

**RANDOLPH  
CENTRAL  
SCHOOL DISTRICT  
EMERGENCY  
MANAGEMENT  
OPERATIONS  
PLAN**

**Board of Education**

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# TABLE OF CONTENTS

## INTRODUCTION

<b>General Considerations and Planning Guidelines . . . . .</b>	<b>6</b>
<b>Purpose . . . . .</b>	<b>6</b>
<b>Identification of School Teams . . . . .</b>	<b>7</b>
<b>Concept of Operations . . . . .</b>	<b>7</b>
<b>Plan Review and Public Comment . . . . .</b>	<b>7</b>
<b>Risk Reduction / Prevention and Intervention . . . . .</b>	<b>8</b>
<b>Designation of School Teams . . . . .</b>	<b>8</b>
<b>Prevention / Intervention Strategies. . . . .</b>	<b>8</b>
<b>Hazard Identification of Sites of Potential Emergencies . . . . .</b>	<b>9</b>
<b>Response . . . . .</b>	<b>9</b>
<b>Assignment of Responsibilities . . . . .</b>	<b>9</b>
<b>Continuity of Operations . . . . .</b>	<b>9</b>
<b>Access to Floor Plans . . . . .</b>	<b>10</b>

## CHAIN OF COMMAND

<b>Chain Of Command . . . . .</b>	<b>14</b>
<b>Building Administration and Health Service Representative . . . . .</b>	<b>15</b>
<b>Board Of Education . . . . .</b>	<b>16</b>

- APPENDIX A Implied or Direct Threats of Violence**
- APPENDIX B Acts of Violence**
- APPENDIX C Critical Incident Media Notification Plan**
- APPENDIX D Parent(s)/Spouse(s) Notification Plan**
- APPENDIX E Post Incident Response (Recovery)**
- APPENDIX F Security of Crime Scene**
- APPENDIX G Emergency Procedures for Students with Special Needs**
- APPENDIX H Evacuation Plan**

## GLOSSARY OF EMERGENCY MANAGEMENT TERMS

# INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk for acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Randolph Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

In addition, emergency/crisis management is a continuous process in which all phases of this plan are being reviewed and revised. Good plans are never finished. They can always be updated based on experience, research, and changing vulnerabilities. With that in mind, the Randolph Central School District also utilizes the methodology set forth by the United States Department of Education crisis planning model. This model consists of four steps that form a perpetual cycle. These steps are as follows:

**Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.

**Preparedness** focuses on the process of planning for the worst-case scenario.

**Response** is devoted to the steps to take during a crisis.

**Recovery** deals with how to restore the learning and teaching environment after a crisis.

## GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### Purpose

**The Randolph Central School's Building-Level Emergency Management Operations Plan** was developed pursuant to Commissioner's Regulation 155.17. At the direction of the **Randolph Central School District Board of Education, the Principal(s) of the Randolph Central School District appointed a Building-Level School Safety Team** and charged it with the development and maintenance of the **Building-Level Emergency Management Operations Plan**. The **Randolph Central School Building-Level Emergency Management Operations Plan** incorporates all occupants (staff / students) of the **Randolph Central School Buildings**.

## Identification of School Teams

The **Randolph Central School District** has developed a Building-Level School Safety Team consisting of:

- Representatives of teacher, administrator, and parent organizations
- Medical personnel
- Mental health counselors
- School Safety personnel
- Local law enforcement officials
- Local ambulance and other emergency response agencies
- Representatives from local, regional, and State emergency response agencies

The **Randolph Central School District** has also established an Emergency Response Team consisting of:

- Administrators, Teachers
- Administrative Assistants, Custodial Personnel
- School Medical Personnel

## Concept of Operations

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.
- With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the building **Emergency Response Team** shall take place.
- Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

## Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), a summary of this plan was made available for public comment 30 days prior to its adoption. The Building-Level Plan was adopted by the School Board after one public hearing that provides for the participation of school personnel, parent/guardian, students and any other interested parties. The plan was formally adopted by the Board of Education on June 27, 2001.
- Building-Level Emergency Management Operations Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Educational Law Section 2801-a.
- Copies of the Building-Level Emergency Management Operations Plan were supplied to both local and State Police within 30 days of adoption.
- This plan is reviewed periodically during the year and is maintained by the Building-Level School Safety Team. The required annual review will be completed on or before December 1 of each year.

# RISK REDUCTION / PREVENTION AND INTERVENTION

## Designation of School Teams

- Building-Level School Safety, Emergency Response, and Post Incident Response Teams include but are not limited to the following members required by regulation:
  - School safety personnel
  - Appropriate school personnel
  - Local law enforcement officials
  - Representatives of teacher, administrator, and parent organizations
  - Representatives from local, regional, and / or state
  - Emergency response agencies
  - Representatives the Board of Education
  - Medical personnel
  - Mental health counselors
  - Community members

## Prevention / Intervention Strategies

- Building Personnel Training

Training for emergency teams and safety officers, including de-escalation training, should be conducted as determined in the District-Wide Safety Plan.
- Coordination with Emergency Officials

The **Randolph Central School District** conducts annual drills and exercises to test the components of this plan which may include the use of tabletop exercises in coordination with local and county emergency responders and preparedness officials.

- Annual Multi-hazard Training for Staff and Students

The school district organizes annual school safety awareness programs and events that provides multi-hazard training for students and staff. Emergency drills, seminars and forums may be utilized to accomplish the school district's objectives.

## **Hazard Identification of Sites of Potential Emergencies**

The **Randolph Central School District** has established procedures in the **Building-Level Emergency Management Operations Plan** for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

### **Areas of Potential Emergencies – On Site:**

1. **Jr./Sr. High School Building: Boiler rooms, storage rooms.**
2. **Gail N. Chapman Elementary School Building: Boiler rooms, storage rooms.**
3. **Athletic Field Buildings: Concession stand, 2 maintenance storage buildings, press box.**
4. **Other structures: Gas House.**
5. **Bus Garage**

### **Areas of Potential Emergencies – Off Site:**

1. **Hazardous roadways: 394, 242, 241**
2. **Hazardous intersections: Main/Spring and Main/241 and Main/242.**
3. **Waterways, dams: Kinzua Reservoir, Elm Creek (watershed), Bowen Rd. (watershed), Rt. 394 (watershed).**
4. **Bridges/underpasses: Jamestown St./Rte. 394.**
5. **Railroads: 1**
6. **Railroad crossings: Main St., Washington St., Coldspring Rd., Lebanon Rd.**
7. **Cartage of hazardous materials within district: Route 394, Route 86/17, Route 242, Route 241.**

## **RESPONSE**

### **Assignment of Responsibilities**

- A Chain of Command consistent with the National Incident Management System (NIMS) / Incident Command System (ICS) will be used in response to all emergencies and training exercises.

### **Continuity of Operations**

- In the event of an emergency, the Superintendent of Schools, Building Principal or Designee will serve as Incident Commander. Upon arrival of law enforcement and/or emergency response personnel, the Building Incident Commander will relinquish command to the emergency response personnel.
- After relinquishing command, the Building Principal or Designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.

## **Access to Floor Plans**

- Procedures have been developed to assure that emergency response personnel and law enforcement have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

# **APPENDIX A**

## **IMPLIED OR DIRECT THREATS OF VIOLENCE**

The purpose of this policy is to provide a mechanism to assure those threats of violence in a school environment are addressed, whenever possible, before they occur. The policy is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out.

**NOTE: This policy is applicable during any school-sponsored event or function, whether the event or function be on school property or not.**

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. **The threatened act of violence may be on another individual, individuals, or themselves.**

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
  
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a school staff member, school administrator or law enforcement officer.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.

3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately report the threat to a Building Principal or Designee.
  - Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.
  
4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
  - Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
  - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.
  
5. The designated law enforcement officer or administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
  - Assume threat is serious.
  - Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

**NOTE:** The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.
  
6. Once the assessment is complete, law enforcement and administrators shall convene privately to discuss the threat and consider options for follow-up action.
  - A. If it is agreed the threat is credible:
    1. The law enforcement officer shall immediately follow standard operating procedures (SOP) as the situation dictates.
    2. The school administrator shall take administrative action in accordance with School Board policy.



# **APPENDIX B**

## **ACTS OF VIOLENCE**

The Board of Education recognizes the danger that violent acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such an act.

**A violent act shall mean an offense against property or involving danger to another person, including oneself.**

The Board prohibits any district student from committing violent acts directed at any student, employee, Board member, community member, school building or property.

The Board directs the Superintendent of Schools to react promptly and appropriately to information and knowledge concerning a possible or actual violent act.

The Superintendent of Schools shall be responsible for developing appropriate and necessary administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the Building Principal regarding any information or knowledge relevant to a possible or actual act. The Building Principal shall immediately inform the Superintendent of Schools after receiving a report of such act.

When an administrator has evidence that a violent act has been committed, the following guidelines shall be applied:

1. The threat level will be determined.
2. If the situation warrants, the immediate area will be isolated and evacuated if deemed appropriate.
3. Administration will be notified.
4. If necessary, LOCKDOWN procedure will be initiated and appropriate law enforcement officials will be notified.
5. Situation will be monitored and the appropriate response will be adjusted accordingly. If necessary EARLY DISMISSAL, SHELTER IN PLACE, or EVACUATION procedures may be initiated.

# **APPENDIX C**

## **MEDIA NOTIFICATION PLAN**

- **As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.**

### **Media Site Selection**

- **Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:**

**Physical Space:** Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.

**Containment:** Ensure the site does not permit access by the media to the Command Post or student population.

**Necessary Accommodations:** Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment.

### **Dissemination of Information**

- **The Superintendent of Schools should assign, in advance, a staff member as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.**
- **During the crisis the Public Information Officer, P.I.O., / Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.**

## **Recommended Policy**

- **The Superintendent of Schools will assign the P.I.O. or Media Coordinator for the district.**
- **If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.**
- **The P.I.O. for police, emergency response personnel, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.**
- **Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.**
- **The school district, law enforcement, and emergency response personnel have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parent/guardian are not unnecessarily alarmed.**
- **Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.**
- **If an arrest results from the situation, the law enforcement should coordinate this announcement through the school district spokesman and the Superintendent of Schools so necessary steps can be taken by the school to prepare the staff, students, and parent/guardian.**

## **Tips for the P.I.O.**

- **Ensure all media inquiries are routed to one person or office.**
- **Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.**
- **Do not reveal names of students or employees involved in the incident, without prior approval from the responding emergency response personnel and the school's legal department.**
- **When responding to the media, use the prepared official statement as your guide.**
- **Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.**

## **P.I.O. Guidelines**

- **Be brief.**
- **Avoid providing superfluous information or using professional jargon.**
- **Do not appear to be concerned mainly about the school reputation.**
- **Anticipate questions especially on potentially controversial issues.**
- **Keep calm. Show sensitivity to the seriousness of the matter but do not overreact.**
- **Answer one question at a time and answer only the question that is asked.**
- **Do not treat anything as “off the record”.**
- **As official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you”.**
- **Do not reply “No comment”. This infers that information is being withheld.**
- **Ignore abrasive comments made by reporters and maintain a professional attitude.**
- **Provide updates to the media as events unfold, even after the initial crisis is handled.**
- **Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.**

# **APPENDIX D**

## **PARENT/GUARDIAN NOTIFICATION PLAN**

- **Utilize telephone notification systems (i.e. School Connects and Connect Ed) or television / radio media to notify parent/guardian of an emergency involving an occupied school facility.**
- **Designate a reception center at a location away from the incident. Provide this information during the notification process.**
- **Several factors should be considered when selecting a reception center. They are as follows:**

**Physical Space:** Select a site that will accommodate a large influx of people to include parent/guardian and district representatives.

**Containment:** Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.

**Necessary Accommodations:** Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.

**Support Personnel/Agencies:** If the situation warrants station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. Law enforcement and emergency response personnel representatives should be at the site also.

**Dissemination of Information:** The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parent/guardian during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up to date information regarding the incident.

- **Confidentiality and privacy issues regarding the identity of victims and individuals involved must be monitored closely to prevent unauthorized disclosure of information. This will also maintain some privacy for the family members of victims and others involved in the incident.**
- **Periodic updates should be given to keep parent/guardian apprised of the situation and help reduce the potential for them to become unnecessarily alarmed.**
- **One person should be releasing the information to ensure there is no circumventing of authorized channels.**

# **APPENDIX E**

## **POST INCIDENT RESPONSE / RECOVERY**

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

- Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.
- Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.
- When necessary affected persons will be educated about the legal process and its requirements.
- A designated person will maintain contact with the law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.

### **Post Incident Response**

- ◆ Disseminate facts and information using an established communication process.
- ◆ Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- ◆ Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- ◆ Initiate established counseling and mediation services.
- ◆ Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration

**and mediation services to violence prone students/groups and to potential victims of violent actions.**

- ◆ **Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan.** A site level team, composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff.

#### **Site Level Post-Incident Response Team**

- **Be very visible and accessible during the aftermath of a crisis.**
- **Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:**
  - ◆ **Conducting staff information and debriefing meetings.**
  - ◆ **Coordinating communication between parent/guardian, students, staff, district personnel, media, and the community.**
  - ◆ **Deciding which classroom activities will work best in the days immediately following the crisis.**
  - ◆ **Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.**
- **Provide referral services for victims and offenders.**

# **RECOVERY PLAN**

At the inclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

<b>Cattaraugus County Mental Health Dept.</b>	<b>716/372-0208</b>
<b>ECMC Mental Health Crisis Line</b>	<b>800/724-0461</b>
<b>Cattaraugus County Crisis Line</b>	<b>800/339-5209</b>
<b>NYS Office of Mental Health Services, Disaster Mental Health Services</b>	<b>518/474-2578</b>

After normal business hours, call the Cattaraugus County Sheriff's Department  
**716/938-2217**

Request mental health worker on duty-give the information.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- **A simple script teachers can read to students**
- **Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services**

Currently the Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- **Dispel rumors about incident and any student/staff involved**

- Provide parent/guardian with information on where they can receive status updates without calling the district
  - District web site
  - TV and radio stations listed in Parent Brochure
- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes
- Provide parent/guardian staff, and students with information about counseling services that is available to them and their families
- Provide parent/guardian with handouts on symptoms for depression and other mental health issues that students and family members may experience

Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place.

**Victim Support Program:** Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.

Periodically check on feelings, attitudes, and behaviors associated with the incident.

Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.

Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so.

The suggested term for a team member is two (2) years, beginning and ending with the calendar year.

# **APPENDIX F**

## **SECURITY OF CRIME SCENE**

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve from being disturbed or destroyed.

- Initial security at the scene is the responsibility of the Building Principal or Designee until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

# **School Crime Scene Management**

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

## **How to avoid contaminating crime scene evidence**

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence. Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination.

Therefore, before the professionals arrive, it is paramount that the crime scene remain as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence.

The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.)

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival.

The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

### **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.**

## **Evaluate**

- **Evaluate the severity of the situation. Is the crime/incident in progress or not? The school's Emergency Response Team should be calling 911 if appropriate.**
- **Identify all involved and uninvolved individuals in the area. 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.**

## **Secure**

- **Clear away uninvolved people.**
- **Establish a perimeter with survey or custodial tape, cones, desks.**
- **Law enforcement 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 if not already called or there.**

## **Document**

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

# **APPENDIX G**

## **EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS**

In order to ensure the safety of our students with special needs and the school district staff, the following procedures must be followed in the event of an emergency and during all emergency drills.

- With regard to a multi-level building, the student(s) on the ground floor will be escorted out of the building by designated personnel to a pre-determined location.
- With regard to a multi-level building, the student(s) above the ground floor will be escorted by designated personnel to a pre-determined location on that floor. The student(s) and staff will then be escorted out of the building by fire department personnel. In the event that the primary pre-determined location is obstructed, the student(s) will be escorted to an alternative pre-determined location, then escorted out of the building by fire department personnel.

**ELEVATORS MUST NOT BE USED DURING EMERGENCY PROCEDURES!**

Building Principals, in cooperation with the Committee on Special Education Chairperson will:

- Identify probable areas that are easily accessible to fire personnel
- Select interior and exterior locations, and notify Fire Department Chief and appropriate school district staff
- Designate appropriate staff, which should include: personal care aide(s), guidance counselors, and school psychologists
- Insure that designated staff have access (keys) to pre-determined locations
- Explain in detail the emergency procedures to staff and students

**Personal Care Aides:**

- **Must be able to identify and locate appropriate safety areas pre-determined by the Building Principal**
- **Must, at all times, have access (keys if needed) to pre-determined locations**
- **Must remain with student at all times**

**Designated Personnel (school counselors, school psychologist, or support staff):**

- **Must be able to identify and locate appropriate safety areas pre-determined by Building Principal**
- **Must be familiar with student's current schedule**
- **Must remain with student at all times**

# **APPENDIX H**

## **EVACUATION PLAN**

**Evacuation Objective:**

- To be used when a determination is made by school officials that conditions in the school building present an immediate health or safety risk to the occupants.

A detailed evacuation plan has been approved by the Board of Education and is in place if the need arises to evacuate one or more buildings on campus.

# **GLOSSARY OF EMERGENCY MANAGEMENT TERMS**

**Activation:** The act of bringing a standby or reserve component and/or system into operation.

**Air Pollution:** The presence of foreign substances in the atmosphere which pose a serious threat to human life.

**Agency:** Any department, division, commission, authority, government, corporation, independent establishment, or other entity of State or local government.

**Chemtrec:** The Chemical Transportation Emergency Center. A public service of the Chemical Manufacturer's Association that provides immediate advice for those at the scene of an emergency involving chemicals and then contact the shipper for more detailed assistance and appropriate follow-up. The service is available 24 hours a day by dialing 1-800-424-9300.

**Chief Executive:** **1.** A County Executive or County Manager: **2.** In a county not having a County Executive or County Manager, the Chairman or other presiding officer of the county legislative body; **3.** A mayor of a city or village, except where a city or village has a manager, it will mean such manager.

**Civil Disturbance:** An individual or collective action causing intense interference with the peace, security and normal functioning of a community.

**Crisis Counseling:** Assistance provided to victims of disasters by trained personnel to help allay fears brought on by the incident. Usually provided by Social Services and Mental Health Professionals.

**Command Post (Incident Command Post):** An area designated within a school facility from which key officials will operate an emergency.

**Damage Assessment:** Procedure to assess and describe the nature and estimate the dollar value of damages resulting from an emergency or disaster.

**Disaster:** The occurrence of widespread or severe damage or injury to health, social structure, or processes, or the loss of life or property, resulting from natural or man-made causes.

**Earthquake:** A vibration or breaking of ground caused by the sudden release of strained energy within the earth.

**Educational Agencies:** Public and non-public elementary and secondary schools, public and private nursery schools, and approved private schools for the education of pupils with handicapping conditions.

**Early Dismissal:** Returning students to their homes or other appropriate locations before the end of the normal school day.

**Emergency:** A situation, including but not limited to a disaster, that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

**Emergency Operations Center (EOC):** A facility with the necessary plans, procedures and equipment from which essential emergency functions can be directed, controlled and coordinated on a 24-hour basis.

**Emergency Operations Plan (EOP):** A document containing the operational procedures to be used during an emergency.

**Emergency Services Organizations:** A public or private agency, organization or group other than a governmental agency, which provides sheriff, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

**Energy Supply Loss:** Interruption in the supply and/or distribution of energy.

**Epidemic:** The occurrence of disease to an unusual number of individuals or proportion of population.

**Evacuation:** The moving of students for their protection from a school building to a predetermined location in response to an emergency.

**Explosion:** A rapid and violent expansion of matter emitting noise, heat and/or particles.

**Flash Flood:** A sudden, violent flood, typically occurring during or after a heavy rain or the melting of a heavy snow. Flash flooding may also occur during or after hurricanes, tropical storms and other severe water bearing weather.

**Flood Warning:** A warning that flooding is imminent or in progress, and that people in the affected area(s) should take necessary precautions immediately.

**Gas Leak:** The presence of vapors from certain gaseous fuels (natural gas and propane) in areas of a building in which high concentrations could cause an explosion if an ignition source is present.

**High Wind:** A condition normally indicating that sustained winds of 40 mph or greater are expected to persist for one hour or longer, or that wind gusts of 58 mph or higher, regardless of duration, are expected.

**Hurricane:** A warm-core tropical cyclone in which the minimum standard surface wind is 74 mph or more. When a hurricane loses strength -- as measured by its wind speed -- it is reduced to "tropical storm" status. This usually happens after the storm hits land.

**Hurricane Watch:** An alert for specific areas that a hurricane or incipient hurricane conditions may pose a threat to coastal and inland communities within 36 hours.

**Hazardous Materials Leak:** The accidental release of elements or compounds which, present such properties as flammability, thermal instability, toxicity, corrosiveness and/or combustibility.

**Local Emergency Management Office (LEMO):** A unit of local government responsible for the coordination of response actions in times of emergencies.

**Local Emergency Planning Committee (LEPC):** A county level organization charged with developing the hazardous materials component of the county emergency plan with particular emphasis on the Superfund Amendment and Reauthorization Act.

**Local Government:** Any county, city, village, town, district, municipality, Indian tribe or authorized tribal organization, rural community or unincorporated town or village.

**Major Disaster:** Any emergency which, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Disaster Relief Act of 1974, as amended.

**National Oceanic and Atmospheric Administration (NOAA):** A Division of the U.S. Department of Commerce.

**National Weather Service (NWS):** An office within NOAA. Maintains offices at various locations in each state. Provides notifications of severe weather to the public through various means (i.e. NOAA Weather Radio).

**New York State Police Information Network (NYSPIN):** A computer based state-wide information network which serves police agencies throughout the state. Severe weather watches and warnings are provided directly from the National Weather Service to NYSPIN.

**Occupational Safety and Health Administration (OSHA):** A federal agency mandated to administer safety and health statutes in the workplace. In New York State, the Labor Law duplicates OSHA requirements for the public sector.

**Radio Amateur Civil Emergency Service (RACES):** An organization of licensed amateur radio operators dedicated to provided communications services during emergencies.