerous weapons such as knives, bombs, explosives, and firecrackers.

Remember that the majority of weapons confiscated in New York State schools fell into this category. Don't relax just because the weapon is not a gun. All weapons are potentially life-threatening.

Other Weapon:

Staff

- Call 911, if there is imminent threat to life. Immediately notify the Principal/AP. Secure your area to protect students, staff and visitors.
- Secure building and grounds. Do not confront the person. If possible try to identify the person, obtain whereabouts in the building or on the grounds of the person, type and location of the weapon and if the person has harmed anyone or has people near him/her.

Emergency Response Team Member

- Determine the level of threat. Call for back up. If possible, isolate the individual with the weapon.

Incident Command Additional steps:

- Accompany suspect to private office to wait for police. If an adult, do not proceed with questioning or search without police.
- If a student, ask another administrator or SSO to assist in questioning and search.
- Inform student of rights and why you are conducting questioning and search.
- Keep detailed notes of all events and why questioning and search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm. Secure area. Wait for police. Follow Lockdown or Hold-in-Place Annex as appropriate.

MASS CASUALTY INCIDENT (MCI)

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors in the event of a mass casualty incident (MCI).

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to a mass casualty incident (MCI).

CORE FUNCTIONS

In the event of a mass casualty incident (MCI), practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

If MCI occurs in Building:

Incident Commander:

- Assess scene. Call 911
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. May call Safety and Security first to have others contacted and move additional personnel to scene
- Active CERT (if you have one in the building)
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.

- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

If MCI occurs on a bus, follow Bus Incident/Accident Annex

If MCI occurs on a Field trip, follow Field Trip Annex

MECHANICAL EMERGENCIES

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from mechanical emergencies.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to mechanical emergencies.

CORE FUNCTIONS

In the event of a mechanical emergency incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

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- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

ELECTRICAL POWER FAILURE

1. Check that all students are calm and safe.
2. Designate personnel to notify Maintenance and Operations.
3. Evacuate the building by fire drill procedures, if there is any threat to safety of students or staff.
4. Keep refrigerated food storage units closed.
5. If food preparation was in progress and utilities remain out for a period of time, verify safety of food by calling Food Service Supervisor.
6. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.

WATER MAIN BREAK

1. Designate Head Custodian to shut off valve at primary control point and notify Building Administrator.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.

BOILER

1. Head Custodian will secure main cutoff, then secure fuel supply, and notify Building Administrator.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
4. Never attempt to feed water to boiler; shutdown and leave area.

PLUMBING

1. Head Custodian *must* shut off main valve at primary control if break is internal to building.
2. Head Custodian will call Maintenance and Operations.
3. Administrator or designee contact Chief, Safety and Security and Superintendent's Office.
4. Maintenance and Operations Supervisor will call RG&E to shut off electricity to affected areas.
5. Relocated articles that may be damaged by water.
6. Per state law, if building is equipped with an automatic sprinkler system, when the water supply is cut off, institute a fire watch and continue until the system is restored.
7. Hot water overheating condition:
    a. Shut off burner to water heater, secure fuel supply.
    b. Relieve system pressure.
    c. Isolate/lock lavatories secure other water supply outlets.

MISSING/LOST STUDENT

MISSING/LOST STUDENT - SEE ACCOUNTING FOR ALL PERSONS ANNEX

OPIOID CRISIS

PURPOSE

This annex describes the courses of action that the building will implement to address an Opioid emergency. The building will coordinate these efforts with emergency medical services, law enforcement, fire department and emergency management representatives.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to opioid emergencies.

CORE FUNCTIONS

In the event of a medical or mental health incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

If incident occurred in school:

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency

response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.

- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Notify nurse and CPR/first aid certified persons in school building of medical emergencies.
- If possible, isolate affected student/staff member.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(s) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Chief Communication Officer.
- All communication should transpire via 2-way radio or cell phone.
- Do not move the student/victim unless his/her location is potentially dangerous. Reassure the student/victim; keep him/her quiet and lying down.
- Trained staff should be prepared to administer Naloxone when available.
- When calling 911 for an ambulance use the following steps:
    - It is preferred that the following people call for an emergency vehicle if it is needed; the Principal, Assistant Principal, Nurse, or designee.
    - Report location and specific entrance to be used. Provide the nature of the emergency, number of victims, and any other pertinent information.
- The guidance counselors will be notified for assistance as needed. If further counseling needs are necessary after the immediate medical emergency, contact the Nurse.
- The Nurse or Principal/Assistant Principal-Incident Commander will notify the parent/guardian as soon as possible. The Principal or Assistant Principal is always consulted before notifying parent/guardian, unless it is a life-threatening situation and the neither are in the building. If EMS determines that immediate notification is critical then follow directions and then promptly contact the Chief, Superintendent's Office and Safety & Security. Remember n*otification needs to be given tactfully and in a manner not to create undue panic.* Known details of the accident should be given. If parent/guardian cannot be reached immediately, use the STUDENT EMERGENCY FORM.

If incident occurred outside of school on field trip or on bus:

- Call 911
- Follow scene safety and CPR/AED steps from CPR Annex
- If bus driver is not victim, driver contact dispatcher
- Lead teacher, contact school
- Administrator/IC notifies Chief, Safety and Security and Superintendent's Office.
- District works with building to determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Chief Communication Officer.

Post-crisis intervention:

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas. Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff. Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

PANDEMIC

The District Pandemic Response Plan is an all-encompassing preventative pandemic response framework that addresses precautions to prevent, mitigate, prepare, and recover from a pandemic or epidemic emergency or situation within the Rochester City School District and surrounding community.

The District will work closely with the Commissioner of Health to contain, prevent and respond to infectious diseases in the school district as well as the community in general. While preparing and responding to infectious disease, the District will seek out and adhere to all guidance received from local, state and federal public health authorities as it pertains to continuity of operations, social distancing and personal protective equipment guidelines.

Additional information may be found under the **CONTROL OF COMMON CHILDHOOD CONTAGIOUS DISEASES AND ILLNESSES** annex.

RADIOLOGICAL EVENT

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from radiological emergencies.

Schools within 10-mile radius of Ginna Nuclear Power Facility: Listen for 3-to-5-minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to radiological emergencies.

CORE FUNCTIONS

In the event of a radiological emergency incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

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- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

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- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

The building's Post-incident Response Team has developed the following focus for post-incident response:

Short term

- Mental health counseling
- Building security
- Facility restoration
- Post-incident response critique

Long term

- Mental Health counseling (monitor for post-traumatic stress behavior)
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Building security: Incident Commander, Operation Chief, SSO (if applicable) and Custodian will survey building inside and out to ensure building is safe for occupancy Custodial staff with assistance from Facilities Department will ensure building and its facilities are in operating order.
- The building's leadership team, along with the Emergency Response Team and district teams will meet to debrief and plan for the building.
- Any Long Term impact of an incident that cannot be managed by the building and district crisis teams will result in a request for assistance from RCSD to appropriate city, county and state teams.

RAILROAD PLAN

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors in the event of a train derailment or accident/incident that involves hazardous materials as defined by the Department of Transportation Federal Railroad Administration Title 49 CFR.

The Rochester City School District will cooperate and collaborate as a partner with the City of Rochester and Monroe County in deployment of the County's *Railroad Emergency Plan, a Hazard-Specific Appendix to the Monroe County Comprehensive Emergency Management Plan* (current revision July 2014), in the event of a train derailment or accident/incident that involves hazardous materials.

SCOPE

The Rochester City School District will work with the County and City to determine the best course of action(s) for staff, students and visitors in impacted and potentially District buildings. Depending on the severity on the train incident/accident our buildings may be asked to shelter-in-place and/or evacuate. It is incumbent on building administration and emergency response teams to be familiar with and to train with staff and students in order to prepare for situations that require sheltering-in-place and bus evacuation along with parent/guardian reunification.

For example, the typical initial span of evacuation and/or shelter-in-place for a crude oil train incident is one half mile from the actual location of the train. The unified command makes the decision for evacuations based factors such as wind/wind speed, other hazardous materials in the area that could become involved, other materials being transported on the train, potential for explosion, etc. Life safety is considered first in making all decisions.

The QC Northern Line is a railroad line that runs east/west through the center of the City of Rochester. The Rochester City School District has seventeen elementary, 7 secondary and the Board of Education/Central Offices within the one-half mile zone of the QC Northern Line. Additionally, the District has 8 elementary and 2 secondary buildings, as well as the service center, within a mile of the Line. Five elementary and 3 secondary campuses reside within 2 miles of the QC Northern Line.

CORE FUNCTIONS

City of Rochester and County of Monroe

The County and City will enact the following based on the situation/incident. In the event of a major rail disaster, NYS Executive Law, Article 2.B., section 24 may apply.

- The County Emergency Operations Center (EOC) will be activated for incidents impacting the community. The activities of the EOC will be coordinated by the Office of Emergency Management Administrator.

- The Incident Commander will establish a Command Post from which to direct and oversee all emergency operations. The Incident Commander will secure the emergency site with the aid of law enforcement and other agencies as appropriate.

- The Incident Commander will designate a Joint Information Center (JIC) for the press/media representatives.

- The EMS Branch Director shall be the first qualified person on scene from the responding agencies. This person shall retain the position until it is passed on to a superior from the agency, or the agency relinquishes the position to someone else. The EMS Branch Director shall appoint responding EMS personnel to EMS Divisions/Groups.

- Law Enforcement has responsibility to secure and control access to the scene for the duration of the incident. Law Enforcement officials will coordinate the investigative aspects, as appropriate, during the course of the incident.

- The National Transportation Safety Board (NTSB) is one of the lead agencies responsible for investigating, determining probable cause, and reporting of all rail accidents within the United States.

Rochester City School District

In the event of a train derailment or accident/incident, that involves hazardous materials, practiced procedures-such as shelter-in-place, evacuation and parent/guardian will be put into action to care for and protect students, staff and visitors.

ACTIONS

RCSD Building-Level Incident Commander:

- Assess scene. Activate Building Emergency Response Team to insure the safety of all personnel, students and visitors, tend to injuries (if any) and note any building damage. (If an ambulance is necessary, ensure someone is at the driveway and at the door to assist ambulance personnel). Call 911-if building has not already been contacted by 911 or emergency operations center (EOC) and determine actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- Determine Action. Place the building in "Shelter-in-Place" unless it is uninhabitable and evacuation is necessary
- Report Request and Support. Contact Central Office (262-8600*) to obtain additional support and report situation
- **Initiate additional appropriate Response and Functional Annex(s)**
- Transfer Incident Command as appropriate and follow the direction of the City/County CEMP

Provide follow-up report to appropriate stakeholders

* When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene. Main telephone number to Security Office is 262-8600; Director James Sheppard's cell is 298-0323; Supervisor Dan Betancourt's cell is 953-0057; Emergency Manager Chuck Cutler's cell is 629-1578.

Instructions for Non-Ambulatory and Ambulatory Evacuation Injury Assistance

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, emergency response team members, if available, will use a stair chair to move the injured person outside to safety or to the nearest area of refuge/safe room to wait for first responder assistance. If a stair chair is not available, as a last resort, the emergency response team members may use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room to wait for first responder assistance. The emergency response team members remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

- If the non-ambulatory person is moved to an area of refuge, the emergency response team members radio or telephone the incident commander (or 911) for immediate assistance. If the emergency response team members are not able to move the injured person, then they radio the incident commander from the injured person's location requesting immediate assistance. The emergency response team members remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, emergency response team members, if available, will use a stair chair to move the injured person outside to safety or to the nearest area of refuge/safe room to wait for first responder assistance. If a stair chair is not available, as a last resort, the emergency response team members may use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room to wait for first responder assistance. The emergency response team members remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

- If the non-ambulatory person is moved to an area of refuge, the emergency response team members radio or telephone the incident commander (or 911) for immediate assistance. If the emergency response team members are not able to move the injured person, then they radio the incident commander from the injured person's location requesting immediate assistance. The emergency response team members remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Verify information
- Work with Communications to determine messaging for building community (i.e. parents/guardians, staff)
- If reunification plan is going to be implemented call Safety and Security to get plan and building where parent/guardian pick-up will take place set-up.

RECOVERY

PURPOSE

To have a plan in place to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

Academic recovery includes:

- When the school should be closed and reopened, and who has the authority to do so
- What temporary space(s) the school may use if school buildings cannot be immediately reopened
- How to provide alternate educational programming in the event that students cannot physically reconvene

Physical recovery includes:

- How to document school assets, including physically accessible facilities, in case of damage
- Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after a disaster
- How the school will work with utility and insurance companies before an emergency to support a quicker recovery

Fiscal recovery includes:

- How district leadership will be included
- How staff will receive timely and factual information regarding returning to work
- What sources the school may access for emergency relief funding

Psychological and emotional recovery includes:

- Who will serve as the team leader
- Where counseling and psychological first aid will be provided
- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling
- Who will provide trained counselors
- How to address the immediate, short and long-term counseling needs of students, staff, and families
- How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance
- How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future
- How the Medical and Mental Health annex will inform the actions and plans of the Recovery annex

SCOPE

This annex outlines the procedures that are in place for recovery from a hazard or a threat on school grounds or in the school building.

CORE FUNCTIONS

In the event of a threat or hazard, practiced procedures will be put in to action to help the building recover and return the students and staff members back to their safe, pre-incident learning environment.

ACTIONS

The building will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following, depending on resources and type of incident:

- Conduct a comprehensive assessment of the physical and operational recovery needs
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical)
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes
- Educate school personnel, students and parents on available crisis counseling services
- Establish absentee guidelines for teachers/students after an incident
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident
- Develop alternative teaching methods for students unable to return immediately to classes (i.e. correspondence classes, videoconferencing, tele-group tutoring, etc.)
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms)
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans
- Ensure that the needs of functional needs population and non-ambulatory populations are met and all aspects of programming, the structural aspects of the building, resources and communication are addressed prior to resuming building activities.

<u>Recovery after an incident</u>

After the safety and status of students, staff and visitors has been assured and emergency conditions have resolved following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

SAFE ROOM/AREA OF REFUGE

PURPOSE

The purpose of this annex is to ensure that there are areas of refuge/safe rooms in place to protect students, staff and visitors within the building.

Areas of Refuge/Safe rooms are for staff and students who are unable to leave the building. The Area of Refuge/Safe rooms and are required on all floors, must have windows, have a working telephone that has access to 911, must be near or in a stairwell, must be accessible and can never be locked. If you have chosen a room that meets all of the criteria but is often locked, you will either need to find another room or you will need to assign at least 4 staff members to have the primary assignment of responding to the safe room in the event of a drill or emergency. All will need a key and must understand that their first responsibility will be to report to the safe room and unlock the door. It is a fail-safe in the event someone is sick, there are injuries, etc.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff for use of the areas of refuge/safe rooms in the building.

CORE FUNCTIONS

In the event of any emergency, every floor has established areas of refuge/safe rooms for students, staff and visitors to use in the building. Practiced procedures will help students, staff and visitors locate and access the areas of refuge/safe rooms when needed.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Areas of Refuge/Safe Rooms are listed on the Plan Summary

Buildings with Pools

All RCSD buildings with pools that have an outside exit door will be considered areas of refuge/safe rooms and will use the following procedures for drills and emergencies:

At the time of an emergency, the pool area will become an area of refuge/safe room.

Upon the sound of the fire alarm or notification by runner or other means that an emergency has been declared in the building, the students and staff will exit the pool immediately, **WALK** and line up along the wall leading to the door that exits to outside. All staff and students will receive the following:

One towel, pair of disposable flip flops, emergency blanket

The staff member will take attendance and radio to the Incident Commander that students are accounted for.

The incident commander will immediately request a bus from transportation.

As soon as the bus arrives the Incident Commander will radio the pool staff and students. The staff and students will exit from the pool and go directly to the bus, where they will remain until cleared to return to the pool area/locker room.

If other students, staff or visitors come to the pool area, the lead staff will include them on the attendance sheet, and communicate all attendance to the Incident Commander.

Under no circumstances should anyone leave the pool area to go back into the school once an emergency has been declared. If the pool area becomes uninhabitable because of smoke, fire or debris: staff, students and any visitors must exit the building immediately using the steps above. The lead staff member will report to the Incident Commander that an evacuation was necessary. The group will be advised where to wait for the bus.

In the unlikely event someone is injured at the pool area or while walking to the bus, the lead staff member will contact he Incident Commander to advise of injuries. If the injury is to a student-the group will wait for an emergency response team member or emergency responder and then proceed to the bus. If the injury is to an adult, after the call is placed to the Incident Commander, the group will continue to the bus.

The Incident Commander or his/her designee will contact transportation to expedite the bus.

SERIOUS INJURY or DEATH

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors when there is a serious injury or death.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to a serious injury or death.

CORE FUNCTIONS

In the event of a serious injury or death, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Serious injury or death (Accidental) at School:

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Make sure someone is at the driveway and at the door to assist the ambulance personnel
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Verify information.
- Determine method of notifying students and parents. Do not mention details in notification. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Chief Communications Officer. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Death/Serious Injury-outside of school:

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Important Points

- Verify information.
- Determine method of notifying students and parents. Do not mention details in notification. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to staff as necessary.
- Refer media to Chief Communications Officer. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

STUDENT UNREST

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from student unrest emergencies.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to student unrest emergencies.

CORE FUNCTIONS

In the event of a student unrest incident, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Student unrest includes all types of protests, or civil disobedience. It also includes rioting and general property destruction (school, athletic, surrounding, or community properties).

On School Property

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- Initiate appropriate Response and Functional Annex(s)
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Meet with student representatives to address issues.
- Keep students calm.

SUDDEN CARDIAC ARREST (CPR/AED)

Any person in the building can activate the Sudden Cardiac Arrest (CRP/AED) Annex. It is important to know where in the building the Automated External *Defibrillators AED's are located. The district uses ZOLL AED's.*

The primary units are generally located in the main office. Additional units **may** be found in the gym area or with the nurse. Preplanning is very important. Knowing in advance where the units are can save precious time. A person who is in cardiac arrest only has 10 minutes without oxygen to tissues before suffering death to the brain. The best chance for survival is immediate Cardiopulmonary Resuscitation CPR and AED.

If you are the only one on scene-call out loudly but calmly so people will understand you: HELP! Call 911! Get the AED!

- Immediately check the scene to make sure it is safe for you to proceed!
- Assess the person
- Check for breathing
- If the patient is an adult, phone or send someone to call 911 and obtain an AED. If you are alone, put phone on speaker while you call 911 and begin CPR.
- If the person is a child, phone or send someone to call 911 and obtain an AED. If you are alone, put the phone on speaker while you call 911 and begin CPR.
- Continue to call out for assistance. Once in-school help has arrived, have someone get the administrator/IC to activate the emergency response team.

It is okay to be nervous and if you forget the steps for CPR all you have to do is turn on the AED. The unit has pictures and will talk you through it. The 911 operator will also talk you through the steps.

Incident Commander:

- Assess scene.
- Activate Emergency Response Team, Post Incident Team
- Call 911 if not already called

- Station person at driveway and door to direct ambulance
- Contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene.
- **Initiate appropriate Response and Functional Annex(s)**

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

If incident occurred in school:

- Call 911, notify nurse and CPR/first aid certified persons
- If possible, isolate affected student/staff member.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(s) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.

- Refer media to Chief Communication Officer.
- Provide follow-up report to appropriate stakeholders

<u>If incident occurred outside of school on field trip or on bus:</u>

- Call 911
- Follow scene safety and CPR/AED steps from above
- If bus driver is not victim, contact dispatcher
- Lead teacher, contact school
- Administrator notifies Chief, Safety and Security and Superintendent's Office.
- District works with building to determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Chief Communication Officer.

Post-crisis intervention:

- Meet with school counseling staff, Post Incident Team and District Crisis Team to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.
- Schedule additional CPR classes in building

SUICIDE/THREAT OF SUICIDE

Suicide attempt/threat in the building

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from suicide attempts in the building.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to suicide attempts in the building.

CORE FUNCTIONS

In the event of a suicide attempt in the building, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.

- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Important Points

- Safety of all persons is priority.
- Verify information
- If suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action
- Calm suicidal person
- Try to isolate suicidal person from other students
- Stay with person until counselor/suicide intervention arrives
- **Do not leave suicidal person alone**
- Determine method of notifying staff, students and parents
- Hold frequent staff debriefings before and after normal operating hours as needed

THREAT OF VIOLENCE

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect students, staff and visitors from threats of violence.

Acts of violence are actual situations that have occurred or are still occurring, or have the potential to occur in the immediate future. They include, but are not limited to: unauthorized person on campus; fighting or civil disturbances, person with a weapon; person with a gun, a suicide threat, bomb threat device; intrusions; hostage taking or any other situation that has the potential for endangering the health and safety of students, staff, visitors, or other people.

The Rochester City School District makes no distinction between implied or direct threats of violence or any acts or incidents of a violent nature committed by any teacher, student, staff member, visitor, or any other person against this school district, its buildings and/or its inhabitants. Each act or threat is dealt with in a very serious manner at all times. This includes any school sponsored or related activity held on or off campus at any time. Upon the report of any act of violence or the receipt of any threat, implied or directed towards this school district, the following procedures are followed:

Threat (Implied or Direct) - Any student, staff member, or other employee of this district who receives or witnesses a verbal, written, visual, or any other form of information or fact that could be perceived a threat to themselves or others, including any buildings, vehicles or properties of this district shall: immediately make the building principal or designee aware of the information regarding the threat. Present any information, such as phone call information, web site information, information written on walls or any other mediums (journals or personal notes, conversations overheard from students or others, information from parent or any other community stakeholders, etc.)

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to threats of violence.

CORE FUNCTIONS

In the event of a threat of violence, practiced procedures will be put in to action to care for and protect students, staff and visitors.

ACTIONS

Incident Commander:

- Assess scene. Call 911, if appropriate
- Activate Emergency Response Team and be prepared to provide CPR with AED, if necessary
- **Initiate appropriate Response and Functional Annex(s)**
- Determine additional actions for staff, students and visitors based on situation (unless emergency responders, Safety & Security or Superintendent's Office are giving instructions)
- When appropriate and safe, contact Chief's Office, Safety and Security and Superintendent's Office. Can call Safety and Security first to have others contacted and move additional personnel to scene
- Provide follow-up report to appropriate stakeholders

Instructions

Non-Ambulatory

Emergency Response Team Members are responsible for assisting ambulatory and non-ambulatory students, staff and visitors during emergencies.

- If a non-ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the non-ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

Ambulatory

- If an ambulatory student, staff member or visitor is injured, the emergency response team member, if able, will use one of the carries in ***Functional Needs Annex*** to move the injured person outside to safety or to the nearest area of refuge/safe room.
- If the ambulatory person is moved to an area of refuge, the emergency response team member must radio or telephone IC (or 911) for immediate assistance. If the emergency response team member is not able to move the injured person, then he or she will radio the IC for immediate assistance from the injured person's location.
- The emergency response team member will remain with the injured person and provide first aid/CPR-AED assistance until emergency responders arrive.

IC Important Points

- Activate Communications Annex
- Coordinate with emergency responders at the command post; provide site map and keys
- Be available to deal with the media and bystanders and keep site clear of visitors
- When it is safe to do so, implement Accounting for All Persons and Family Reunification Annexes

Other Staff Actions

Follow directions and Emergency Response Procedures as directed or announced.

- Use extreme caution
- When leaving the building with law enforcement, follow direction of law enforcement
- When safe to do so and instructed by the Incident Commander, implement Accounting for All Persons and Family Reunification Annexes

WEAPONS

WEAPONS-See HOSTAGE/INTRUDER ANNEX

WEATHER/NATURAL DISASTER RESPONSE

PURPOSE

The purpose of this Annex is to provide the necessary information and procedures in the event that a Severe Weather Emergency has been issued. The National Weather Service urges that all schools develop plans and conduct drills to cope with severe weather. The State Education Department requires that plans be developed.

This Weather Safety Annex specifies that someone at the building be designated to monitor the weather while students are engaged in all outdoor activities. The 'monitor' should not be the PE teacher, coach, umpire, or referee, as they are not able to devote the attention needed to adequately monitor conditions and the students. The 'monitor' must know the plan's guidelines and be empowered to assure that those guidelines are followed.

SCOPE

The annex outlines responsibilities and duties, as well as procedures for staff responding to weather or natural disaster emergencies.

CORE FUNCTIONS

In the event of a weather or natural disaster emergency, practiced procedures will be put in to action to care for and protect students, staff and visitors.

Severe Weather Terms

- **Avalanche:** A mass of tumbling snow.
- **Blizzard:** Sustained winds or frequent gusts of 35 mph or more with snow and blowing snow frequently reducing visibility to less than a quarter mile for 3 hours or more.
- **Blowing Snow:** Wind-driven snow that reduces visibility. Blowing snow may be falling snow and/or snow on the ground picked up by the wind.
- **Earthquake:** What happens when two blocks of the earth suddenly slip past one another. Earthquakes may cause damage to school buildings and local infrastructure, which may disrupt school facility operations without evident physical damage being present.
- **Excessive Heat Outlooks:** Issued when the potential exists for an excessive heat event in the next 3-7 days. An Outlook provides information to those who need considerable lead-time to prepare for the event.
- **Excessive Heat Watches:** Issued when conditions are favorable for an excessive heat event in the next 24 to 72 hours. A Watch is used when the risk of a heat wave has increased but its occurrence and timing is still uncertain.
- **Excessive Heat Warning/Advisories:** Issued when an excessive heat event is expected in the next 36 hours. These products are issued when an excessive heat event is occurring, is

imminent, or has a very high probability of occurring. The warning is used for conditions posing a threat to life.

- **Flash flooding:** Caused by heavy or excessive rainfall in a short period of time or because of dam failure.
- **Flood Advisory: Be Aware:** Issued when flooding is not expected to be bad enough to issue a warning. However, it may cause significant inconvenience, and if caution is not exercised, it could lead to situations that may threaten life and/or property.
- **Flood Watch: Be Prepared:** Issued when conditions are favorable for flooding. It does not mean flooding will occur, but it is possible.
- **Flash Flood Warning: Take Action!** Issued when a flash flood is imminent or occurring. If you are in a flood prone area, move immediately to high ground. It is even possible to experience a flash flood in areas not receiving rain.
- **Flooding:** Occurs in every U.S. state and territory, and is a threat experienced anywhere that receives rain. In the U.S., floods kill more people each year than tornadoes, hurricanes or lightning.
- **Flood Warning: Take Action!** Issued when the flooding is imminent or occurring
- **Flurries:** Light snow falling for short durations with little or no accumulation.
- **Hurricanes:** Categorized according to the strength of their winds using the Saffir-Simpson Hurricane Scale. A Category 1 storm has the lowest wind speeds, while a Category 5 hurricane has the strongest.
- **Snow Showers:** Snow falling at varying intensities for brief periods of time. Some accumulation is possible.
- **Snow Squalls:** Brief, intense snow showers accompanied by strong, gusty winds. Accumulation may be significant.
- **Special Weather Statements:** Issued to increase public awareness of a potential hazard.
- **Severe Weather Statements:** Issued for observed severe weather to maintain a heightened public awareness and strengthen the public's risk perception. They are also issued to cancel all or part of a warning and as a follow-up to a warning that has recently expired.
- **Severe Thunderstorms:** Considered severe if it produces hail at least 1 inch in diameter or has wind gusts of at least 58 miles per hour. Every thunderstorm produces lightning.
- **Severe Thunderstorm Watch: Be Prepared!** Severe thunderstorms are possible in and near the watch area. Stay informed and be ready to act.
- **Thunderstorm Warning: Take Action!** Severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property. Take shelter in a substantial building.
- **Tornado:** A violently rotating column of air extending from the base of a thunderstorm down to the ground. Tornadoes are capable of completely destroying well-made structures, uprooting trees and hurling objects through the air like deadly missiles. Tornadoes can occur at any time of day or night, at any time of the year and they have been reported in all 50 states.
- **Tornado Watch: Be Prepared!** Tornadoes are possible in and near the watch area. Review and discuss your emergency plans, and check supplies and your safe room. Be ready to act quickly if a warning is issued or you suspect a tornado is approaching.

- **Tornado Warning: Take Action!** A tornado has been sighted or indicated by weather radar. There is imminent danger to life and property. Move to an interior room on the lowest floor of a sturdy building. Avoid Windows. If outdoors, move to the closest substantial shelter and protect yourself from flying debris.
- **Urban and small stream flooding:** Occurs with small streams, streets, and low-lying areas such as railroad underpasses and urban storm drains.
- **Watch:** Used when the risk of a hazardous weather event has increased significantly, but the occurrence, location, and/or timing of the hazardous event is still uncertain.
- **Warning:** Is issued when a hazardous weather event is occurring, is imminent, or has a very high probability of occurrence. A warning is used for conditions posing a threat to life and property.

District and Building Monitoring

When weather conditions indicate an area may be affected, local radio or television broadcasts will be monitored. The district will be prepared to:

- Implement school cancellation or late opening policy as per Superintendent instructions.
- Notify parents via radio, television, telephone, and the local cable channel.
- If students are already in school and a weather warning occurs, the Superintendent will determine the course of action for schools (shelter-in-place, early release or evacuation of impacted buildings), unless the emergency is imminent and building specific (ex: tornado), then the building Incident Commander will make the decision, and follow the IC guidelines.

ACTIONS

District Preparation

- Buildings will annually check supplies and provisions.
- Classroom teachers will annually check and update their "Go Bags" and Classroom emergency provisions.
- Office staff will be responsible for maintaining the main office "Go Bag" and the Emergency Responder Bag.
- The building administration will report to the safety team annually that all supplies, provisions and plans, including contacts, are up to date and ready in the event of an emergency.
- If the school is designated as a Red Cross emergency shelter or Point of Distribution (POD), the plans/MOA's must be reviewed and updated annually. Building administration will coordinate Shelter and POD planning through the District Safety and Security Office.
- The Safety Team will provide the updated Plan Summary and any changes to Shelter or POD documents by October 1st each year.

WEATHER EVENTS

Important Points

Earthquakes

Schools may be unable to resume operations due to damage to utility systems (power, water, gas, and communications), hazardous material spills, and other issues after a quake.

Drop, Cover and Hold

Hurricanes

A hurricane is a type of tropical cyclone. It can be up to 600 miles across and have strong winds spiraling inward and upward at speeds of 75 to 200 mph. Hurricanes are classified:

Tropical Depression-maximum sustained winds of 38 mph (33 kt) or less.

Tropical Storm-maximum sustained winds of 39-73 mph

Hurricane-maximum sustained winds of 74 mph or higher

Emergency procedures or school cancellations will be coordinated through Superintendent.

Severe Thunderstorms/Lightening

The District will provide buildings with imminent dangerous weather alerts, as they are made available to the District. It is important to buildings to listen to local news or NOAA Weather Radio for emergency updates. Watch for signs of a storm, like darkening skies, lightning flashes or increasing wind.

Tornadoes

The District will provide buildings with imminent dangerous weather alerts, as they are made available to the District. It is important to buildings to listen to local news or NOAA Weather Radio for emergency updates. Watch for signs of a tornado, like darkening skies, lightning flashes, increasing wind and the formation of funnel clouds.

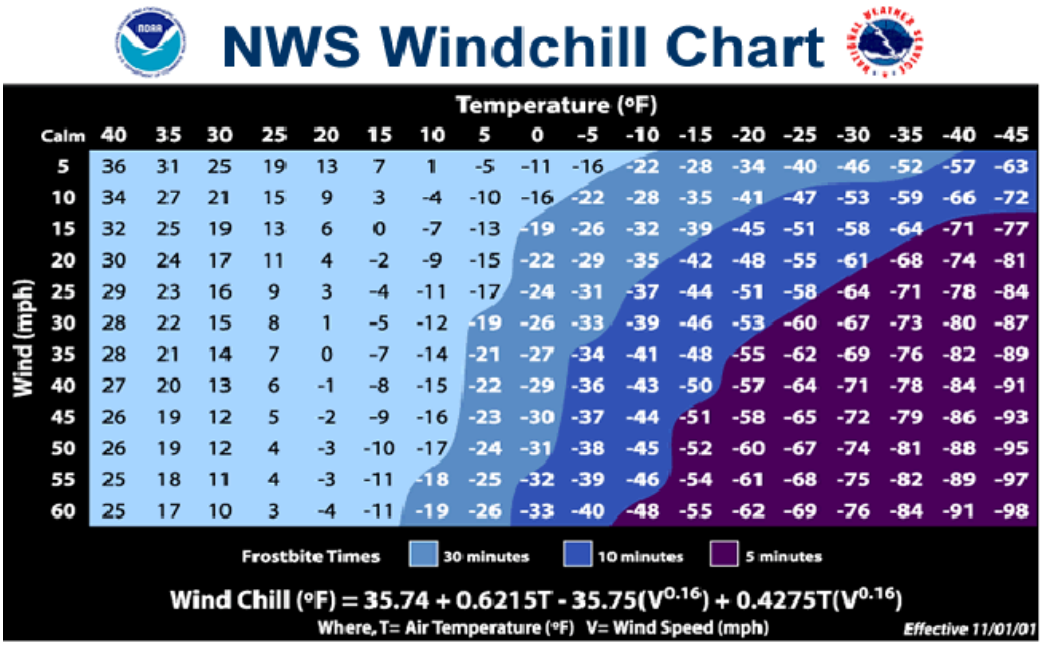
Winter Storms

When the City School District receives notice of severe weather winter warning, schools will be called or emailed through the Office of the Superintendent or designee.

WINDCHILL:

Determination of school closure or early dismissal is made by the Superintendent. A variety of factors are included in the decision when a wind chill warning is in effect. The Superintendent will look at:

- Ambient temperature at time of students departing for school in the morning
- Wind speed
- Forecasted temperature throughout the day
- Dismissal temperature, wind speed
- Snow fall predicted throughout the day



VIII. TELEPHONE ROSTERS

TELEPHONE ROSTER

INTERNAL

Confidential

EXTERNAL

The City of Rochester has provided this listing of agencies and organizations that have interest and involvement in chemical emergencies. Numbers not preceded by an area code are "585."

Local Emergency Responders

Police/Sheriff/Fire/EMS (from outside Monroe County: 585-528-2222) 911

City of Rochester HAZMAT Team.....911

Monroe County HAZMAT Team.....911

Loc. Gov't Asst. MC Emergency Management.....753-3810
After hours & weekends.....528-2222

Monroe County Fire Coordinator.....753-3750
After hours & weekends.....528-2222

Monroe County EMS Administrator.....753-3760
After hours & weekends.....528-2222 or cell: 703-5060

Monroe County Department of Public Health.....753-2989
After hours & weekends.....753-5905

MC Environmental Services (Pure Waters, Solid Waste & Engineering Divisions.....753-7600

Monroe County Water Authority.....442-2000

Hospitals (to Hospital Security)

Highland Hospital.....473-2200 & 341-6899
Lakeside Memorial.....637-3131 or 395-6095
Rochester General Hospital..... 922-4300
Strong Memorial..... 275-2100
Unity Hospital.....723-7000

Utilities

Rochester Gas & Electric
Customer Service…….. 1-800-743-2110
Electric Emergency…… 1-800-743-1701
Gas Emergency……1-800-743-1702

National Grid
Customer Service……1-800-642-4272
Power Outage……1-800-867-5222
Gas Emergency……1-800-892-2345

Frontier (Telephone)
Customer Service…… 1-800-921-8101 or 8102
Repairs……1-800-921-8104

Volunteer Groups

Greater Rochester Chapter of the American Red Cross (24hour) ……241-4400
Rochester Amateur Radio Association…… through OEM
Salvation Army of Greater Rochester……987-9500

Military Incidents

Niagara Falls AFB (24/7, answered by AFB Fire Dept. after hrs.) …… (716) 236-2000
Night…… (716) 236-2086

State Assistance

State Emergency Response Commission (SERC)……(518) 292-2366
Department of Environmental Conservation (NYS DEC) State Spill Hotline……1-800-457-7362

Thruway Authority – Emergency Dispatch……866-691-8282
Henrietta Facility……334-4160

NYS Department of Labor (Asbestos) ……(716) 847-7126

NYS Ag & Markets (Rochester)……(585) 427-2273
NYS Ag & Markets (Syracuse)……(315) 487-0852

Federal Assistance

National Response Center……1-800-424-8802
• U.S. DOT • U.S. EPA • Pipelines

Nuclear Regulatory Commission……(301) 951-0550

U.S. Federal Aviation Administration (Rochester)……(585) 463-3800

U.S. Coast Guard Buffalo–24hours…… (716) 843-9525
Rochester…… (585) 342-4149

U.S. Environmental Protection Agency.....1-800-424-8802
Region 2 NY.....(732) 321-6754

U.S. Department of Agriculture – Food Safety.....263-5784
Occupational Safety and Health Administration (OSHA, Buffalo) .....(716) 551-3053

Industry Resources

Eastman Kodak Fire Department (24/7) 722-2121
GM Components Holdings.....647-7946

Xerox Corporation
Security.....422-2122
Emergency.....422-5845
Fire Marshal.....303-1923

Media

Channel 8 WROC-TV..... 288-8400
Channel 10 WHEC-TV..... 546-5670
Channel 13 WHAM-TV..... 334-8700
Channel 21 WXXI-TV..... 325-7500
Channel 31 WUHF-TV..... 232-3700
Spectrum Cablevision 756-5000
WHAM Radio Studios & Offices 454-4884, 454-5759, 222-1180
Democrat & Chronicle .....(Newsroom 258-2214), *Security Desk 258-2548*
Messenger-Post Newspapers..... 442-7678

Other Emergency Assistance

CHEMTREC (24-hours) 1-800-424-9300
CHEMNET (24-hours) 1-800-424-9300
CHLOREP (24-hours).....1-800-424-9300
NACA Pesticide Safety Team (24-hours) 1-800-424-930-018
Association of American Railroads (Security, Mike Cook) .....(719) 584-0541
Bureau of Explosives .....(202) 639-2100
Poison Center 1-800-222-1222

Railroads

Amtrak Customer Service 1-800-872-7245
Police (Emergencies or Suspicious Activity) 1-800-331-0008

CSX Transportation 1-800-232-0144
Livonia, Avon & Lakeville .....(585) 346-2090

Norfolk Southern Corporation 1-800-453-2530

Transportation Incidents

RTOC……(585) 753-7780

NYS Thruway Dispatch……1-800-842-2233, (518) 436-2888
NYS Thruway/Canals……1-866-691-8282