



HORSEHEADS CENTRAL SCHOOL DISTRICT

**DISTRICT-WIDE SAFETY AND
EMERGENCY RESPONSE PLAN**

2026-2027

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Table of Contents

INTRODUCTION.....	4
SUMMARY OF LAWS	5
THE BASIC PLAN.....	12
1. Introductory Material	12
2. Purpose and Situation Overview	13
3. Concept of Operations	16
4. Organization and Assignment of Responsibilities	17
5. Direction, Control and Coordination	20
6. Information Collection, Analysis and Dissemination	23
7. Training and Exercises	24
8. Administration, Finance and Logistics	35
9. Authorities and References	36
FUNCTIONAL ANNEXES.....	37
1. Shelter-in-Place.....	37
2. Hold-in-Place.....	40
3. Evacuation.....	42
4. Secure Lockout	45
5. Lockdown	47
6. Crime Scene Management	50
7. Communications	51
8. Medical and Mental Health Emergency Annex	54
9. Accounting for All Persons.....	56
10. Reunification.....	57
11. Continuity of Operations (COOP)	58
THREAT AND HAZARD SPECIFIC ANNEXES.....	60
1. Aircraft Crash	61
2. Armed and Dangerous Intruder	63
3. Bomb Threats.....	66
4. Bus Accident	73
5. Chemical Accident in School	76
6. Child Abduction	77
7. Civil Disobedience and/or Student Disorder.....	79
8. Earthquake	81
9. Explosion/Fire	83
10. Flash Flood.....	84
11. Flood.....	85
12. Food Poisoning or Other Mass Illness.....	86
13. Hazardous Material Spill Off School Premises.....	87
14. Injury at Athletic Event	89
15. Radiological Emergency	91
16. Terrorist Activities, Armed Person or Hostage	92
17. Threat to Life or Health	94

18.	Tornado, Severe Windstorm, Thunderstorms	95
19.	Utility Failure.....	97
20.	Winter Storm	99
21.	Receipt of Suspicious Letter/Package; Possible Bio-Terrorist Threat	100
STANDARD OPERATING PROCEDURES (SOP's)		107
1.0	Action Drop.....	108
2.0	Fire/Building Evacuation	109
3.0	Command Post Operations	111
4.0	Notification of Emergency	112
5.0	Shelter-in-Place	113
6.0	Off-Site Evacuation.....	114
7.0	Feeding of Students	116
8.0	Death of a Student or Facility Member.....	117
APPENDICES		118
Appendix A	Communications.....	119
Appendix B	Incident Command System (ICS)	120
Appendix C	Emergency Response Teams.....	122
Appendix D	Student/Staff/Guest with Special Needs	123
Appendix E	Emergency Report Form	124
Appendix F	Release of Student Under Emergency Conditions	125
Appendix G	School Bus Accident Emergency and Follow-Up Report.....	126
Appendix H	Horseheads CSD Building Safety and Emergency Plan Training.....	127
Appendix I	Remote Instruction/Virtual Learning Plan.....	128
Appendix J	Reserved.....	136
Appendix K	District Resources	137
Appendix L	Memorandum of Understanding (MOU).....	140
Appendix M	Plan Update and Modification Record.....	150
Appendix N	List of District Rolling Stock and Associated Equipment	151
Appendix O	District-Wide School Safety Team Members.....	154

LEGAL BASIS FOR PLAN

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law on July 24, 2000. The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. At the district level, the District-Wide School Safety Plan replaced the school emergency management plan that had been required for all districts. At the school building level, a building-level emergency response plan has been prepared for each school building. Together, these plans are intended to provide the means for the school district and all school buildings within the district to respond to acts of violence and other emergencies through prevention, intervention, emergency response, and management.

INTRODUCTION

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

The purpose of the Horseheads Central School District Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. The District has developed the ERP and maintains, trains and exercises the ERP to respond quickly before, during and after an incident. The District has developed and practices the ERP, via drills, to provide parents/guardians and the community reassurance that each school building within the District has established guidelines and procedures to respond to threats and hazards efficiently and effectively. The District ERP, as well as, each school building ERP meets legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

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

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Standard Operating Procedures (SOP's)
- Appendices

The District ERP utilizes standardized language and provides a structured framework pursuant this guide. The District plan contains individualized and specific policies and procedures based on the District, as well as, each school building's unique circumstances and resources. The District ERP contains tools and procedures to manage an emergency as it occurs. The emergency response procedures of this plan are

developed through threat assessments, safety audits, planning and training before an incident occurs. this includes drills of each of the specific response procedures, functional annexes and emergency events. Per the **New York State Guide to School Emergency Response Planning**; the District has developed annexes and specific procedures to meet each school's unique circumstances.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. To ensure consistency, the District has developed the following annexes with standardized definitions and specific procedures to respond to each of these types of emergency situations:

- ***Shelter-in-Place***
- ***Hold-in-Place***
- ***Evacuation***
- ***Secure Lock-out***
- ***Lock-down***

The District has developed these five functional annexes to provide a common foundation for response to all emergencies. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter the school building within the District. The District has developed additional "core" annexes to supplement and plan for additional and related types of emergency events.

In the Threat/Annex section of this plan, procedures and actions detail what to do in the event of various emergencies. The District has developed specific and customized annexes that address each type of emergency event according to both District and school building resources. Each building level ERP contains appropriate floor plans for the specific building and provides current information about school response team members, students and staff with special needs and any other critical information. The District and school building level ERPs identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Each building level emergency response team will conduct appropriate training; and drill each specific emergency event. This is to ensure all district and school personnel, as well as, and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are included below:

8 NYCRR 155.17 Section 155.17. School safety plans

(a) Development of school safety plans.

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New

York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and shall update and adopt by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter, a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level emergency response team, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

(b) Definitions.

As used in this section:

- (1) *Educational agencies* means public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.
- (2) *Superintendent* means a superintendent of schools or a district superintendent of schools, as appropriate.
- (3) *Disaster* means occurrence or imminent threat of widespread or severe damage, injury, or loss of life or property resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- (4) *Emergency* means 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.
- (5) *Emergency services organization* means a public or private agency, organization or group other than a governmental agency, which provides police, 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.
- (6) *School cancellation* means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- (7) *Early dismissal* means returning students to their homes or other appropriate locations before the end of the school day.
- (8) *Evacuation* means moving students for their protection from a school building to a predetermined location in response to an emergency.
- (9) *Sheltering* means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- (10) *Lock-down* means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lock-down will only end upon physical release from the room or secured area by law enforcement.
- (11) *Building-level emergency response plan* means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents prescribed in paragraph (c)(2) of this section.
- (12) *Building-level emergency response team* means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel,

community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(13) *District-wide school safety plan* means a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district, BOCES or county vocational education and extension board, that addresses crisis intervention, emergency response and management at the district level and has the contents prescribed in paragraph (c)(1) of this section.

(14) *District-wide school safety team* means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

(15) *Emergency response team* means a building-specific team designated by the building-level emergency response team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) *Post-incident response team* means a building-specific team designated by the building-level emergency response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(17) *School safety plan* means a district-wide school safety plan or a building-level school safety plan.

(18) *Serious violent incident* means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to: riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

(c) District-wide school safety plans and building-level emergency response plans.

District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents, declared State disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;

- (iii) appropriate prevention and intervention strategies, such as:
 - (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
 - (b) nonviolent conflict resolution training programs;
 - (c) peer mediation programs and youth courts; and
 - (d) extended day and other school safety programs;
- (iv) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- (v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- (vi) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- (vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- (viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- (ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
- (x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- (xi) policies and procedures relating to school building security, including, where appropriate:
 - (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and
 - (b) security devices or procedures;
- (xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons

in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

(xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

(a) coordination of the communication between school staff, law enforcement, and other first responders;

(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;

(c) ensure staff understanding of the district-wide school safety plan;

(d) ensure the completion and yearly update of building-level emergency response plans for each school building;

(e) assist in the selection of security related technology and development of procedures for the use of such technology;

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;

(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and

(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner; and

(xx) ensure the development of protocols for responding to a declared State disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

- (i) policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
 - (ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;
 - (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
 - (iv) establishment of internal and external communication systems in emergencies;
 - (v) definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS);
 - (vi) coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
 - (vii) procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials;
 - (viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;
 - (ix) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.
- (3)(i) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.
- (ii) Each board of education, chancellor or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October 15th for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years and for the 2020-2021 school year and thereafter, such building-level emergency response plans must be submitted no later than October 1, 2020, and each subsequent October 1st thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

(d) Use of school property.

Each board of education and board of cooperative educational services shall cooperate with appropriate State, county and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. School districts and boards of cooperative educational services are required to relinquish to the appropriate State or county agencies the control and use of school transportation vehicles and facilities in accordance with county emergency preparedness plans or directives.

(e) Communication liaisons.

(1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or State emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.

(2) The superintendent of schools in the Cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or State emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

(f) Reporting.

Each superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. School districts within a supervisory district shall provide such notification through the district superintendent, who shall be responsible for notifying the commissioner. Such information need not be provided for routine snow emergency days. Provided, however, that for the 2020-2021 school year, districts shall provide such notification for snow emergency days, including those days converted to remote instruction under the 2020-2021 snow day pilot in accordance with the provisions of this subdivision.

(g) Instruction.

Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

(h) Fire and emergency drills.

Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

(1) Parents or persons in parental relation shall be notified at least one week prior to the drill.

(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

(3) The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

(i) Reports by educational agencies.

Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

(j)

Nothing contained in subdivision (a) or (c) of this section shall prevent an educational agency from using, in part or in total, an emergency management plan previously developed in cooperation with a county or other municipality as the emergency management plan required in this section until the adoption of school safety plans as required by subdivision (b) of this section; provided, however, that all applicable requirements of this section shall be met.

(k) Commissioner of Education.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by State and/or county emergency personnel in accordance with county or State emergency preparedness plans or directives.

THE BASIC PLAN

1. Introductory Material

1.1 Plan Development and Maintenance

- 8 NYCRR Section 155.17 - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.
- The District wide safety team, with coordination from the District safety committee, is responsible for the overall development, maintenance, and revision of the District Emergency Response Plan (ERP). The building level Emergency Response Team develops, maintains and conducts training and operations for each District school building level ERP. Safety team members at Horseheads Central School District work closely together to make recommendations for revising and enhancing both the District and building level plans. During an emergency, the District-Wide Emergency Response Team will assist the building level emergency response team in implementing both District-Wide and building level response plans.
- Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. Periodically, the District and building level safety team shall meet with various federal, state, county and/or local agencies, as well as community service providers to plan for a timely response to an incident. Written agreements have been obtained to help coordinate services between emergency services and the District. A Memorandum of Understandings (MOU) has been created and a copy is maintained in the plan. Planning and drills shall specify the type of communication and services provided by each of the agencies, as well as, practice the coordination between the agencies and school District. .

1.2 Distribution of the Plan

- Education Law §2801-a and Commissioner's Regulation §155.17 require that each public school and BOCES develop and annually update a confidential building-level Emergency Response Plan (ERP) that includes details about how school personnel and students would respond to different types of emergency situations. In addition, each public school district, BOCES and charter school must also develop and annually update a District-wide school safety plan that provides critical information to parents, educators and the school community about the policies and procedures in place related to school safety. Both building level ERP and district wide school safety plans are required to be submitted as outlined below by October 1 of each year. Each Building-Level confidential building-level ERP must include information about the school, key staff, floor plans, maps, and detailed response procedures for different types of emergency situations. The District-wide ERP must be in place by September 1 each year and must be submitted to both the state police and local law enforcement within 30 days of adoption, but no later than October 1 of each year.
- Horseheads CSD, as well as other school Districts, fulfill the requirement to submit building-level ERPs to the state police by submitting their plan electronically via the SED Monitoring application accessed through the New York State Education Department (NYSED) Business Portal.

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

1.3 Record of Distribution

Copies of the emergency response plan, including appendices and annexes are provided for each building level safety team, local fire departments, area law enforcement (village, county sheriff and state police), local and county emergency management, district administration and other persons deemed appropriate by the superintendent.

Copies of the Plan are available electronically and shall be accessible to law enforcement and other federal, state or local entities via electronic means.

Plan Review and Updates

8 NYCRR Section 155.17 requires the **School Safety Committee** to review the ERP on an annual basis and update it as needed.

Each update or change to the plan shall be noted on the Plan cover page.

2. Purpose and Situation Overview

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

2.1 Location of Potential Sites:

a. Location of each School Building in the Horseheads Central School District:

Horseheads High School – 401 Fletcher St., Horseheads, 795-2500
 Horseheads Middle School – 950 Sing Sing Rd., Horseheads, 795-2520
 Big Flats Elementary School – 543 Maple St., Big Flats, 795-2550
 Center Street Building – 812 Center St., Horseheads
 Gardner Road Elementary School – 541 Gardner Rd., Horseheads, 795-2540
 Ridge Road Elem. School – 112 Ridge Rd., Horseheads, 795-2480
 Horseheads Intermediate School – 952 Sing Sing Rd., Horseheads, 795-2490

b. Location of other offices, schools and buildings within the district:

Athletic Office, 1 Raider Lane, Horseheads	739-5601 x4254
Central Office (Superintendent, Business, Human Resources) 143 Hibbard Rd, Horseheads (2026-2027)	739-5601 x4201
Computer Services, 1 Raider Lane, Horseheads	739-5601 x4245
Educational Support Center, 812 Center Street, Horseheads	739-5601 x4263
Facilities Services Department, 507 Fletcher St, Horseheads	739-5601 x4401
Food Service, Horseheads Middle School, Horseheads	739-6360
Transportation Dept., 601 Sayre St., Horseheads	739-6338
Montessori School, 23 Winters Rd., Big Flats	562-8754
GST BOCES, 459 Philo Rd., Horseheads	739-3581
St. Mary Our Mother School, 811 Westlake St., Horseheads	739-9157
Student Services, 812 Center Street, Horseheads	739-5601 x4301
Twin Tiers Christian Academy, 1811 N Chemung Rd, Breesport	739-3619

2.2 Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases - Nuclear power plant accident - Dirty bombs • Dam failure • Power failure • Water failure
Biological Hazards:	• Infectious diseases, such as Pandemic Influenza, Ebola, extensively drug-resistant tuberculosis, <i>Staphylococcus MERSA</i>, <i>Aureus</i>, and Meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, Botulism, and <i>E. Coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fires • Active shooters • Criminal threats or actions • Terrorism • Abductions • Gang violence • Bomb threats • Domestic violence and abuse • Workplace violence • Cyber attacks • Suicide

The following threat assessments were addressed and accomplished as follows.

Natural Disasters

- Analysis of weather patterns and previous disasters indicates that the highest likelihood of a natural disaster impacting Horseheads Central School District would be from severe thunderstorms, flooding and sudden winter storms. Severe thunderstorms with high winds have also been known to cause significant flood damage in the area. While there is low historical risk of a tornado, shifts in weather patterns could increase the probability of one occurring in this area.
- There is a moderate likelihood of damage from earthquake, hurricane path storms, and flooding. Severe flooding is likely to affect the basement area of our school buildings.
- The area is additionally subject to severe winter weather to include icy conditions of roads, heavy accumulations of snow and white out conditions from blowing snow.

Man-made Disasters

- Of note, Horseheads High School and the Center Street building are in a residential area north of the Chemung River. The locations are approximately 0.5 miles from Route 17 (I-86), and from the Norfolk Southern Horseheads Industrial Trunk Railroad Line. There is significant potential for a hazardous materials spill because of train derailment or highway truck accidents to potentially impact our schools.
- The primary fixed site for a chemical hazard comes from the Holding Point Industrial Area located due north of the District. District schools are potentially downwind from the industrial complex and may be susceptible to any toxic substance release from that source. We could also be potentially impacted by a chemical or air quality degradation from industry located south of the District in the neighboring village of Elmira Heights. While there are other industries in the area none lists significant quantities of toxic chemicals.
- The Elmira-Corning Regional Airport, located approximately 1 mile from the Big Flats Elementary School handles approximately 62,000 flights per year. Depending upon the flight path, the Big Flats Elementary School can be directly in the flight path of take offs or landings.

Nuclear Disaster

- Radiological releases, while considered a low to slightly moderate risk in our area, has the potential for radioactive contamination and fallout from a nuclear power generator accident and/or dirty bomb detonation in the surrounding area if nuclear materials were stolen from the two local hospitals.
- Arnot Ogden Medical Center, St Joseph's Hospital, and Corning Guthrie Hospital house nuclear materials used in medical treatment and diagnostics. **(low to slightly moderate probability)**
- Susquehanna Steam Electric Station Unit 1 and 2 located in Berwick, PA is located 77 miles SE of Horseheads Central School District Administration offices. **(low probability)**

Civil Disturbances

- Horseheads Central School District has as much likelihood of being attacked by a deranged sniper, or by a hostage taker or bomb threats as with any other institution which houses students from a variety of backgrounds. Its close proximity to the Elmira Correctional Facility and Psychiatric Center has the potential for unstable personnel wandering on District property and causing harm to students and staff.

School Disasters

- Fire, explosion, water line breaks or toxic substance release could occur at any Horseheads Central School District building as could a mass illness such as food poisoning. Therefore these possibilities are included in the plan.

2.3 Planning Assumptions and Limitations

The following planning assumptions are stated to allow for deviation from the plan if certain assumptions prove not to be true during operations. The District ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. **Action is required immediately to save lives and protect school property.**
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene (building level ERP/response team).
- Actions taken before an incident can stop or reduce incident-related losses.
- Both the District and building level ERP are maintained on a periodic basis. Frequent training and practice for stakeholders (staff, students, parents/guardians, first responders, etc.) occurs to improve each school's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material

resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

3.1 Implementation of the Incident Command System (ICS)

- The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System.
- The Incident Command Center will be designated and located depending on the nature and location of the emergency as follows:
 - Primary - Maintenance Shop
 - Alternate 1 - District Administration Office
 - Alternate 2 - Bus Garage (Transportation Facility)

The chain of command is documented in Figure 1 and in the Appendix section of this plan.

3.2 Initial Response

- School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to an individual of an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.
- Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.
- In the case of an emergency after work hours, weekends or when an event is being held at any Horseheads Central School, the night Cleaner will immediately take the appropriate actions. As soon as feasible, the Facilities Director and Principal must be notified.

4. Organization and Assignment of Responsibilities

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

- The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or

incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. Please refer to Figure 1 and Appendix B.

4.1 Superintendent of Schools

- The Superintendent of Schools is the district's Chief Emergency Officer, appointed via approval of the District-Wide Safety and Emergency Response Plan. The Superintendent of Schools shall be responsible for assuring that policies and procedures will be maintained for responding to personal safety and threats of violence by students, teachers, other school personnel and visitors. The Superintendent may also serve as an **Incident Commander** if situations warrant.

4.2 Principal

- The principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

4.3 Teachers / Substitute Teacher / Student Teachers

- Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside/outside designated area or to evacuation site.
- Report missing students to the appropriate Emergency Response Team Member.
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid.
- Arrange for the safety and first aid for those who are unable to be moved.
- Render first aid or AED/CPR if trained and certified as deemed necessary.

4.4 Teaching Assistants and Teacher Aides

Responsibilities include:

- Assist teachers as directed and complete response actions to ensure the safety of students.

4.5 Counselors, Social Workers & School Psychologists

Responsibilities include:

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

4.6 School Registered Nurses/LPN's

Responsibilities include:

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

4.7 Cleaners/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Control locks and physical security as directed by the Incident Commander.
- Keep Incident Commander informed of the condition of the school.
- Execute assignments as directed by the Incident Commander.

4.8 Principal's Secretary/Office Secretaries

Responsibilities include:

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

4.9 Food Service/Cafeteria Workers

Responsibilities include:

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

4.10 Bus Drivers

Responsibilities include:

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

4.11 Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander.

4.12 Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

4.13 Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

5. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS). Staff is assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. Figure 1 demonstrates the organization of the School Incident Command System (ICS):

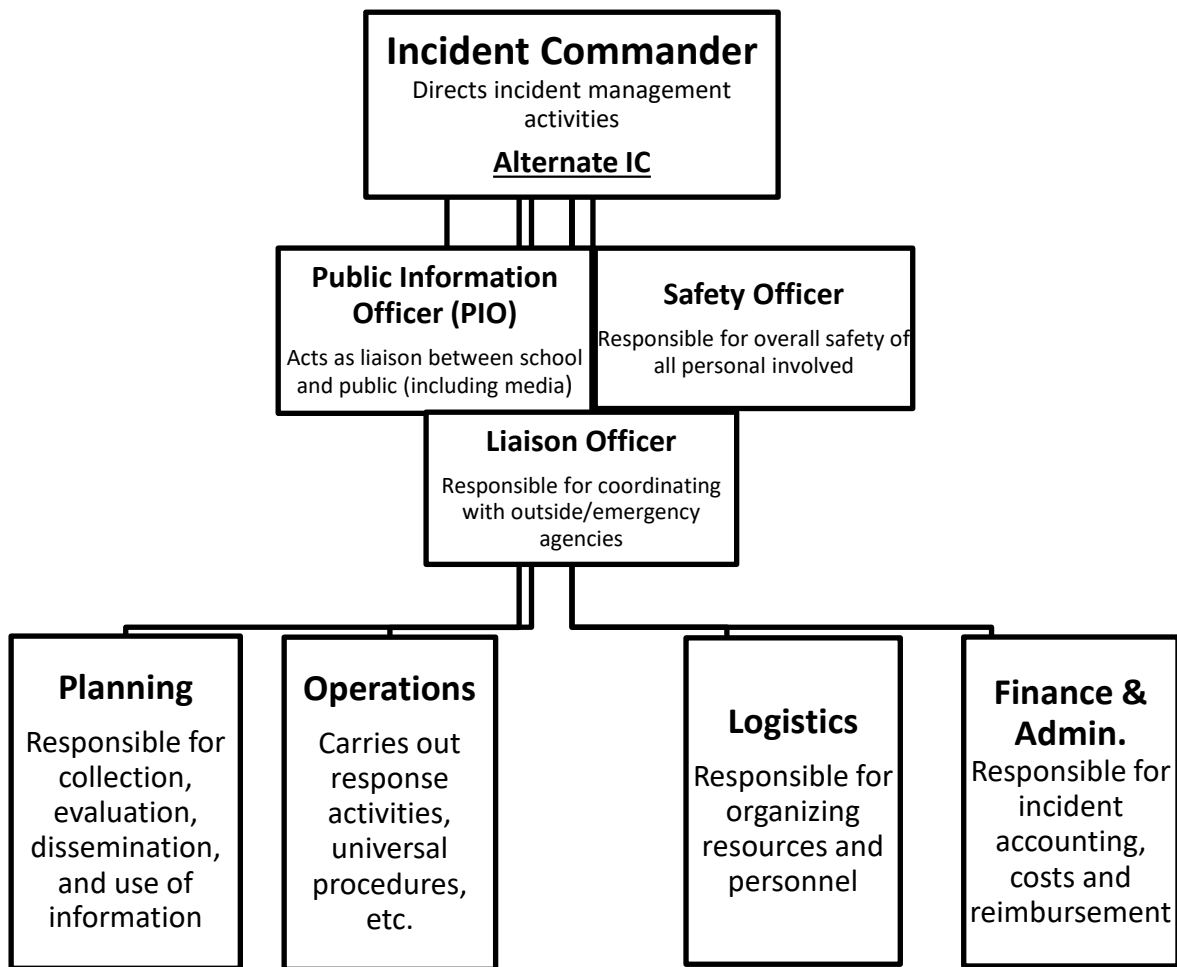


Figure 1: Incident Command System will list individuals designated to fill the Command Staff roles. (Please also reference the Appendix section)

5.1 School Incident Command System (ICS) Roles Defined

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

5.1.1 Incident Commander

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

Responsibilities and duties include:

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

5.2 Operations Section

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

Responsibilities and duties include:

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

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 requires the designation of individuals assigned to emergency response teams.

See Figure 1 and the Appendix section, which includes the designation of those individuals.

5.3 Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities.

5.4 Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

5.5 Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

5.6 Coordination with Responders

The District ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

- In the event of an incident involving outside agencies, a transfer of command from the District Incident Commander to a responding agency will occur.

5.7 Source and Use of Resources

District resources and equipment shall be used to respond to incidents until the arrival of emergency responders.

- It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local law enforcement for school resource officers or county health departments for counseling services.

6. Information Collection, Analysis and Dissemination

The District will collect, analyze, and disseminate information during and after an incident.

6.1 Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts.

- This information will be analyzed and shared with the Incident Commander.
- After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies.
- The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

6.2 Information Documentation

The assigned staff member will document the information gathered including:

- Source of information.
- Staff member who collected and analyzed the information.

- Staff member to receive and use the information.
- Format for providing the information.
- Date and time the information was collected and shared.

7. Training and Exercises

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

7.1 General Staff Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for any accident, incident or natural or man-made disaster.

- Roles and Responsibilities – Delivered at start of every school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting the Chemung County emergency management agency.
- Annual training
 - Right to Know, Chemical Safety, Blood borne Pathogen, Fire Safety & Emergency Response
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

7.2 Drills & Exercises

Per Section 155.17, at a minimum, the school will conduct the following exercises/drills annually. School District staff recognize that certain, specific populations of students may not be able to “process” an event being a drill; thus, these students may experience anxiety, stress and potentially distress based upon the activities of a drill. Because of this, each educational building will practice drills that are **“trauma Informed”**. A trauma informed drill is a drill that understands trauma and how it affects the physical, emotional and mental health of the student population. Care will be taken to ensure that drills are announced ahead of time, and that the activity is only a drill and not an actual event. Trauma informed drills are conducted without any props; thus, the drill will be practiced without actors, simulations, or any other tactic that mimics a school shooting, incident of violence, other emergency or inclusion of age-inappropriate content. It is recognized that drills may inadvertently prompt a negative emotional or psychological response in staff or students due to previous exposure to trauma. Per the Commissioner’s regulations 155.17 and District administration and staff awareness drills conducted during the school day with students present will be conducted as “trauma informed”, developmentally and age appropriate manner.

- The drills will not include props, actors, simulations or other tactics intended to mimic a school shooting, other act of violence or emergency including sudden cardiac arrest.
- There may be situations where the District administration, staff and faculty may desire to practice a “full scale exercise” that involves Horseheads Police, Chemung

County Sheriffs Department, New York State Police, as well as, Horseheads and Town and Country Fire Departments (*see Part 6.2.8 of this chapter*).

- o This full-scale operation will be conducted through the Chemung County Emergency Management Agency and may include props, actors, simulations of violence and other tactics that mimic school shootings, bomb threats and other emergencies, including sudden cardiac arrest.
- o If a drill of this caliber is scheduled, it will not be conducted during a regular school day or when any school-based activity, such as athletics, occurs on school grounds. Students will not be included in these types of drills. The community will be notified at least one week in advance by the Community Information Specialist.

7.2.1 Each School Building of the Horseheads Central School District shall conduct the following Evacuation (Fire) and Emergency Drills:

- Eight evacuation (fire) drills each year.
- Four lockdown drills each year.
- Eight drills are completed by December 31st each year
- Six evacuation and two lockdown drills. The remainder after the first of the new year.
- Four evacuation drills will be held through the use of alternate or secondary means of egress.
- One emergency dismissal drill each school year to test emergency response procedures. This should not occur more than 15 minutes earlier than normal dismissal time.
- A minimum of two (2) drills will be conducted for the summer school session.

7.2.2 District Evacuation (Fire) and Emergency Drill practices and procedures:

The Horseheads Central School District District-Wide School Safety Plan shall include procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students.

At the discretion of the District; there are times when the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. (Section 155.17 (c)(1)(xiv))

Each educational building of the Horseheads Central School District shall conduct drills during the school day with students present. These drills shall be conducted in trauma-informed, developmentally, and age appropriate manner and shall not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency. (Section 155.17 (c)(1)(xiv)(1))

At the time that drills are conducted, students and staff shall be informed it is a drill. (Section 155.17 (c)(1)(xiv)(1))

7.2.3 Definitions utilized in Fire and Emergency drills:

a. Trauma

Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. (Section 155.17 (b)(20))

b. Trauma informed

Trauma-informed means an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults. (Section 155.17 (b)(21))

c. Trauma informed drills

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma. (Section 155.17 (b)(22))

It is important to note that the District will denote Lockdown as a “Lockdown drill” and not an active shooter drill. Lockdowns are appropriate responses to different emergency situations such as a violent altercation between students, a dangerous intruder on campus, a significant security breach or credible threat of violence circulating within the school community.

- **Section 807** of the Education Law, as well as Commissioners Regulation Section 155.17 contain provisions for both evacuation (fire) and Lockdown drills. Section 807 mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. Evacuation drill instruction must be trauma informed and in the form of drills or rapid dismissals. Lockdown drill instruction will be trauma informed and will be conducted internally to ensure that school staff can secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room.
- Each instructional building of the Horseheads Central School District will conduct the required drills, as described in the table below, pursuant Section 155.17 of the Commissioner’s regulations and Section 807 of the Education Law.

7.2.4 The following table indicates the “category” of drill and a description and number of drills required by Education Law 807 and Section 155.17 of the Commissioner Regulations.

<i>Type of Drill required by Section 807 of the Education law and Section 155.17 of the Commissioners Regulations</i>	<i>Description of drill and instruction of the conduct of the drill</i>
Evacuation (Fire)	• Eight (8) evacuation (fire) drills will be conducted by each educational building of the school District each school year; six of these types of drills will be held between September 1st and December 31st of the school year. • Four evacuation drills will be held through the use of alternate or secondary means of egress (i.e. a different corridor, exit door, etc.). • Evacuation drills will be conducted on different dates and at different times of the school day. Drills occurring on the same date will only occur if there are different groups of students within the school building at a separate time on the day of the drill (i.e. student classes during the day vs. classes in the evening).

	• Students within the building will be instructed on the procedure to be followed if an evacuation is necessary during the lunch period or during a school assembly (unless the drill is held during these times). This instruction will follow the procedures set forth in each building's "Building Level Safety Plan". • Two additional drills will be held during summer school sessions. These drills will essentially follow typical evacuation procedures, with additional practices specific to the summer school program. When needed, the building administration will assist the summer school staff prior to and during the management of these drills. • No announcement will precede evacuation (fire) drills in compliance with the New York State Fire Code • The school will notify parents/guardians or parental relations, within one week, that an evacuation (fire) drill is to occur. This can include newsletters, presentations, meetings, web pages, social media, etc.
Lockdown	• Four lockdown drills will be conducted by each educational building of the school District. Two of these will be conducted between September 1st and December 31st of the school year. • The lock down drills will be conducted on different dates and at different times of the school day. Drills occurring on the same date will only occur if there are different groups of students within the school building at a separate time on the day of the drill (i.e. student classes during the day vs. classes in the evening). • Students within the building will be instructed on the procedure to be followed if a lockdown is necessary during the lunch period or during a school assembly (unless the drill is held during these times). This instruction will follow the procedures set forth in each building's "Building Level Safety Plan". • Whenever a lockdown drill will be conducted, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. • Each lockdown drill shall be preceded by an announcement that it is a lockdown drill. The principal (or designee) will emphasize prior to a drill that it is a drill and not a "real lockdown situation". • The school will notify parents/guardians or parental relations, within one week, that a lockdown drill is to occur. This can include

	newsletters, presentations, meetings, web pages, social media, etc. • If deemed necessary, the principal or designee may place a sign or notice at all public entrances indicating that a drill is in progress and to wait for service (example: “<i>SAFETY DRILL IN PROGRESS - PLEASE WAIT.</i>”) This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.
Emergency (Early Dismissal) Drill	• Each educational building within the District will conduct an “early dismissal drill. This will occur once per year. This drill will essentially be an “early release” 15 minutes earlier than a normal dismissal. This drill will be conducted to test each Building’s Safety Plan emergency response procedures regarding early or unexpected, atypical dismissal times. • Because this is a “district-wide” event, the District community Information Specialist will send a notification of this drill one week prior to the date of the drill. The notification will be sent to all parents and guardians of the students of each educational building. The notification will include the date and time of the drill.

The Building Principal, or designee (a member of the Building level safety team), shall at a minimum provide drill information in advance for students and staff. The staff shall be prepared to ensure that they are familiar with emergency procedures and are knowledgeable about how to talk to students in a developmentally appropriate, sensitive and trauma-informed manner. The staff shall prepare students for drills either via building-wide assemblies or classroom discussions. The staff shall utilize simple, clear and developmentally appropriate language when presenting the information to students. As a part of the discussion concerning drills and emergency planning, the building mental health professionals (social worker, counsellor, psychologist, etc.) shall be involved with emergency planning, as well as, the emergency and drill information provided to the students.

Additionally, the building level emergency plan shall contain information that addresses students who demonstrate signs of stress during or after a drill. Building mental health professionals include information that acknowledges developmental appropriateness and age-appropriateness are not synonymous. As chronological age is determined by an individual’s date of birth; it is important to recognize developmental age aligns a person’s level of functioning, adaptive skills, and cognitive ability to others of similar development, regardless of their chronological age. The mental health information included in the building plans shall take this distinction into consideration when planning for and carrying out trauma-informed drills. Building level discussion and drills shall also consider any possible trauma a student may have experienced. Drills and resulting post drill debriefing shall influence adapted training methods for the students and staff for which it is intended.

7.2.5 Emergency Drill training for the staff and students.

- Staff will be trained on the details of a calm, measured response to emergencies. Modelling a calm response is a critical strategy in responding to questions as well as emergencies.

- If a child or adult feels anxious about drills, they can be reminded of all the things we do daily to be safe: wearing seatbelts and bike helmets, school bus crossing procedures, etc.
 - ♣ The building level mental health professionals shall leverage this resource in planning trauma-informed drills.
- All staff in the school building shall be involved in emergency response training to ensure that everyone — not just classroom teachers, but also teaching assistants, bus drivers, cafeteria monitors, and other personnel — have the knowledge needed to support students.
 - The building level training and information shall not take a “one size fits all” approach; but rather, assess the individual needs of students and seek input from those who work closely with those students.
 - ♣ Building level and District mental health professionals (psychologists, social workers, etc) and special education staff can provide insight on the student’s needs, which can be used to ensure that communication regarding safety drills is aligned with the student’s developmental level.
- In the event there is a situation involving a students or students expressing signs of stress (increased expressions of worry or fear, changes in mood or ability to stay focused, repeated questions, increased anger or acting out, withdrawal or social isolation; and/or physical complaints such as stomach aches, headaches, or vague complaints); the building level plan shall include the following practices:
 - Validation of the students’ feelings and provide them with opportunities to talk about them.
 - The parent/guardian of such student, or students, shall be informed of their child’s reaction to the drill; and that the child will be referred to the building counselor or social worker for assistance.
 - The building principal, or designee, will also communicate with parents/guardians and develop or distribute resources to help inform them how to talk with their children about safety and emergency procedures.
 - ♣ If necessary, the building mental health professional can provide support to families or staff that may have experienced trauma themselves and do not feel equipped to have these difficult conversations.
- Each drill shall practice the procedures that are detailed in the building specific emergency response plan. Each school building within the Horseheads Central School District shall possess an emergency response plan that contains specific emergency procedures that are tailored to the school building.
 - Prior to conducting emergency drills, the building principal, or building emergency response team will provide training to students and staff in safety procedures and terminology.
 - ♣ Each school building within the District shall build safety into classroom culture through discussions about drills and emergency procedures.
 - Posted information, such as evacuation routes, are located within each classroom to remind students and staff of emergency procedures.
 - Students will be informed of how the school building communicates with parents/guardians and families about drills and how the school would communicate in an actual emergency.
 - This may be via a handout or information provided to the student to be taken home.
 - All students will be trained in emergency response procedures in a developmentally and age appropriate manner, including:
 - Steps for each emergency response protocol (Evacuate, Shelter/Shelter-in-Place, Lockdown, Hold/Hold-in-Place, Secure Lockout)
 - The physical layout of the school building and grounds
 - The location of the nearest exit, alternate exit, and the direct route to each
 - How to lock doors and get out of sight of the hallway in all areas of the building

- In the High School, the location of fire extinguishers and other emergency equipment, and if developmentally appropriate, how to use such equipment.
 - ♣ In the elementary schools, the student will be informed on what to do if a fire is observed, including informing a teacher or another adult staff member. Evacuation will then commence as per the evacuation procedures
 - The location of AED's, signs of sudden cardiac arrest, and how to contact an adult who is AED certified in an emergency
 - What to do if there is an emergency when not in the classroom (for example, in the hallway, restroom, or outdoors)
 - ♣ Students who require assistance with following emergency procedures will be instructed on what they need to do, as well as, the staff aide who will be assisting them in the performance of the emergency procedures.
 - How to maintain calm and prevent panic
 - The emergency evacuation area location
 - Emergency telephone numbers and procedures
- The first drill of the school year shall not be held until after training in emergency response procedures have been provided to all students and staff.
 - This training will include how the drill will be announced.
 - For lockdown drills students and staff will be informed that the activities being conducted are a drill, not an actual emergency.
 - This notice will happen prior to the drill(s) being conducted.
 - ♣ The school building will utilize the following announcement during a lockdown drill, made over the speaker system: "This is a drill. Lockdown! Locks, lights, out of sight. This is a drill."
 - ♣ Evacuation drills require no prior notification
 - When the building principal conducts a drill, the principal will emphasize that this is a drill and the staff and students will not be lead to believe there is an actual emergency.
 - When the staff and students are trained, they will understand that the intent of a drill is to prepare, not scare.
 - The training will include details to students and staff about how a drill will be announced, what the procedure will be in different settings including
 - ♣ How the procedures may be the same or different when in a classroom, on the playground, or in the cafeteria.
 - All drills should be conducted in a trauma-informed, developmentally, and age-appropriate manner, and not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. *Use of tactical gear and/or props used during drills may create fear or anxiety in students and staff and must be avoided. Where feasible, it is recommended that local law enforcement and other first responders participate in drills to facilitate first responders' familiarity with the school building(s) and grounds, as well as the emergency response procedures that are in place.

Training for school building staff members include:

- Specific roles and responsibilities for staff members on the building level emergency response team, as well as other staff members who are in the school building, will be listed in the building emergency response plan.
- All staff members that are located in the school building on a regular basis will have knowledge of:
 - Steps for each emergency response protocol (Evacuate, Shelter/Shelter-in-Place, Lockdown, Hold/Hold-in-Place, Secure Lockout), including staff roles during an emergency

- o The physical layout of the school building and grounds
- o The location of the nearest exit, alternate exit, and the direct route to each
- o How to lock doors and get out of sight of the hallway in all areas of the building
- o The location of and how to use fire extinguishers and other emergency equipment
 - ♣ Limited to staff members who are qualified (will be noted in the building level ERP)
- o The location of AED's, signs of sudden cardiac arrest, and how to contact staff who are AED certified in an emergency
- o Procedures and roles for implementing emergency response protocols for students and/or staff with access and functional needs
- o What to do if there is an emergency when not in the classroom (for example, in the hallway, restroom, or outdoors)
- o How to maintain calm and prevent panic
- o How to instruct students in their emergency roles
- o The emergency evacuation area location(s)
- o Emergency telephone numbers and procedures
- o Procedures for conducting drills.

7.2.6 The following table indicates each specific type of drill, as well as, a description of a typical announcement and other information with drill considerations.

Drill Definition and Purpose	Typical Announcement (Note: May vary slightly between each school building due to student ages and location limitations, see building level plan)	Procedure (Note: May vary slightly between each school building due to student ages and building layout, see building level plan)	Administration and staff considerations
Lockdown (will not be called active shooter drills) <i>Used when there is a threat inside the building. Lockdown means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.</i>	"This is a drill. Lockdown! Locks, lights, out of sight. This is a drill. Lockdown! Locks, lights, out of sight."	Designated staff will perform a sweep of the hallway and closest bathrooms if safe to do so. Lock classroom doors, turn off lights, and move out of sight. Remain silent and stay in place until an "all clear" is given.	Staff recognize that lockdown drills can be psychologically stressful for all students, particularly those with behavioral or sensory challenges who may struggle to stay quiet or remain still. Staff should anticipate individual needs and use redirection strategies. Fidget items can be helpful and should be stored in classroom go bags, especially in classrooms with known AFN needs, but ideally in all classrooms. Counselling staff should be available to support students or staff who experience distress or emotional difficulty during or after the drill.

Secure Lockout Used when a potential threat exists outside the building. Secure Lockout means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.	"This is a drill. "Secure Lockout! Everyone goes inside immediately. Lock outside doors. This is a drill. Secure Lockout! Get inside. Lock outside doors."	Get everyone inside and lock exterior doors. No one may exit or open doors until an "all clear" is given.	Rapid communication is essential, especially if students or staff are outdoors when the alert is given. Translation or alternative communication methods should be provided for English Language Learners (ELL) and others with communication challenges to ensure everyone understands expectations and procedures. Counselling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
Hold in Place Used to keep hallways and access areas clear, typically for medical or behavioral situations or when emergency response is required in a specific area of the building. Hold-in place means the restriction of movement of students and staff within the building while dealing with short term emergencies.	"This is a drill. Hold in your classroom or area. Clear the halls. This is a drill. Hold in your classroom or area. Clear the halls."	Remain in current rooms or spaces unless directed to another location. Continue normal activities but do not leave the room or access hallways until an "all clear" is given.	Staff should ensure that students who may experience anxiety from disrupted routines or who require movement breaks receive appropriate supports or redirection strategies during the hold. Counselling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
Evacuate Used when it is dangerous to remain inside the building, such as during a fire, gas leak, earthquake, or after a structural failure or by law enforcement directive. Evacuate means to move students for their protection from a school building to a predetermined location in response to an emergency.	Evacuation is most often signaled by the fire alarm, with no accompanying announcement. The regulation does not require informing students and staff that an evacuation drill is a drill.	Leave the building following primary evacuation routes or alternate routes if necessary. Carry attendance lists. Assemble at the designated outdoor assembly area or, if required, proceed to a relocation site.	Communication: Ensure everyone can understand and follow evacuation instructions, using visual aids or staff assistance if needed. Mobility: Confirm that all students and staff, including those using mobility aids or requiring physical assistance, can safely exit and reach the assembly area. Preparedness: Staff should have access to necessary items such as mobility aids, behavioral and communication supports, medications,

			and care instructions in case relocation is necessary. Counseling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
Shelter in Place Used to protect students and staff from hazards such as severe weather, poor outdoor air quality, or environmental threats. Shelter-in place means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.	"This is a drill. Shelter for [hazard]. Use [safety strategy]. This is a drill. Shelter for [hazard]. Use [safety strategy]."	Remain in current rooms or spaces unless directed to another location. Continue normal activities but do not leave the room or access hallways until an "all clear" is given. For a weather emergency you will be directed to stay away from windows and, if appropriate, take cover under sturdy furniture or against an interior wall away from hanging objects, or other safety strategies as directed.	Communication and understanding are essential. Students with anxiety, sensory sensitivities, or communication challenges may need additional reassurance and support. Counseling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
Emergency Dismissal Used to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. One early dismissal drill is required per school year.	"We are conducting an early dismissal drill. Classes will end for the day 15 minutes earlier than the normal dismissal time. All students will be taking buses home or to early dismissal location."	Inform teachers and staff of the drill using school-established protocols: ("We are dismissing school 15 minutes early today to conduct an early dismissal drill. Parents will be notified. Please inform your students that this is not an emergency but a drill.") Inform transportation and of the drill, including date and time and the need to use emergency drop-off procedures for students with different emergency drop-off locations.	Communication and understanding are essential. Students with anxiety, sensory sensitivities, or communication challenges may need additional reassurance and support. Counseling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
Relocation and Reunification Used to relocate students to a safe location in the aftermath of a serious event and to reunite students with their families.	"We are conducting a relocation drill. This is not an emergency. Students will board buses by classroom and travel to the off-site location with their teacher. After the drill is concluded, we will return to school for the rest of the school day." OR "After the drill is concluded,	Relocation: Follow district protocols for relocating students and staff to a safer location. Reunification: Conduct controlled reunification with families or guardians.	These actions combine physical, procedural, and emotional challenges. Supports must address mobility, communication, behavioral, and medical needs. Classroom go bags should include essential items such as mobility aids, behavioral supports, medications,

	parent(s)/guardian(s) will pick students up here to return to home."		and care instructions. Counseling staff should be available to support any students or staff who experience distress or emotional difficulty during or after the drill.
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7.2.7 Trauma Informed Drills, practices and procedures

Drills shall be conducted via the following procedures and practices:

Lockdown and evacuation drills practice established procedures that will be used during an emergency.

- Drills should be conducted in a trauma informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence or other emergency.
- Drills should occur after annual training in emergency procedures has been provided to students and staff.
- Drills should be completed on different days and during different times of the school day. (Section 155.17 (c)(2)(vii)(a), (b), (c))

The following shall not occur during any drill:

An emergency will not be simulated

Props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency will not be used.

The lockdown drill will **not** be called an "Active Shooter Drill".

During the drill no one shall be led to believe that this is an actual emergency.

Each building principal of the Horseheads Central School District shall ensure the following concerning drills:

Ensure the required evacuation and lock-down drills are conducted in a trauma-informed, and developmentally and age-appropriate manner that does not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807. (Section 155.17 (c)(1)(xix)(g))

7.2.8 Tabletop and full scale exercises

Although "trauma Informed" drills do not permit the use of props, actors, simulations or other tactics during a drill. There may be times when a tabletop or "full scale" exercise is to be considered. Information and requirements for these types of drills and exercises are noted below.

There are considerable differences between drills, tabletop exercises, and full-scale exercises. The following describes these differences:

a. Drills provide an opportunity to practice and prepare staff & students and establish procedures to be used during an emergency. During drills, the school building & grounds are used to practice responding to a scenario, prepare students and staff, and test operations. Drills involve students & staff.

b. Tabletop exercises are small-group discussions that walk through a scenario to increase awareness of roles and responsibilities. Tabletop exercises do not involve students.

Requirements for tabletop exercises:

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to sample emergency situations. (Section 155.17 (c)(1)(xiv)(2))

c. Full-Scale Exercises evaluate operational capability during simulated conditions with multiple partners (i.e., law enforcement). Full-scale Exercises do not involve students

Requirement for “full-scale” exercises:

When the Horseheads Central School District agrees to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials and include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency; the District shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation. (Section 155.17 (c)(1)(xiv)(3))

Non-emergency visits by law enforcement, fire department personnel or ambulatory technicians for purposes of touring and familiarizing themselves with the building are not considered “drills” or “exercises”. These will be conducted on “non-school days” (i.e. when no classroom instruction is occurring). Parental/guardian notification shall occur via the school web site, newsletter or email prior to the visit.

7.2.9 Record of Drills

Each school building shall maintain a record of drills conducted throughout the year. These drills shall include exercising of the building level ERP and informing faculty and staff of their roles pertaining to each emergency response procedure.

Annual drills shall be compiled and electronically entered into the NY State Education Department Fire Inspection “portal” and directed by Education Law 807.

8. Administration, Finance and Logistics

8.1 Agreements and Contracts

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

Copies of these agreements, if applicable, are located at the District Administrative Offices.

8.2 Documentation

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

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

8.3 Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

8.4 Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).

Refer to Figure 1 and the appendix section for the defined chain of command structure.

- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

The Functional Annexes within this section will provide each school building of the Horseheads Central School District (CSD) with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team will assess and develop annexes, utilizing this information, to meet the unique needs of each school building.

Education Law 807 and Section 155.17 of the Regulations of the Commissioner of Education Relating to Emergency Response Definitions for School Safety Plans defines the following required emergency terms to be utilized in all schools statewide in order to standardize terminology and eliminate confusion created from misuse of terms that sound similar. Each school building within the Horseheads Central School District will utilize these terms, as well as, incorporate these terms and accompanying procedures into the respective building level emergency response plan in compliance with the Commissioners regulations noted previously.

- ***Shelter-in-Place***
- ***Hold-in-Place***
- ***Evacuation***
- ***Secure Lock-out***
- ***Lock-down***

Functional Annexes are directly referenced in **8 NYCRR Section 155.17** and provide standard language and procedures and are intended to be transferable to schools statewide.

These annexes contain elements required by Section 155.17. Each School Building shall complete these annexes and incorporate the described actions into the building ERP. This is pursuant NY State Education law.

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

As per the Education law and Section 155.17 Horseheads Central School District has included the following annexes as an accompaniment to the emergency procedures.

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

1. SHELTER-IN-PLACE

1.1 Purpose

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

1.1.1 Drill practices and procedures *(for additional information concerning drills and drill procedures, refer to the section of Drills of this plan).*

SHELTER IN PLACE is used to protect students and staff from hazards such as severe weather, poor outdoor air quality, or environmental threats.

SHELTER IN PLACE means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

SHELTER IN PLACE will end upon physical release from the room or secured area by the building principal or member of the building level safety team; after communication with authorities that the exterior threat is diminished.

SHELTER IN PLACE drills provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Each school building within the District will incorporate the following practices in SHELTER IN PLACE drills:

Prior to the SHELTER IN PLACE Drill:

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
- Detailed and specific procedures for announcing, conducting, and releasing a SHELTER IN PLACE are documented in the school building SHELTER IN PLACE procedure and adopted as part of the Building-Level Emergency Response Plan.
- Training will be provided to students and staff on how to respond to a SHELTER IN PLACE effectively. Training includes how SHELTER IN PLACE is initiated, steps to take during the SHELTER IN PLACE, and how the SHELTER IN PLACE will be released.
- The school building level safety team will consider and plan for the support of students & staff with disabilities and other access and functional needs.
- Communication and notification with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the SHELTER IN PLACE Drill:

- ALWAYS inform students and staff it is a drill. The school ERP denotes language to announce the drill.
- When you hear SHELTER IN PLACE Drill announced, adults will model calm behavior and move quickly to:
 - If necessary, gather students from hallways, common areas, and restrooms adjacent/near classroom.
 - Close and lock your door.
 - Move students away from large windows (note; if windows are labelled as impact resistant, students are permitted to gather near this type of window if no other point is appropriate). or wall HVAC vents.
 - Leave windows, blinds/lights as they are.
 - Continue inside the building as normal.
 - Follow the procedures for notifying parents and guardians about the drill

After the SHELTER IN PLACE Drill:

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when the drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Identify any facilities modifications that might be needed.
- Revise the school building's procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

1.2 Actions during an actual event

1.2.1 Initiate Shelter-in-Place:

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

Language to be used shall be similar to this in the announcement (to be designated in the building level emergency response plan):

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

1.2.2 Instructions:

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

1.2.3 Additional Considerations for Shelter-In-Place:

The Building Level Safety Team will consider the following when reviewing the current plan or developing new policies and procedures. Necessary actions appropriate for your response shall be added when determined to be essential to the operations.

Building level plans may include the following (based on the school location and situation):

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

- o Coordinate with the Superintendent, administrative council, Chemung County Emergency Management and the Chemung County Red Cross if necessary
- The principal or designee shall notify all concerned parties when the Shelter-in-Place is lifted.
- As noted before, if windows are labelled as impact resistant, students are permitted to gather near this type of window if no other point is appropriate

2. HOLD-IN-PLACE

2.1 Purpose

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

2.1.1 Drill practices and procedures

HOLD IN PLACE is used to keep hallways and access areas clear, typically for medical or behavioral situations or when emergency response is required in a specific area of the building.

HOLD IN PLACE means the restriction of movement of students and staff within the building while dealing with short term emergencies.

HOLD IN PLACE drills provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Each school building within the District will incorporate the following practices in HOLD IN PLACE drills:

Prior to the HOLD IN PLACE Drill:

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
- Detailed and specific procedures for announcing, conducting, and releasing a HOLD IN PLACE are documented in the school building HOLD IN PLACE procedure and adopted as part of the Building-Level Emergency Response Plan.
- Training will be provided to students and staff on how to respond to a HOLD IN PLACE effectively. Training includes how HOLD IN PLACE is initiated, steps to take during the HOLD IN PLACE, and how the HOLD IN PLACE will be released.
- The school building level safety team will consider and plan for the support of students & staff with disabilities and other access and functional needs.
- Communication and notification with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the HOLD IN PLACE Drill:

- ALWAYS inform students and staff it is a drill. The school ERP denotes language to announce the drill.
- When you hear HOLD IN PLACE Drill announced, adults will model calm behavior and move quickly to:
 - o If necessary, gather students from hallways, common areas, and restrooms adjacent/near classroom.
 - o Close and lock your door.

- o Leave windows, blinds/lights as they are.
- o Remain in current rooms or spaces unless directed to another location.
- o Continue normal activities but do not leave the room or access hallways until an "all clear" is given.
- o Follow the procedures for notifying parents and guardians about the drill

After the HOLD IN PLACE Drill:

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when the drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Identify any facilities modifications that might be needed.
- Revise the school building's procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

2.2 Actions during an actual event

2.2.1 Initiate Hold-in-Place

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

Language such as this may be used in the announcement (to be designated in the building level emergency response plan):

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

2.2.2 Instructions

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

2.2.3 Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom immediately. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions.
- If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions. The teacher shall assume accountability and responsibility for the student.
- All available staff members will assist in maintaining order and accountability for students.
- Remain in position until further instructions or the ALL CLEAR is given by the Building Principal.

NOTE: If remaining in place (HOLD IN PLACE) compromises safety then proceed to another room away from the hazard. Teachers will determine if a hazard exists and take the appropriate actions to safeguard students.

3. EVACUATION

3.1 Purpose

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

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.

3.1.1 Drill practices and procedures

EVACUATION is used to move students and staff for their protection from a school building to a predetermined location in response to an emergency.

EVACUATION drills provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Each school building within the District will incorporate the following practices in EVACUATION drills:

Before the EVACUATION Drill

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
- Detailed and specific procedures for announcing and conducting an evacuation are documented in your school's EVACUATION Procedures and included as part of the Building-Level Emergency Response Plan.
- Evacuation routes, assembly points, attendance, and reunification processes are planned and documented.
- Confirm that emergency equipment (e.g., alarm systems, lighted exit signs, and emergency lighting) are functioning properly and have adequate back-up power.
- Training is provided to students and staff on how to evacuate effectively.
- The school building level safety team will consider and plan for how your school will support students & staff with disabilities and other access and functional needs.
- Communication will occur with parents and guardians about the procedures and actions that will be taken during the drill, as documented in the District-Wide School Safety Plan.

During the EVACUATION Drill

- ALWAYS inform students and staff it is a drill. Use clear language to announce the drill. For example, "This is a drill. EVACUATE. This is a drill. EVACUATE." Consider making an announcement before the alarm sounds and strobes begin flashing.

- When you hear EVACUATION Drill announced, adults will model calm behavior and move quickly to:
 - Gather students from hallways, common areas, and restrooms adjacent/near classroom.
 - Remain silent. Silence cell phones.
 - Follow evacuation procedures and routes. Proceed to assembly points.
 - Take attendance. Include additional and missing students last known location.
 - Do not allow anyone, under any circumstances, to leave your secure area.
 - Follow your procedures for notifying parents and guardians.

After the EVACUATION Drill

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when an EVACUATION Drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Revise your procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the Horseheads Central School District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

3.2 Actions during an actual event

3.2.1 Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or using a megaphone or bullhorn.

Building level plans shall contain specific language such as this to be used in the announcement (as designated in the building level emergency response plan):

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

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate annex or annexes appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Each building shall maintain a directory listing the staff members who possess radios and/or cell phones. In each school building, each member of the site specific emergency response team will possess a radio for communications.

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or “bull horn”.

3.3 Evacuation – Building Only

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

Designated Evacuation Assembly Areas (On School Grounds)

In each school building emergency response plan a list of specific designated evacuation areas shall be listed. The list shall include designated assembly areas on school grounds, as well as, an alternate location. The list shall also include sites that are located off school grounds in the event a situation warrants this type of evacuation

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.

3.4 Evacuation – (Off School Grounds)

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

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.
- Notify all assembly areas to evacuate to offsite location.

Method of Travel

- Transportation Supervisor will be requested to send 8 large buses to provide shelter for the students and or transport them to another school or off school grounds to the primary or secondary evacuation sites.

3.5 Evacuation – Return to Buildings or Grounds

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

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

4. SECURE LOCKOUT

4.1 Purpose

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

4.1.1 Drill practices and procedures

Prior to the SECURE LOCKOUT Drill:

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
- Detailed and specific procedures for announcing, conducting, and releasing a SECURE LOCKOUT are documented in the school building SECURE LOCKOUT procedure and adopted as part of the Building-Level Emergency Response Plan.
- Training will be provided to students and staff on how to respond to a SECURE LOCKOUT effectively. Training includes how SECURE LOCKOUT is initiated, steps to take during the SECURE LOCKOUT, and how the SECURE LOCKOUT will be released.
- The school building level safety team will consider and plan for the support of students & staff with disabilities and other access and functional needs.
- Communication and notification with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the SECURE LOCKOUT Drill:

- ALWAYS inform students and staff it is a drill. The building level ERP denotes language to announce the drill.
- When you hear the SECURE LOCKOUT Drill announced, adults will model calm behavior and move quickly to:

- o If necessary, gather students from hallways, common areas, and restrooms adjacent/near classroom.
- o Close and lock your door.
- o Leave windows, blinds/lights as they are.
- o Remain in current rooms or spaces unless directed to another location.
- o Continue normal activities but do not leave the room or access hallways until an "all clear" is given.
- o Follow the procedures for notifying parents and guardians about the drill

After the SECURE LOCKOUT Drill:

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when the drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Identify any facilities modifications that might be needed.
- Revise the school building's procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

4.2 Actions during an actual event

4.2.1 Initiate SECURE LOCKOUT

- **SECURE LOCKOUT** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(CODES, COLORS OR CARDS WILL NOT BE USED)**

Building level plans shall contain specific language such as this to be used in the announcement (as designated in the building level emergency response plan):

- **YOUR ATTENTION PLEASE!**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO A SECURE LOCKOUT!**
- **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

4.2.2 Execute SECURE LOCKOUT

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A SECURE LOCKOUT will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

5. LOCKDOWN

5.1 Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secure in rooms away from immediate danger.

- A LOCKDOWN is the initial physical response to provide a time barrier during an active shooter/intruder event. LOCKDOWN is not a stand-alone defensive strategy. Executing a LOCKDOWN should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

5.1.1 Drill practices and procedures

LOCKDOWN is used to secure students and staff inside locked classrooms during incidents that pose an immediate threat of violence in or around the school.

LOCKDOWN means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort.

LOCKDOWN will only end upon physical release from the room or secured area by law enforcement.

LOCKDOWN drills provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Each school building within the District will incorporate the following practices in LOCKDOWN drills:

Prior to a LOCKDOWN Drill:

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
- Detailed and specific procedures for announcing, conducting, and releasing a lockdown are documented in the school building LOCKDOWN procedure and adopted as part of the Building-Level Emergency Response Plan.
- Training will be provided to students and staff on how to respond to a lockdown effectively. Training includes how the LOCKDOWN is initiated, steps to take in a lockdown, and how the LOCKDOWN will be released.
- The school building safety team will consider and plan for the support of students & staff with disabilities and other access and functional needs.
- Communication and notification with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the LOCKDOWN Drill:

- ALWAYS inform students and staff it is a drill. Clear language, designated in the building level ERP, shall announce the drill. For example, "This is a drill. LOCKDOWN, LOCKDOWN, LOCKDOWN. This is a drill".
- When you hear LOCKDOWN Drill announced, adults will model calm behavior and move quickly to:
 - Gather students from hallways, common areas, and restrooms adjacent/near classroom.
 - Close and lock your door.
 - Move students to a safe area in the classroom out of sight of the door.
 - Leave windows, blinds/lights as they are.
 - Remain silent. Silence cell phones.
 - Take attendance. Include additional and missing students last known location.
 - Do not allow anyone, under any circumstances, to leave your secure area.
 - Do not communicate through doors or answer the room phone.
 - Do not respond to P.A. announcements or fire alarm unless actual signs of fire are observed.
 - Stay hidden until physically released by law enforcement personnel or other designated person serving as proxy during the drill.
 - Follow the procedures for notifying parents and guardians about the drill

After the LOCKDOWN Drill:

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when a LOCKDOWN Drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Identify any facilities modifications that might be needed.
- Revise your procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relations about the drill.

5.2 Actions during an active situation

5.2.1 Initiate LOCKDOWN

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

LOCKDOWN must be immediate and deliberate; the announcement of a LOCKDOWN shall be as follows:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

5.2.2 Execute LOCKDOWN

- **IF SAFE TO DO SO**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **If safe to do so; cover window of classroom door.**
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a LOCKDOWN:
 - o Do not allow anyone, under any circumstance, to leave your secured area.
 - o Do not answer or communicate through your door or classroom phone.
 - o Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - o Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - o Document and attend to any injuries to the best of your ability.
 - o Take attendance and include additions and missing students' last known location.
 - o Do not respond to Public Address (P.A.) system or other announcements.
 - o Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building.
 - o Call 911 and report your situation including location and number of students.
 - o Building level ERP will contain procedures to re-direct buses in the event of a lockdown.
 - o If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder (*see below*).

5.2.2.1 In the event the room is breached.

In the event the classroom or secured room is breached by an intruder; the following tactics may be utilized in order to prevent loss of life. This is essentially a “split second” judgement call, and it is up to the individual if they are willing to counteract the intruder at this critical time. It is extremely important to emphasize that one of the best means of protection is to create as much space between an intruder and the person. Placing additional obstacles in between a person and oncoming intruder is highly recommended for the protection of life. Note that these tactics are not permitted during a drill as they are not compliant with “trauma informed” drill practices and procedures.

- Moving about the room to lessen accuracy.
- Throwing items (books, computers, phones, etc.) to create confusion.
- Assaulting the shooter/intruder – **DISCHARGING A FIRE EXTINGUISHER at the face of an attacker or shooter will incapacitate them – FIGHT!**
- Use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to reduce the intruder's capacity to cause harm – FIGHT!
- Tell students to get out anyway possible – RUN!

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

6. CRIME SCENE MANAGEMENT

6.1 Purpose

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

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

6.1.1 Drill practices and procedures

There is no “separate and distinct” drill for this type of operation. The CRIME SCENE MANAGEMENT process is typically conducted with the assistance and collaboration of law enforcement. Law enforcement and emergency response officials are responsible for the CRIME SCENE MANAGEMENT procedure. Generally the procedure of this annex is incorporated with the drill of the other defined annexes and emergency procedures.

6.2 Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.
- Respond only to the level of your training.

Evaluate

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

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

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

Observe

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

Notify

- Call 911 if not already called or police are not on scene.

Document

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

7. COMMUNICATIONS

7.1 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**, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (**8 NYCRR Section 155.17**).

- The Building level ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.
- Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer and located at the Horseheads Central School District Administration Offices.

The Communication list is located in the appendix portion of this document.

7.1.1 Drill practices and procedures

There is no “separate and distinct” drill for this type of operation. The COMMUNICATION annex is typically conducted by the Horseheads Central School District community relations/public information officer. In the event of an actual incident, the community relations/public information officer is responsible for communications to and from the District. It is essential that communications are coordinated through the community information/public information office to minimize false and misleading information during an actual incident. Generally the procedure of this annex is incorporated with the drill of the other defined annexes and emergency procedures.

7.2 Types of Communications

Communication between School and Emergency Responders:

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

7.2.2 Internal Communications:

The Horseheads Central School District Public Information Officer is responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow and implement the District communications policies and procedures.
- 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.

7.2.3 Communication between School Officials and Staff Members:

- School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible).

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

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school (see Appendix section of this document – follows the Incident Command (ICS) diagram).
- NOAA (National) weather radio with tone activated receiver. This device shall be monitored for alert tones during work hours by each school secretary.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
 - Maintenance Shop “two way” communication radio system with base in main office servicing both portable and mobile units.
 - Horseheads Bus Garage “two way” communication radio system with base in Bus Garage serving both mobile and portable units
- Manually tuned battery operated AM-FM commercial radio receiver at command post to be used for monitoring emergency broadcast system announcements.
- Faculty Debriefing Meeting: Updated information about an incident will be presented at a faculty debriefing meeting. Any new procedures from the incident will also be reviewed at this time.
- Faculty Meeting: As appropriate, updated information and a review of the day’s events will be presented at the faculty meeting. Staff will also have the opportunity to address any misinformation or rumors.

7.2.4 Communication between School Officials and Students:

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

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.

- Mobile Device Applications.
- School Public Announcement System
- “Bullhorn” or Megaphone

7.2.5 External Communications:

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

7.2.6 Communication with Parents:

- Before an incident occurs, the school will:
 - o Inform parents on how to access alerts and incident information.
 - o Inform parents that the school has developed an ERP, its purpose and its objectives.
 - o Parents of all students who attend Horseheads Central Schools shall be notified annually regarding this plan and any drills which involve early dismissal or any emergency situation that may arise by;
 - Announcing in student handbook all scheduled drill and exercises.
 - Principal calling parents to update them on the status.
 - Distributing a letter out to parents to explain current school impacts.
 - o The Public Information officer will be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - o Disseminate information through student handbook, letters, e-mails and calls to inform parents about what is known to have happened and the safeguards in place to protect their children.
 - o Implement a plan to manage phone calls and parents who arrive at the school.
 - o Describe how the school and school district are handling the situation.
 - o Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - o Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

7.2.7 Communication with the Media:

ALERT: No Horseheads Central School District employee will provide information to the media during or after an emergency unless specifically authorized to do so by the District Public Information Officer.

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to inform the staff, parents and general public of information pertaining to the event. Each school building shall establish a guideline for providing this information.

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

7.3 Pre-designated Media sites - Provide regular updates to the media and school community.

Pre-designated media locations shall be listed in each building specific emergency response plan. Alternate locations will also be included in the event the situation warrants a different, alternate location.

- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

8. MEDICAL AND MENTAL HEALTH EMERGENCY ANNEX

8.1 Purpose

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

8.1.1 Drill practices and procedures

MEDICAL EMERGENCY/MENTAL HEALTH hold in place procedure is used to keep hallways and access areas clear, typically for medical or behavioral situations or when emergency response is required in a specific area of the building.

MEDICAL EMERGENCY/MENTAL HEALTH hold in place means the restriction of movement of students and staff within the building while dealing with short term emergencies.

MEDICAL EMERGENCY MENTAL HEALTH hold in place drills provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Each school building within the District will incorporate the following practices in MEDICAL EMERGENCY/MENTAL HEALTH (MEMH) hold in place drills:

Prior to the MEMH event Drill:

- Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.
 - The school nurse will be coordinator of this type of event
- Detailed and specific procedures for announcing, conducting, and releasing a MEMH event are documented in the school building MEMH procedure and adopted as part of the Building-Level Emergency Response Plan.
- Training will be provided to students and staff on how to respond to a MEMH event effectively. Training includes how MEMH event is initiated, steps to take during the MEMH event, and how the MEMH event will be released.
- The school building level safety team will consider and plan for the support of students & staff with disabilities and other access and functional needs.
- Communication and notification with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.

During the MEMH event Drill:

- ALWAYS inform students and staff it is a drill. The school ERP denotes language to announce the drill.
- **The event will be announced as a “HOLD IN PLACE”. The term “medical” or “mental health” emergency will not be announced due to privacy and safety concerns. When this is announced, adults will model calm behavior and move quickly to:**
 - If necessary, gather students from hallways, common areas, and restrooms adjacent/near classroom.
 - Close and lock your door.
 - Leave windows, blinds/lights as they are.
 - Remain in current rooms or spaces unless directed to another location.
 - Continue normal activities but do not leave the room or access hallways until an "all clear" is given.
 - Follow the procedures for notifying parents and guardians about the drill

After the MEMH event Drill:

- Debrief the drill with students and staff to answer questions and identify who might need additional support.
- Notify all concerned parties when the drill has ended.
- Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.
- Identify any facilities modifications that might be needed.
- Revise the school building's procedures to reflect lessons learned during the drill.
- Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.

8.2 Actions

All Horseheads Central School District employees will know and be prepared to be part of a team to provide the best possible emergency care in any situation. The Principal and Nurse at each school shall support all staff members at each level of the organization so they are aware of their responsibilities to help individuals that has become sick, injured or have become unresponsive so to act accordingly in emergency situations.

Responsibilities and duties include:

- The first person who identifies an emergency situation shall be the first responder and summon for help by calling 911 and or communicating help to other staff members in the area.
- Provide first aid and or medical treatment to patient only if you have been trained to do so.
- Stay with the patient until help arrives.
- Provide emergency responders with all information about the patient.
- Document the incident on the District accident and incident reporting form.

Building Level School Safety Team

The District has considered the following when developing emergency response practices and procedures. Note that this is not an exhaustive list and the building level emergency response plan will contain additional confidential information, specific to the building, as required.

Procedures for the following are included in the building level emergency response plan:

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

9.ACCOUNTING FOR ALL PERSONS

9.1 Purpose

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

9.1.1 Drill practices and procedures

There is no “separate and distinct” drill for this type of operation. The ACCOUNTING FOR ALL PERSONS process is typically conducted as a part of the EVACUATION AND REUNIFICATION annexes. The

building level emergency response plans contain detailed documents that provide for the accurate and comprehensive ACCOUNTING FOR ALL PERSONS after an event such as an EVACUATION. The building principal and building level safety team coordinate with local law enforcement and other officials during the operation of the ACCOUNTING FOR ALL PERSONS procedure. Generally the ACCOUNTING FOR ALL PERSONS procedure is incorporated with the drill of the EVACUATION annex and involves other annexes such as COMMUNICATIONS, REUNIFICATION and CONTINUITY OF OPERATIONS.

9.2 Actions

Building level Safety Team

Includes the following when reviewing current or developing new policies and procedures. This is not an exhaustive list and the building level emergency response plan will contain additional information as necessary.

Procedures for the following are included in the building level emergency response plan:

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

10. REUNIFICATION

10.1 Purpose

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

10.1.1 Drill practices and procedures

There is no “separate and distinct” drill for this type of operation. The REUNIFICATION process is typically conducted with the assistance and collaboration of local law enforcement, local government officials and local businesses or religious groups (if using a “church” hall or building). Law enforcement and emergency response officials assist with the coordination and operation of the REUNIFICATION procedure. Security during the REUNIFICATION process is paramount. Law enforcement is incorporated into this process due to the volume of individuals at the designated REUNIFICATION site. The REUNIFICATION site(s) are designated in each school building’s emergency response plan. Generally the REUNIFICATION procedure is incorporated with the drill of the EVACUATION annex and involves other annexes such as COMMUNICATIONS, CONTINUITY OF OPERATIONS and ACCOUNTING FOR ALL PERSONS.

10.2 Actions

10.2.1 Designate Reunification Site:

Pre-designated Reunification Sites, complete with the associated information shall be designated and listed in the building level emergency response plan.

The Building Level School Safety Team does consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list and the building level emergency response plan will contain additional information as required.

Procedures for the following are included in the building level ERP:

- 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.

11. CONTINUITY OF OPERATIONS PLAN (COOP)

11.1 Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll

and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

11.1.1 Drill practices and procedures

There is no “separate and distinct” drill for this type of operation. The CONTINUITY OF OPERATIONS process is typically conducted with the assistance and collaboration of law enforcement, emergency response and the Chemung County Emergency Management Agency. Additional agencies may include The American Red Cross, Catholic Charities of the Southern Tier as well as the Village of Horseheads. Law enforcement and emergency response officials typically are the facilitators and provide guidance and leadership for the CONTINUITY OF OPERATIONS process. Generally the procedure of this annex is incorporated with the drill of the other defined annexes and emergency procedures.

11.2 Actions

11.2.1 The Horseheads Central School District continuity objectives are listed below.

- Ensure the District can perform its mission essential function and primary mission essential functions if applicable under any or all conditions listed in our plan.
- Reduce loss of life and minimize property damages.
- Execute a successful order of succession with accompanying authorities in the event a disruption renders leadership unable, unavailable or incapable of assuming and performing their assigned duties as stated in our plan.
- Reduce or mitigate risks to acceptable levels determined by the Superintendent to protect against the disruption to operations.
- Ensure the District has adequate facilities to continue performing its primary mission essential functions as appropriate during a continuity event.
- Protect essential facilities, equipment, records, and any other assets in the event of a disruption or emergency condition.
- Achieve a timely and orderly recovery and reconstitution of assets from an emergency.
- Ensure and validate continuity readiness through a dynamic and integrated continuity training exercise scenario and audit program to support our operational capability in any condition.

The Building Level School Safety Team should also consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list, and the building level emergency response plan will contain additional information as required.

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

THREAT AND HAZARD SPECIFIC ANNEXES

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

Threat and hazard specific annexes do not repeat content but build on information in the functional annexes and basic plan. This section ensures that the threat and hazard specific annexes will provide information in order that:

- School staff and students will learn and exercise simple procedures that apply to all hazards (Drills).
- The hazard specific annexes shall present only hazard-unique information.
- This specific information shall decrease the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- These procedures provide additional information and ensure that the users possess a “step by step” guide in the event of an emergency.

These procedures are customized threat and hazard specific protocols to address unique circumstances. Each school building within the District shall plan, train, and conduct drills (and periodic table-top exercises conducted with local emergency and safety officials) to assist in the development of effective procedures and protocols. These activities will also help to evaluate the appropriateness of the procedures in the plan. The procedures are no “set in stone” and can be modified and updated (through drill debriefings) as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. AIRCRAFT CRASH

Aircraft crashes can be of three types; civilian, commercial and military. Crashes can involve structures or simply be on or adjacent the school premises.

- 1. NOTIFICATION** NONE. Possibly little warning from Chemung County Emergency Management Agency or airport. Historically, airplane crashes have been sudden, unexpected events, thus any warning or notification is highly unlikely.

CRASH INTO SCHOOL BUILDING

- I. Action:** Activate Alarm and assist in building evacuation

Person(s) responsible: *First person to reach fire alarm*

- II. Action:** Assess situation, determine area(s) affected by aircraft crash and using regular fire drill procedure, select evacuation route to avoid contact with debris of aircraft.

Initially move students to an area as far away from crash scene as possible. This may be private property away from the school (i.e. a neighboring business parking lot, a yard, etc., in winter this may require entry into a neighboring structure. The neighboring structure may include a nearby business or other structure(s) that can house the student population. (Details are to be developed and finalized prior to an incident and shall be included in a drill(s)).

After notification of transportation and available drivers, school buses will arrive to transport students to evacuation refuge centers (another school building, a local organization's assembly hall (church, Elk's club, etc.). Please ensure that the incident commander know where you have initially evacuated the students for proper pick-up and transport of the students.

Person(s) responsible: *Principal and or designee: Teachers / teacher's aides and other staff as support*

- III. Action:** Dial 911.
Organize emergency response team to assist any survivors.
Call emergency management plan coordinators.

Person(s) responsible: *Principal / Secretary*

IV. Action: Organize emergency management committee to assist any survivors.

Establish triage post

Arrange for early dismissal or transfer of students to another site if necessary. Be aware that there will be several emergency vehicles responding to this incident. Ensure that students/staff do not obstruct the access routes for emergency vehicles. Ensure that students/staff are not in roadways / parking areas or other areas where they may be struck by an emergency vehicle.

Person(s) responsible: *Superintendent / Emergency Incident Commander*

CRASH ON SCHOOL PREMISES

I. Action: Assess situation, look for fires, “hot spots” or possibility of explosion with relation to building occupants (i.e. what part of the school property is affected. If the gas metering building, then situation is severe and evacuation is imminent, if the parking lot, shelter in place, on the side of the building away from the parking lot, may be more appropriate).

If deemed necessary, order evacuation of the school in a direction away from the crash site. If in doubt, evacuate the building to refuge area as in A-II above.

Follow steps A-III to A-IV above

Coordinate a de-briefing meeting with essential staff

Person(s) responsible: *Superintendent / Emergency Incident Commander*

2. ARMED AND DANGEROUS INTRUDER PROCEDURE

With recent happenings in school districts both local and national, the threat of an armed intruder or potential hostage situation in the school district is real. Any intruder, armed or not, must be taken seriously, trigger this procedure, and be thoroughly investigated.

1. NOTIFICATION

First person observing an individual in possession of a firearm, bomb or suspicious object, or other aggressive weapon (knife, sword, etc.).

I. Action:

Dial 911 immediately to notify law enforcement. Give as many specifics of the situation as possible, include number of persons involved and location.

Notify building principal and main office. (In each school, dial the "all call number" to immediately alert all main office phones).

District Administration (Emergency management plan coordinators) and facilities department must also be notified (this should occur after law enforcement is notified and the notification task can be delegated).

Ensure unaffected staff members are available to meet with law enforcement personnel and other mutual aid.

Person(s) responsible: *Principal, if immediately available, or school secretary*

II. Action:

Immediately place building in "Lockdown" (follow "lockdown procedures"). In elementary schools, immediately ensure all teachers take in all students into their respective classroom or a "lockable" room and lock the room door. "Huddle" the students into a corner of the room away from the door and windows. If possible, cover the classroom door vision panel unless law enforcement instructs otherwise (leaving the blinds up and vision panel unobstructed allows for law enforcement ability to see into the room and assess the threat, if any).

Refrain from using PA system as this may heighten the intensity of the situation. In each school building, as compliant with the directives in 155.17, "plain language" shall be used to notify staff and identify the situation). Use of "plain language" informs teachers that they should lock the class room door, hold the students in the room, away from the door, and be alert for danger.

If possible, the teacher or classroom monitor may barricade the door with the teacher's and other desks, chairs and other large bulky items.

All staff, especially those in the affected areas must remain in lockdown (i.e. classroom door locked, shades closed, door viewing panel covered and students grouped away from the door). Ensure students remain as quiet as possible.

It may be feasible to evacuate specific, non-affected, areas of the building under law enforcement supervision.

Await instructions from the law enforcement officer in charge of the scene.

Person(s) responsible: *Principal (incident commander)/Instructional staff*

III. Action:

Although already an extremely serious situation, the situation may become worse if the armed intruder **enters a classroom**. This potential does exist and it must be addressed. This appears to be an impossible task and in this instance there are two trains of thought, **A** and **B** below. Although difficult, it is imperative that one quickly evaluates the situation so that the either responses under **A** or the response under **B** below can be followed.

A. Intruder is not firing a weapon, does not appear to be ready to fire or is not aiming at anyone or holding the weapon in a “fire” position.

Certain investigations and studies of past incidents have demonstrated that most armed intruders yearn for attention and are hesitant to use their weapon unless they become agitated. Therefore, if the armed intruder enters the room, speak with him / her in a calm voice.

DO NOT attempt to disarm the intruder. DO NOT agitate, alarm or otherwise upset the intruder.

In the event that the intruder gives orders that indicate that he/she is holding the class hostage, follow orders and urge children to follow the orders. It is imperative that compliance is maintained with the intruder’s wishes.

B. Intruder is brandishing a weapon, or shots have been fired or the intruder is aiming or holding the weapon.

This second train of thought considers the possibility that the armed intruder has no intention of holding back and is not doing this horrific event only for attention. In this instance, the intruder is probably planning on pointing the weapon on him/her self after the carnage. For this situation the intruder may be about to fire or already be firing a weapon at innocent individuals.

The staff member must begin to throw anything and everything possible at the intruder, instruct the students in the classroom (in a loud, forcible voice) to do the same). If possible throw chairs, books, projectors, book bags (back packs), etc. at the intruder. Create chaos and confusion and “fight back”. If at all possible, several classroom individuals should attempt to tackle and restrain the intruder until help arrives.

Again, this option must only be used if the intruder has gained access to the classroom and is either shooting or about to shoot a weapon. All attempts must be made to prevent the intruder from entering the classroom (this includes locking the door, barricading the door, etc.).

During the event, attempts will be made via in-house communications to contact each room in the affected area. If a room, that is scheduled to be occupied, does not respond then it will be automatically assumed that the occupants of the room are in trouble and law enforcement will target this room.

Please be aware that each situation must be acted upon differently. No two situations may be the same. Option B is listed above in order, to at least, provide for some means of self-preservation in the event of this type of incident. The teacher/aide/room administrator can choose to utilize this option if the situation above warrants its use based upon the best discretion of the room administrator. By no means does the listing of “Option B” above present a requirement or mandate to utilize this option.

Person(s) responsible: **Teachers/Teaching Assistants/Teacher Aides**

IV. Action: Prepare press releases in accordance with instructions from law enforcement officials at the scene.

Establish media communications center in area away from dangerous activity.

Person(s) responsible: **Community Information Specialist**

V. Action: Report to on-site command post

Person(s) responsible: **Facilities Director, Assistant Superintendent for Business, Transportation supervisor and all ancillary District support individuals**

3. PROCEDURE FOR ADDRESSING BOMB THREATS (WRITTEN, VERBAL AND REPORTED)

Purpose

The purpose of this procedure is to provide a means to inform appropriate district and law enforcement personnel and address bomb threats in any district school building or property (including sports fields and parks). The procedure provides a way to safely evacuate the students and district personnel from the area of the alleged bomb and place the evacuees in a “sanitized” holding area until the threat has been “cleared” by law enforcement personnel.

Scope

This procedure covers all threats of bomb or bomb-like devices, which if activated may cause significant harm to numerous individuals. This procedure includes threats that are verbal (over the phone, spoken, etc.), written, (letter to the school, scribed on a wall or other district property, etc.), and received via electronic mail or other electronic device (pager, etc.). This procedure also covers threats received via third party (students) or overheard in any setting.

This procedure covers bomb threats received either during regular school hours, “off” school hours or during athletic or other extracurricular events.

This procedure involves coordination amongst several district “units” (maintenance, bus garage, teachers, etc.). It is crucial that each and every person responds as quickly as possible and performs the designated task. It is also critical that everyone remains on the same page throughout the incident. The bus garage must act quickly to contact drivers for the safe evacuation and transport of students and staff from the affected school. It is absolutely imperative that directions issued from the incident command be followed. All differences and opinions should be set aside for the safety of the staff and students.

During times such as these, extreme circumstances require extreme measures. Although not normally an authorized area for students, the maintenance shop most certainly may be used for a refuge area in the event of a bomb threat at one of the schools. Again, for the purpose of evacuation and student / staff safety, *all* areas even those not normally associated with student occupancy, must be considered for student / staff refuge areas.

Definitions

Affected area:	Area of building, structure or property where the bomb threat was directed.
Affected building:	Building or structure to which the bomb threat was directed.
Cleared:	Area deemed to be safe, by the school principal or local law enforcement, for entry and occupation.
Mutual aid:	Village, Town, County or State fire service, police or sheriff’s departments.
Refuge area:	A room or an area that has been “sanitized” and believed to be free of any suspected items. This area is presumed to be safe for temporary student and staff occupation. These areas typically are the gym, auditorium or

cafeteria. However, they may be located off premises may consist of several class or other rooms.

Sweep: A visual surveillance of a room, structure or area for items that appear to be suspect or not normally expected to be there.

Sanitize: An area that is being swept to observe for suspect items.

Unified command: The principal or successive district individual distributing duties of the incident command with mutual aid personnel. The incident commander shall then consist of a group of individual rather than one individual. Consensus must be reached between the unified command prior to generating decisions. Other school district personnel may act as support personnel to the unified command providing critical information pertaining to the school property and student body.

Procedure

1. Person receiving the threat (verbal, written or reported) will contact the Building Principal (or if the school principal then the District Superintendent

1a. All efforts shall be made to contact the school principal. If the school principal is not available the line of succession shall be as follows (pursuant each respective building level emergency response plan):

School Principal

Assistant Principal

Superintendent of Schools

Human Resources Director

Facilities Director

2. The school principal or successive individual shall establish an incident command center.

2a. The incident command center shall be in the principal's office

2b. In the event the principal's office is affected by the incident, an alternate command center must be established. It shall be located as listed in each respective building level emergency response plan.

2c. The school principal shall be the incident commander. If the school principal is not available, then the next individual in the above line of succession shall assume incident command.

2d. When the local mutual aid arrives on the scene, the incident command shall be adjusted to a unified command system.

3. Immediately after the incident commander is notified and established, the IC shall direct staff to make the following phone calls:

3a. Superintendent's office (if not yet contacted)

3b. Law Enforcement (Dial 911)

3c. Facilities Services Department

3c1. Facilities Services Dept. Director will **designate** individuals for threat response team.

3c2. Designated Threat Response Team personnel shall commence with locking of all exterior doors and securing the perimeter of the school building, building roof and the grounds adjacent to the school. Bomb threats are a potential dangerous situation that involves extreme caution, cooperation and diligence of all affected district personnel. There are many unknowns and variables, which contribute to the risk of the situation. ***Under no circumstances is any district personnel to place themselves or another district employee in any known dangerous situation (i.e. expose themselves or another employee to the "line of fire" of a potential weapon or explosive device, etc. during an incident). An example of this is instructing a district employee to "sweep" a room where the explosive device is allegedly located.***

3c3. Notify building occupants that a lockdown or lockout situation is now effective. This can be accomplished by announcing the lockdown or lockout situation pursuant the announcement in the lockdown/lockout procedure (See District lockdown/lockout procedure) All teachers and building staff must be notified of this situation; and what must occur when it is announced when the teacher and district personnel commences work in the building.

3c4. Transportation Department:

Ensure that the transportation personnel know what school is affected by the threat.

Information must be obtained on location and schedule of BOCES students who will need to be bussed to/from the school building AND have this department on stand-by for possible transportation of students/staff to be evacuated. The transportation department personnel must begin calling drivers and instructing them to report to the bus garage and prepare for immediate evacuation from the school. Also, one bus should be dispatched to the affected school for outdoor physical education students (see 3c6 below).

3c5. School Nurse

The school nurse is to report to the incident command center for further instructions. The nurse is to bring the following:

1. First aid kit
2. Glucose kit
3. Any other appropriate emergency equipment

3c6. Playground monitors, Phys-ed teachers and any teachers who are "outside"

A designated runner may notify these individuals, if necessary. They must be informed of the refuge area. They must gather students and report the students to the designated refuge area. However, they shall not lead students and other staff through “unsanitized” areas to reach the designated refuge area. If travel to the refuge area from the outside is not feasible, then the following alternatives must be implemented:

1. The students can be walked to an area away from the school and await the arrival of a bus. The students then shall board the bus and be taken to an alternate district building not affected by the incident (example: Ridge Road taken to Gardner Road Gymnasium, etc.). It is important to ensure that a bus is on the way to the school to minimize any time students must remain outside. Refer to “Building Level Safety Plan”.

(Alternate district school building or other building (from prior agreements (i.e. the Elk’s Club, etc.)) for outdoor phys-ed students)

2. The students shall walk to a nearby “friendly” residence(s), business or other establishment. This requires pre-agreements with nearby “owners” of the private residence(s), businesses or other establishment. ***Caution must be exercised in selection of the private owners of the residence(s).*** Additionally, the residence(s), businesses or other establishments must be relatively close to minimize the travel distance for the students. Although there is liability in this alternative, indoor shelter must be provided for students. Based upon past events of this nature, students and staff have become “targets” of terrorism as they evacuated outdoors due to a bomb threat.

3c7. Superintendent’s office will notify:

1. Central office staff members to report to the command center for further instructions
2. GST BOCES Superintendent’s office of the situation
3. The remainder of the HH school district principals. The principals of the non-affected schools should be prepared to take students and staff from the affected school if necessary.
4. The media through a press release (District Community Information Specialist)
5. The Transportation Director (or Trans. Department person)
To open the bus garage gate if it is not already open.

3c8. County 911 Coordinator will notify the appropriate emergency responders (i.e. police, fire, etc.) depending upon the situation. Responding rescue personnel will respond to the incident command. At that point a unified incident command shall be established. The responding emergency personnel shall be coordinated and instructed by the “new” incident commander (typically the chief or high ranking official of either law enforcement or fire service).

3c9. Unassigned teachers will report to the Incident command center (or a safe exterior location designated by the incident commander) for further instructions.

Securing the Evacuation Routes and Evacuation Site

Area of school NOT affected by the bomb threat (i.e. portion of school building that was not included on the bomb threat)

1. The District Threat response team; after notification and designation, will respond and will “sweep” *general* areas of the school building that are not indicated on the bomb threat. If the threat is vague, the entire structure must be assumed to be the target. ***In any instance, the gym, auditorium or cafeteria (as designated by the incident commander) must be “swept” first in order to provide a refuge area for evacuating students.*** These individuals may be assisted by other staff (i.e. answer questions, etc.) who are normally associated with specific rooms in the designated area. As was mentioned previously, exterior areas are not appropriate refuge areas, unless it is under certain specific, extreme circumstances.
2. All personnel normally located in the above, designated areas (secretaries, aides, etc.) shall briefly look around their room or area prior to evacuating. The intent is to look for anything “out of the ordinary” which may assist the Designated Threat Response Team. These rooms will be “formally” searched by the Designated Threat Response Team.

Remember this is not a search for a bomb, it is a search for objects that appear to be out of place. Do not jeopardize yourself or another district employee. If something appears to be suspect, get out and report it to the incident commander.

3. Teachers will make a visual check of their rooms and look for unfamiliar objects, bags or packages. They will then note this via writing and report it to the designated individual of the incident command center. These rooms will be “formally” searched by the Designated Threat Response Team.
4. Staff individuals occupying non-instructional offices / rooms, etc. will perform a visual sweep of their immediate areas and note anything unusual. This will be given to the designated individual of the incident command center. These rooms will be “formally” searched by the Designated Threat Response Team.
5. Individuals occupying specialized instruction rooms (library, music, art, home-ec, etc.) shall perform a visual check of their rooms and note anything unusual. This will be given to the designated individual of the incident command center. These rooms will be “formally” searched by the Designated Threat Response Team.
6. Custodial storage closets and other normally non-occupied areas (loading docks, etc.) shall be “swept” by the Designated Threat Response Team.
7. The kitchen will be “swept” by the Designated Threat Response Team.
8. The boiler and electrical room(s) will be “swept” by the Designated Threat Response Team.

9. Locker rooms shall be “swept” by the Designated Threat Response Team.
10. All “search” information will be forwarded to the incident commander upon completion of the sweep. If something suspicious was noted, the form will be turned over to the police. The room will be subject to further surveillance **by the police department**.
11. If possible, food service individuals from another school should be contacted so that water and drinking cups can be supplied to the evacuees. DO NOT re-enter the kitchen of the affected school to obtain water until after the incident is declared to be over and the kitchen is “cleared”.
12. If parents arrive and demand to acquire their children from the sheltered refuge area please refer
to *Media Parental Information Reporting Centers in the event of a situation involving a school lockdown Procedure*. The District Community Information Specialist (who will also be the incident command PR Director) will address parental / guardian requests to acquire their children from the school during an incident. Parents / guardian must sign the appropriate form in order to ensure that their child is accounted for.

“Sweeping” procedures after the evacuation of the students and staff has been completed and have arrived at the refuge area.

1. All areas of the school affected by the bomb threat (or the entire school if so affected) will be “sanitized” by the Designated Threat Response Team. This will occur as the students have departed the areas and continue until the school building is as reasonably “sanitized” as possible. All rooms should be swept again after evacuation of students to observe for any unusual or unfamiliar objects that may have been placed in the course of the evacuation. ***This second or additional “sweep” should be performed only by the Designated Threat Response Team and, if possible, emergency services personnel.*** Teachers should remain with their class in the refuge area. When the refuge area is to be vacated, teachers are to leave the refuge area with the students.
 - a. ***It is important to note that the Designated Threat Response Team will follow all guidelines and procedures established by law enforcement. They are the only District staff authorized to conduct “building sweeps”. In addition, this team is only looking for “unusual objects”. If an unusual object is discovered; it is so noted and the information is relayed to the emergency services for processing. Under no circumstances is this team qualified or authorized to identify, remove, assist or be located in the area of a bombs or bomb related material removal. Under no circumstances will any member of this team be involved in the actual “bomb” identification or removal. This team, upon identification of a suspicious object or situation, shall immediately evacuate and report the findings to the responding emergency agency.***
2. After this sweep, all administrative personnel should report back to the incident command center.

3. All unusual packages or situations are to be reported to the incident command center and turned over to the police.
4. In the event a bomb threat is anticipated due to similar events transpiring at adjacent school districts, this sweep may be performed in advance of a bomb threat provided the following occurs:
 - 4a. Areas that are to be used as a refuge area shall be “sanitized” (i.e. cleared of suspicious objects) first.
 - 4b. The sweep is performed prior to the start of the school day.
 - 4c. The “sanitized” areas, as well as the adjacent corridors, must be secured from ANY access after “sanitization” occurs.
5. Extra attention must be given to student behaviors while the students exit the buses, during their entry into the school and while they are in the hallways before the start of the day and between classes.

Return of students and staff to the building

1. After confirmation that the building is “clear”, **the incident commander will make the decision to allow students and staff re-enter the building.**
2. The Designated Threat Response Team and designated faculty and staff members will be stationed at the school entrances and corridor openings (within the school) and observe the behavior of the students as they enter the school and classrooms. Suspicious behavior of students shall immediately be reported to the incident commander. This behavior will be interrupted and students questioned. **Police intervention shall be requested immediately upon observation of suspicious or questionable behavior.**
3. An announcement will be made as to the schedule for the remainder of the day.
4. The incident commander shall designate command center staff (secretaries, etc.) to make calls to the appropriate other district personnel to inform them of the re-entry.
 1. Other schools where evacuees were taken (if it was necessary)
 2. Bus Garage
 3. Maintenance
 4. GST BOCES
 5. Any other entities that were initially notified.

4. BUS ACCIDENT

- 1. NOTIFICATION** Driver will notify dispatcher if able to do so, or will ask first assistant on scene to make this contact.
- Driver will also request ambulance if needed.
- I. Action:** Notify transportation supervisor, transportation secretary, mechanics and building principals of students involved.
- Person(s) responsible:** *Dispatcher*
- II. Action:** Notify school switchboard, District Superintendent, business manager, president of the school board, members of school board and school nurse.
- Person(s) responsible:** *Transportation secretary*
- III. Action:** Have transportation staff stand-by if accident is severe
- Go to the scene if possible
- Person(s) responsible:** *Transportation supervisor*
- IV. Action:** Leave bus running and remain in seat until communications are completed. If type of accident warrants or you must leave your seat, turn off ignition switch and place keys in your pocket.
Set brakes, turn on four way flashers
Contact dispatcher, give details of location and brief summary of extent of damage or injuries. If radio system is not operational ask first individual on scene providing assistance to make the notifications. Do not ask students to perform tasks unless you are debilitated. Only then attempt to ask the oldest or most responsible student(s) on the bus.
Protect the scene of the accident so that evidence is not destroyed. Do not move bus unless law enforcement official or transportation supervisor advises you to do so – or – if further danger is likely.
- Set up reflectors to warn passing motorists.
Keep students on bus and in their same seats except if there is danger of fire, further collision, drowning or other danger. If you must evacuate bus, have the students move in a group to an area at least 100 feet from the bus and out of danger from other traffic or emergency vehicles.

Be alert for possibility of fire. Check for ruptured fuel tank, fuel lines, electrical fire, or any sign of smoke.
Comfort, reassure and render assistance to students as needed.

Do not discuss nor make any statement to bystanders or other drivers regarding fault for accident. Do not sign anything.
Get license plate numbers of all other vehicles involved. Get names and addresses of all persons involved and all witnesses. Some witnesses may leave before law enforcement arrives.
You are required to give your name, address, driver's license number and vehicle information to the other drivers involved, and must obtain the same information from them.
If possible, obtain, and keep on the bus, a list of all students who typically ride the bus each day. This list is to be checked for accountability purposes in the event an incident occurs involving the bus. Refer to this list after an accident occurs. Be aware if a student is absent for that day because if an incident occurs involving bus rollover or entrapment, the student will be assumed to be "trapped" on the bus if the student is not with the group when a "head count" is taken for accountability

Do not release students to parents or anyone else until school officials have arrived with emergency sign-out forms (except for medical emergencies)

Injured students should be transported to the hospital by proper means (ambulance, rescue squad) as soon as possible after the accident.

Person(s) responsible: Bus driver

V. Action: Immediately go or send personnel to assist driver. Send emergency sign-out forms and accident report forms as needed.

Assess situation and call for other buses and assistance as needed. In case of an accident where physical damage or injury is involved, notify the superintendent.

Assist the driver as needed

Ensure that injured children receive appropriate first aid and transportation to hospital as needed

Ensure that the driver has provided his / her name, address, driver's license number and vehicle information to the other drivers involved in the accident. Ensure that the same information is procured from the other individuals involved in the incident.

Interview students using student interview forms (attached), if time allows. Otherwise have interviews completed when students return to home school. If parents arrive at the scene, have parents present during interview.

In the event of an accident involving injuries, do not release students to go home prior to completing interviews. Ensure students and others are a safe distance from the scene.

Ensure parents sign emergency sign-out sheet before releasing students to the parent or guardian.

Ensure that **School Bus Accident Form** (MV 104F) is completed if any student on board suffers personal injury or if there is property damage over \$600. Notify the Department of Transportation.

Have bus inspected for damage. Make sure any damage is repaired or replaced prior to returning to service. If bus is excessively damaged or “totaled”, evaluate the replacement of the entire bus.

Person(s) responsible: **Transportation supervisor or designee**

VI. Action

Have other members of emergency management team summoned to command post (transportation supervisor’s office) if needed.

Organize the contacting of parents of delayed, injured or deceased students. Request that parents do not go to incident scene.

Person(s) responsible: **Superintendent**

VII. Action

Prepare press release with immediately available information. Indicate to media that you will release reports of progress as information becomes available. Do not indicate cause of accident, and say it is “under investigation”.

Person(s) responsible: **District Community Information Specialist**

5. CHEMICAL ACCIDENT IN SCHOOL

1. NOTIFICATION: None

A. SMALL SPILLS, NO APPARENT TOXIC EFFECTS OR SPILLAGE INTO DRAINS

I. Action: Notify supervisor of type and amount of material spilled (if known)
Seek advice on appropriate clean up and disposal of material

Person(s) responsible: *First person on scene*

B. MAJOR SPILLS, SPILLS HEADING INTO DRAINS, SPILLS WHICH GIVE OFF TOXIC FUMES

I. Action: If spill is heading toward drain, dam or dike immediately if you can do so without overexposure (use paper towel, sawdust, etc.). **DO NOT ATTEMPT IF THE VAPORS IN ANY WAY AFFECT YOU.**

Evacuate area immediately

Call 911

Have responsible person stand guard outside the area to keep all unauthorized persons from entering area

Notify emergency management co-coordinators

Person(s) responsible: *First person on scene*

II. Action: If staff or students were exposed, notify school nurse

Relocate persons evacuated from spill area

Check that fire department has notified New York State department of environmental conservation and other agencies if required

Consult with GST BOCES employee relations and safety staff if uncertain of handling or reporting requirements

Person(s) responsible: *Superintendent or Designee*

6. CHILD ABDUCTION

1. NOTIFICATION: None

A. ON PLAYGROUND

I. Action: If you see an unknown or unauthorized adult approach a child move to calmly ask what their business may be

IF THE ABDUCTION IS ALREADY IN PROGRESS DO NOT ATTEMPT TO INTERFERE, AND

If in position to see it, obtain license plate number of suspected abductor's car

If possible notify another responsible adult immediately of what is happening and ask that person to notify principal and call local police agency. Do not shout so that abductor can hear--he/she may be armed and you may endanger the lives of others

As soon as possible after notifying school and/or local police authorities, jot down description of suspected abductor, and make and model of car if observed

Follow remainder of steps in Section D, below

B. IN CLASSROOM

I. Action Ask suspected abductor if he/she has written permission to take child. Confront calmly if there is opportunity

Indicate that child must be signed out at main office, and escort person to office if he/she remains compliant

If person grabs child and flees, notify office immediately by intercom

Depending on location try to move to a point where you can observe abductor leaving building, and note car license and direction headed

Follow rest of steps outlined in Section D below.

Person(s) responsible: *Any staff member who observes suspected abductor*

C. ON SCHOOL BUS

- I. Action:** If feasible use radio to alert bus garage to problem before assailant takes control of bus
- If armed person approaches the bus, allow him/her to board it. Ask children to cooperate with all requests
- Ask armed person what they want, and indicate they can use bus radio to request it
- Do as armed person requests, including driving them to another area. Check gas gauge and tell person if there is not enough gas to reach his destination
- Be alert for law enforcement intervention. Generally law enforcement officers will attempt to negotiate the intruder off the bus or at least to free the children
- If shots are fired either at the bus or while the armed person is on the bus, order children to "duck." Do not proceed if there is likelihood that tire or windshield will be damaged

Person(s) responsible: *Bus driver*

D. REMAINDER OF STEPS FOR ALL ABOVE SCENARIOS

- I. Action:** Notify law enforcement personnel if not already notified
- Have children's information cards pulled and available
- Contact emergency management co-coordinators

Person(s) responsible: *Principal*

- II. Action:** After consultation with law enforcement personnel, notify parents of event

Person(s) responsible: *Superintendent or designee*

- III. Action:** Consult with law enforcement personnel regarding what information can be given to media
- Prepare press release based on this information. Keep statement factual and do not allege guilt of a criminal offense

Person(s) responsible: *District Community Information Specialist*

7. CIVIL DISOBEDIENCE AND/OR STUDENT DISORDERS

1. NOTIFICATION

Preliminary indicators of trouble

- a. Gatherings of unusually large groups of students.
- b. Large numbers of students tardy or refusing to go to class.
- c. A pattern of general loudness, disorder or defiance to supervisors and teachers.
- d. Outbreaks of students fighting or unprovoked assaults.
- e. The forming of groups in the vicinity of the school which become active or move onto the school grounds.

I. Action:

Notify SRO, if applicable, local police, sheriff's dept. and/or state police (**CALL 911**). Assess situation and notify Superintendent. Activate Building level safety team.

Immediately take steps to isolate the disturbance by having other students stay in place if classes are in session

Use emergency response team as messengers if use of p.a. system is likely to aggravate the situation

Have a staff member monitor hallways to be sure teachers are in their rooms and classes are being held

If students are arriving at school have someone meet buses and have them unload students in an area away from the disturbance. Have staff meet arriving students and escort them to a holding area or classrooms away from the disturbance

If students must be loaded on buses to leave school premises, have staff escort them to a safe loading area away from the disturbance. Release them in small groups, one bus at a time

Assign someone to make log of events: time, students involved, actions, quotes

Assign someone to lock all unoccupied rooms and offices

Assign responsible person to guard fire alarms in area of disturbance

If possible, identify student leaders and ask them to disperse. Try to meet with leaders separate from main group

Always approach the group in pairs and ensure that other administration personnel know your location and intentions

Following the disturbance, collect reports of injuries, damages, witnesses. Question students **immediately** or facilitate police taking student and staff witnesses' testimony. Get names, times, and remarks

Contact parents of participants. Refer to district policy/procedure concerning disciplinary action

Person(s) Responsible:

Principal

II. Action:

Cooperate with law enforcement in assessing situation

If necessary, assign staff to monitor entrances to school premises to keep unauthorized personnel away from student

Arrange for photos or videos to be taken of disruptive activities

Person(s) responsible:

Principal/Designee

III. Action:

hold regular classes for those students present. Remain in classrooms unless administrator gives different order

Person(s) responsible:

Teachers

IV. Action:

Organize media information center at a site away from the disturbance

Attempt to minimize use of press cameras in immediate area of disturbance

Give reporters as much information as possible and urge them not to focus on isolated inflammatory incidents. Ask for their cooperation in rumor control

Person(s) responsible:

District Community Information Specialist

8. EARTHQUAKE

1. NOTIFICATION:

Advance warning unlikely

I. Action:

During the trembling: Order students to assume "duck and cover" position using any available cover such as desks and tables. Have them move away from windows. (*Note: Gathering locations are permitted near windows if the windows are labelled as "impact resistant"*).

Assume protective position yourself. Most injuries are the result of falling debris

After trembling stops, remind students of likelihood of after shocks

Be alert for instructions to evacuate building

When building is evacuated, move to open areas, take roll and report any missing students/staff to command post

No one other than maintenance staff, emergency responders and law enforcement shall reenter buildings until they are declared safe

Person(s) responsible:

Teachers and staff

II. Action:

Signal building evacuation if shaking is likely to have caused structural damage

Contact Facilities Services Office for assistance

Check that gas valves have been isolated and remind students and staff to avoid using matches or cigarette lighters.
Strict adherence to the no smoking policy must occur.

Have building and school property checked for damage to utility lines

Have all custodial work areas checked for spilled chemicals and other potentially harmful materials

Person(s) responsible:

Principal

III. Action:

If earthquake has been of significant magnitude to have caused damage to the school or the community open command post and establish communications link with the GST BOCES superintendent

Determine feasibility of shelter in place or early dismissal plans based on communications, availability of transportation, damage to residential structures and transportation routes

Person(s) responsible:

Superintendent / Designee

IV. Action:

Shut off gas to school from main valve in boiler room

Shut off electric current from main panel

Shut off water if lines may have been damaged

Open windows in areas where gas is detected, if feasible

Person(s) responsible:

Facilities Services Staff

9. EXPLOSION/FIRE OPERATIONS

I. Action: Go to closest fire system activation box and activate alarm. Participate in building evacuation and proceed to designated refuge area or alternate depending upon the weather or situation. Ensure your accountability during "roll call".

Contact Principal and superintendent's office and facilities' department

Person(s) responsible: **Person first aware of fire or nearest responsible person**

II. Action: Contact or designate contact of superintendent's office, commence start up of incident command post

Contact or designate contact of facilities department

Call or designate the call of 911

Person(s) responsible: **Principal**

II. Action: In inclement weather, arrange alternate location for evacuees. Contact transportation department to alert drivers of evacuation

Cooperate with fire department on-site commander

Person(s) responsible: **Superintendent/designee or Principal**

III. Action: Establish triage post if needed (far enough away from fire scene to be safe and accessible for EMS personnel). Administer first aid to any injured

Person(s) responsible: **School nurse**

IV. Action: Keep access roads and driveways open for emergency vehicles

Person(s) responsible: **Facilities Services Staff**

V. Action: Follow building fire drill procedure, carrying out specifically assigned responsibilities

In case of explosion, have students "drop" immediately. Determine if explosion is in building. If so, evacuate by safest available route

Person(s) responsible: **All staff**

10. FLASH FLOOD

1. NOTIFICATION:

National weather service, sheriff's department or Chemung County emergency management office will alert Superintendent's office (or possibly building principal). Conditions must be monitored that are favorable to a flash flood. Many flash floods occur without warning. Typically, heavy rains (short bursts of measurable rain) may induce conditions that promote flash flooding.

I. Action:

Monitor emergency briefings via local news or internet. Transportation supervisor to alert drivers in the event situations warrant

Prepare to implement shelter in place plan for those students who cannot be bused safely

Notify building principals (or superintendent's office if principal was notified) and Facilities Director

Notify information officer to inform media of which students are being sheltered

Person(s) responsible:

Superintendent (Or Building Principal if notified)

II. Action:

Notify media to make announcements of areas to which students cannot be returned by bus, and of arrangements for their sheltering

Person(s) responsible:

District Community Information Specialist

11. FLOOD

1. NOTIFICATION:

National weather service, emergency management office, Sheriff's department

I. Action:

Initiate early dismissal plan if there is a likelihood that students will be able to be united with family members before the flood emergency

If a full early dismissal is not possible, coordinate with transportation supervisor to get as many students as possible in non-affected areas home

Plan to shelter in place those students who cannot safely reach their homes

Implement shelter in place procedures as needed

Prepare to be contacted by the Red Cross for community shelter

Coordinate use of available resources with Chemung County emergency management office

Person(s) responsible:

Superintendent

II. Action:

Notify media of action taken – act as liaison between media and District, as well as parents and District

Person(s) Responsible:

District Community Information Specialist

12. FOOD POISONING OR OTHER MASS ILLNESS

1. NOTIFICATION:

The school nurse and/or nurse practitioner will notify the principal, director of food service and director of facilities that an emergency exists

I. Action:

Establish an appropriate area as an emergency treatment facility

Assign additional personnel to assist

Notify town and country fire department for assistance

Notify superintendent

Notify Chemung County Health department

Develop list of those who attended suspected common event or meal

Acting for school nurse, arrange for parent notification

Work with emergency management co-coordinators on transportation arrangements

Person(s) responsible:

Principal

II. Action:

Coordinate transportation of those affected via transportation director

Make sure all food served at the school is retained for analysis via food service director

Person responsible:

Superintendent

III. Action:

Notify the emergency management co-coordinators of any emergency supplies needed

Provide immediate treatment of patients

Supervise other personnel

If possible, take and retain samples of stool and vomitus for analysis

Person responsible:

Nurse Practitioner / School nurse

13. HAZARDOUS MATERIAL SPILL OFF SCHOOL PREMISES

1. NOTIFICATION:

The Superintendent or specific school principal will be notified by the Emergency Management office, the Chemung County Sheriff's department, or the local fire department (Town and Country, Big Flats or Horseheads) as soon as it is determined that there is danger to the occupants of the school

I. Action:

The Superintendent or building principal will institute the action recommended by the on-site commander, the emergency management office, or the Sheriff's department

A. Shelter in place:

Notify maintenance staff to shut down HVAC system from main computer and send staff to assist in sealing building

Use P.A. system to announce movement to safest areas of buildings depending on nature of chemical release and wind direction. If use of P.A. system is not possible, use runners or two-way radios.

Person(s) responsible:

Superintendent / Principal(s)

II. Action:

Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels or thick tape

Seal any gaps around window air conditioners, exhaust fans, vents

Close as many internal doors as possible

If you suspect that the gas or vapor has entered the structure, instruct building occupants to hold a wet cloth or paper towel over their noses and mouths

Notify principal and/or superintendent of situation

Person responsible:

Teachers and emergency response team

A. School evacuation

Contact Transportation Department to notify the drivers of the impending evacuation

Transportation Director / Superintendent will clear evacuation route with civil authorities

Evacuees should be moved cross wind to avoid fumes, if possible

Designated personnel will direct traffic on school premises

Superintendent or designee will notify host school to expect evacuees

Person responsible: ***Principal(s), Teachers and emergency response team***

Note: The Chemung County Emergency Management Office and law enforcement will coordinate evacuation route

14. INJURY AT ATHLETIC EVENT

1. NOTIFICATION: Coach notifies athletic director or building principal

If serious, athletic director notifies superintendent

I. Action

A. If injured person is a spectator at a home game

Be sure appropriate first aid is provided

Call 911 to notify ambulance if not already present at event

B. If person is a district student, not with an adult

Obtain name of student. Ask others accompanying student(s) if necessary

Call 911, provide appropriate first aid or ensure that it is provided

C. If injured person is a player in a home game

Call 911, provide appropriate first aid or ensure that it is provided

Notify ambulance if needed

Coaches notify or have staff member notify player's parents

D. If injured person is a player in an away game

Coach or other responsible adult rides with injured student to the hospital

Check contact cards to notify parents. Be sure to tell parents or guardians to what hospital player is being transported

Check to ascertain condition and whether player will be hospitalized for extended period

Make sure player has appropriate transportation home if release is imminent

In all cases of serious injury to a district student, notify athletic director

Person(s) responsible: ***Coach/Assistant coach of Horseheads team and/or other Horseheads school staff attending game/event***

II. Action:

Ascertain condition of injured person from hospital

Make follow up contact with parents of any district student injured whether as player or spectator

Notify information officer so that current information is available for the media

Person(s) responsible: ***Athletic Director***

15. RADIOLOGICAL EMERGENCY

1. NOTIFICATION:

There are two types of radiological emergencies that might impact any one of the District school buildings. The first is a spill or leak of radioactive materials being transported through the area. The second is the potential for nuclear attack. In either case, an alert will be given through the Chemung County Emergency Management Office or the Sheriff's Department

The Federal Emergency Management Agency has established two signals. The attack-warning signal consists of a three to five minute wavering sound on sirens or a series of short blasts on whistles, horns or other devices. This signal means emergency procedures should be implemented immediately. The second signal is the attention or alert signal and consists of a three to five minute steady sound.

Note: Due to advanced, current technology the alert may be conducted via computer or via the cellular phone alert system. More information concerning the advanced alert system is acquired via the Chemung County Emergency Management Office

I. Action:

Upon hearing an attack warning signal, **or via cellular or internet device as noted above**, alert staff and students to take emergency protective shelter as for tornado or windstorm but keep all doors closed

If there is an indication that radiation release is imminent, announce that they should insulate the shelter areas with furniture, books, paper, supplies, extra clothing to minimize exposure to radiation

Upon hearing attention or alert signal, monitor emergency broadcast network for instructions. If possible, contact the BOCES superintendent or Emergency Management Office for guidance

Assess benefit of implementing early dismissal plan

Person responsible:

Superintendent or designee /Building principal

16. TERRORIST ACTIVITIES, ARMED PERSON OR HOSTAGE

With recent happenings in school districts both local and national, the threat of an armed person or potential hostage situation in the school district is real. Acts of terrorism can be something as simple as damage to school property up to an actual full scale hostage event. Every act of terrorism, size notwithstanding, must be taken seriously and investigated.

1. NOTIFICATION

First person aware of event will contact principal and emergency management coordinators.

I. Action:

Dial 911 immediately. Give as many specifics of the situation as possible, include number of persons involved and location.

Notify Superintendent's office and facilities department if not already notified.

If can be safely executed, ensure staff member is available to meet with law enforcement personnel and other mutual aid.

Person(s) responsible: *Principal, if immediately available, or school secretary*

II. Action:

Using messengers (members of the building safety committee / emergency response team) evacuate as many people as possible from the building in a direction away from danger.

Immediately call for a building **LOCKDOWN** (refer to lockdown procedure in building level emergency plan). If possible and necessary, utilize cell phone calling for this notification

Teachers shall follow school building LOCKDOWN procedure. (lock the class room door, hold the children in the room, away from the door, and be alert for danger).

If feasible, notify teachers in affected areas to close shades, barricade doors and have students wait in room, preferably lying on the floor away from the door (try to place obstructions between the class and the corridor as much as possible)

Await instructions from the law enforcement officer in charge of the scene.

Person(s) responsible: *Principal (incident commander), Teachers in instructional areas*

III. Action:

Although already an extremely serious situation, the situation may become worse if the armed intruder enters a classroom. This potential does exist and it must be addressed in as calm a manner as possible. This appears to be an impossible task, however,

investigations and studies of past incidents have demonstrated that most armed intruders yearn for attention and are hesitant to use their weapon unless they become agitated.

If the armed intruder enters the room, speak with him / her in a calm voice.

DO NOT attempt to disarm the intruder. DO NOT agitate, alarm or otherwise upset the intruder.

If intruder gives orders that indicate that he/she is holding the class hostage, follow orders and urge children to follow the orders. It is imperative that compliance is maintained with the intruder's wishes.

Give "duck" order only if intruder fires the weapon.

If weapon is fired, use any possible means/objects/methods to prevent students and staff from being struck with bullets. Although, not initially advisable, throw objects at attacker or push desks/chairs into attacker to obstruct the attackers aim. **Again, it is hoped that an event will not come to this, and this is not initially advisable to do; however, any and all forms of life preservation must be attempted in the event shots are being fired.**

If possible, contact office (either by phone, messenger or any other means) to alert the principal's office that there is a problem in your room.

Person(s) responsible: Teachers / teacher's aides

IV. Action: Prepare press releases in accordance with instructions from law enforcement officials at the scene.

Establish media communications center in area away from dangerous activity.

Person(s) responsible: Information officer (district public relations representative)

V. Action: Report to on-site command post

Person(s) responsible: Superintendent, Facilities Director, HR Director, Safety Representative

17. THREAT TO LIFE OR HEALTH

A life threat is a statement of action taken against oneself or another person that seriously threatens his/her own life or the lives of others

1. NOTIFICATION: Any staff person aware of threat

I. Action Notify principal/designee

Ensure safety of all staff students.

Refer to Horseheads Central School District
Workplace Violence Prevention Program

Take appropriate action

Person(s) responsible: Principal / affected person(s)

II. Action: Notify school psychologist and/or social worker. In absence of on-site staff, notify school workers.

Consult with school psychologist/school social worker to address situation. This may include notification of parent/guardian appropriate community agencies and other district staff. Coordinate with school school psychologist/school social worker for additional practices/follow up.

Person(s) responsible: Principal/Supervisor

III. Action: Intervene with person in crisis and reference District
Workplace Violence Prevention Program

Ensure workplace/area is safe for affected individual
Continue investigation into event
Work with individual and provide time for counseling
And rest/recovery (if necessary).
Ensure there is no retaliation
Provide additional counseling (EAP) if needed
If necessary, offer different job location or function

Person(s) responsible: Principal and school/outside counselor

18. TORNADO, SEVERE WINDSTORM, THUNDERSTORM

1. NOTIFICATION: National weather service, local radio, Emergency Management Office

I. Action: Notify principal to have all students remain in building, suspend outdoor classes and recesses, and call in students currently out doors

Alert designated weather watchers

Person(s) responsible: *Superintendent, Building level emergency response team*

II. Action: When high winds or tornado are immediately impending, give protective shelter command

Remind students to move into hallways away from glass, stand or crouch with arms up to protect their heads. See Procedure for “Duck and Cover” operations (Note: If windows are labelled as “impact resistant” it is acceptable to congregate near these types of high impact/bullet resistant windows)

After storm passes, check for structural damage before allowing students and staff to return to normal building use

If electricity is down, have custodian or emergency response team member check school premises to see if problem is on-site

Have director of facilities services or business manager check with NYSEG to determine likely length of blackout and extent of impact on county

Institute shelter in place plan if needed

During tornado watch do not allow students to be loaded onto buses, since buses are very vulnerable. Consult with transportation supervisor regarding impact of delay

Person(s) responsible: *Principal, Assistant Principal and designees*

III. Action:

Evacuate students to hallway quickly and quietly when command is given

Check to ensure that all exterior doors at end of hallways are closed.

Note: In the past, guidance has stated that these doors and windows should be opened to “balance” pressure. However, evidence has suggested that this is not the case and it is better to keep the doors and windows closed.

Person(s) responsible:

Teachers and teacher’s aides

IV. Action:

Go to protective shelter areas in your building (corridors, basement, if applicable)

Person(s) responsible:

Non-Teaching Staff/Teacher Aides

V. Action:

Check that all exterior doors and windows containing glass at the ends of hallways are closed

Note: In the past, guidance has stated that these doors and windows should be opened to “balance” pressure. However, evidence has suggested that this is not the case and it is better to keep the doors and windows closed.

Person(s) responsible:

Cleaning Staff/Maintenance Personnel

19. UTILITY FAILURE

A. GAS LINE BREAK

I. Action: Notify principal to have building evacuated using fire drill procedures

If possible, notify the maintenance department

Person(s) responsible: *First person aware of problem*

II. Action: Notify custodian or maintenance personnel to shut off main valve and open windows or doors if feasible

Order building to be evacuated. **Use P.A. system; not fire alarm, due to the potential for explosion. If use of P.A. system is not possible, use runner system (ask or designate someone to go to each room in building to notify occupants of situation)**

Remind all staff and students that there must be no smoking

Notify NYSEG

Notify local Fire Department

Note: Notifying NYSEG of a potential gas line leak will automatically contact the local fire department

Notify transportation department to arrange for drivers to evacuate students

Send evacuated students to alternate building

Do not allow anyone to re-enter the building until utility officials have declared it to be safe

Person(s) responsible: *Principal*

B. ELECTRIC POWER FAILURE

I. Action: Notify the Facilities Services Department

Notify Superintendent

Call NYSEG to report failure and get estimate of duration.
Consider implementing early dismissal plan

Notify District Information Officer of expected duration so that
information can be communicated to parents and staff

Person(s) responsible:

Principal

II. Action:

Call in all students who are outside because of potential danger
of arcing at poles and transformers

Person(s) responsible:

Principal

III. Action:

Panel by panel, do an orderly shut down of all electric switches
and items that have been left in an "on" position

Person responsible:

Facilities Services staff

C. WATER MAIN BREAK

I. Action:

Notify principal

Notify Facilities Services office

Person responsible:

First person on scene/building principal/building secretary

II. Action:

Shut off valve at primary control point and relocate any articles
which may be damaged by water

Person(s) responsible:

Facilities Services Staff

III. Action:

Assess impact on regular activities and initiate early dismissal
plan, school cancellation, relocation of classes as necessary

Person(s) responsible:

Building Principal/Superintendent

20. WINTER STORM

1. NOTIFICATION:

National weather service, local law enforcement (if applicable) and County emergency management office

I. Action:

During storm watch, superintendent's and facilities services offices will monitor local media and internet weather for information

Note: National Weather Service in Binghamton provides updates and meteorological data for impending storms for up to several days prior to the onset of a winter storm.

When storm warning announced: Superintendent, with transportation supervisor, will make decision regarding early dismissal

If early dismissal plan can't be executed for some or all students and they must be held beyond the end of the normal school day, announce implementation of shelter in place plan

Notify information officer and principal of action taken

Person(s) responsible:

Superintendent

II. Action:

Immediately notify media of actions taken

Person(s) responsible:

District Public Relations (Information) officer

21. RECEIPT OF SUSPICIOUS LETTER/PACKAGE; POSSIBLE BIO-TERRORISTIC THREAT

If any individual in a school building receives a suspicious letter/package, the building principal is to be immediately notified. The principal (or secretary) is then to notify the superintendent's office, the Human Resources office and the Facilities Services office. The safety representative and the Facilities Director will respond to the school where the suspicious package/letter is located. The Superintendent or designee will make the determination as to further action (i.e. call 911 etc.).

DO NOT OPEN THE PACKAGE / ENVELOPE!

Please refer to the procedure below for more detailed instruction.

- 1. NOTIFICATION:** Suspicious letter or packages (please see check list below to determine what is defined "suspicious") is received by an individual.

A. LETTER/PACKAGE NOT OPENED

- I. Action:** Immediately cover or wrap letter/package with two layers of plastic (the use of "Ziploc bags" is recommended). If no plastic or "Ziploc" bags are available, then use another type of barrier (paper, books, overturned garbage can, etc.)

IMMEDIATELY NOTIFY SUPERVISOR / BUILDING PRINCIPAL

Do not further disturb the letter.

Isolate the room containing the letter/package.

Thoroughly wash hands with soap and hot water for at least five minutes.

Supervisor / Building Principal:

Call the Superintendent or Asst. Superintendent's office

Call HR Director's office

Call the Facilities Services Office

Call the Safety representative

Develop a list of all individuals exposed to the letter/package

Depending upon characteristics of letter or package, and current events, The Superintendent or designee will make a determination as to the notification of 911

If determined, Dial 911. Give as many specifics of the situation as possible.

Remain available to talk with law enforcement

Person(s) responsible: Person receiving letter/package and principal of school or supervisor.

B. LETTER OPENED AND NO POWDER OBSERVED EITHER IN OR SPILLING FROM ENVELOPE AND STILL SUSPICIOUS (I.E. CONTAINS WRITTEN THREAT, ETC.)

II. Action: Immediately cover or wrap letter/package with two layers of plastic.

IMMEDIATELY NOTIFY SUPERVISOR / BUILDING PRINCIPAL

Do not further disturb the letter.

Isolate the room (close and lock door, close windows) containing the letter/package.

Thoroughly wash hands with soap and hot water for at least five minutes.

Supervisor / Building Principal

Call the Superintendent's or the Asst. Superintendent's office

Call the HR Director

Call the Facilities Services Office

Call the Safety Representative

Create a list of all individuals exposed to the letter/package

Immediately Dial 911! Give as many specifics of the situation as possible. A decision from the Superintendent, HR Director, or facilities services director NOT required.

Remain available to talk with law enforcement

If evacuation is necessary, refer to school building evacuation procedure

Contact, or designate someone to contact, transportation department to begin evacuation

Contact, or designate someone to contact, the GST BOCES Superintendent (***School Superintendent***)

Contact, or designate someone to contact, evacuation sites to arrange for incoming students

Contact, or designate someone to contact, the State Education Department (***School Superintendent***)

After consulting with Law enforcement officials, the incident commander will make an informed decision on whether to re-enter the building.

Person(s) responsible: Person receiving the suspicious package initial notifications and letter isolation, and principal of school or supervisor (as noted, School Superintendent)

C. LETTER OR PACKAGE OPENED AND POWDER OR OTHER MATERIAL IS OBSERVED EMERGING FROM THE ENVELOPE / PACKAGE

III. Action: Immediately cover the envelope and material with plastic or other barrier (two layers if possible).

IMMEDIATELY NOTIFY SUPERVISOR / BUILDING PRINCIPAL

ISOLATE THE ROOM (close and lock the door, close the windows)

The best way that you can, either by phone or by speaking to another individual who is away from you via distance or barrier, notify the principal or your supervisor

PRINCIPAL:

ENSURE THAT THE SUPERINTENDENT'S OFFICE, HUMAN RESOURCE DIRECTOR AND FACILITIES SERVICES OFFICE ARE NOTIFIED (see Action item II above)

ENSURE THAT 911 IS CALLED AS SOON AS POSSIBLE. NO ACTION IS REQUIRED FROM THE SUPERINTENDENT, HR DIRECTOR OR FACILITIES SERVICES DIRECTOR

**ENSURE THAT MAINTENANCE IS CALLED IMMEDIATELY
TO TURN OFF THE HVAC (AIR HANDLING) SYSTEM**

CREATE A LIST OF ALL EXPOSED INDIVIDUALS

Possible evacuation of school depending upon location of exposure and severity (i.e. if in the gym, if there is a substantial amount of white powder and it is possible that it entered the HVAC system). Or, if the air handling system was not turned off in a reasonable amount of time (i.e. ten minutes). **Follow procedure for school evacuation and Action item II.**

Exposed individual: Wash the affected areas as soon as possible.

The county Hazardous Material Response Team or designate(s) shall be responsible for cleaning and decontamination of the affected room(s) or area(s).

After the room/area has been decontaminated by the County Hazardous Materials Response Team, custodians clean all contaminated items with 10% bleach solution. ***Follow guidelines pursuant the Bloodborne Pathogens plan.***

If you cannot wash, wait in room until first responders arrive for decontamination.

Do not handle contaminated items more than necessary

**MAKE SURE ENVELOPE / PACKAGE AND POWDER OR
MATERIAL IS COVERED WITH AT LEAST TWO LAYERS OF
PLASTIC OR OTHER BARRIER MATERIAL**

Person(s) responsible: “Exposed individual (Person who opens the letter)”initial notifications and isolation; Supervisor / Principal of school, Superintendent (for notifications)

D. FOR ALL THE ABOVE INCIDENTS

IV. Action:

Prepare press releases in accordance with eyewitness accounts and known evidence and instructions from law enforcement officials at the scene.

If necessary, establish media communications center in area away from dangerous activity. **ALL INCIDENT CORRESPONDENCE
WILL GO THROUGH THE COMMUNITY INFORMATION
SPECIALIST**

Person(s) responsible: Community Information Specialist

Please note, if a letter appears to be suspicious, do not open it. If a letter is opened and a powder/material is observed emerging from an envelope or package, immediately cover the powder/material and package/envelope. Isolate yourself and the area of the opened letter/package. Call 911 and follow instructions. Only evacuate the school if necessary (i.e. the powder/material is excessive and the air handler system was not turned off in a reasonable amount of time, i.e. 10 minutes). Follow the school evacuation plan. Please note, evacuations may contribute to the hazard due to the “panic factor”.

Complete the suspicious package / letter form that accompanies this procedure

SUSPICIOUS LETTER / PACKAGE CHECKLIST

Recent evidence and experience has suggested that the numbers of suspicious letters/packages typically are hoaxes. This is even if powder or other material is observed emerging from the letter / package after it has been opened. However, it is prudent to be wary of all letters that are believed to be suspicious. The following checklist will assist in making that determination:

Action to take immediately if considered suspicious:

Notify the District Superintendent, Human Resources Director and Facilities Superintendent / Health and Safety Coordinator. Call 911 if a powder or other material emerges from the envelope, cover the envelope/material and isolate yourself and the envelope / material.

Item	Question	Y E S	N O	N A	Comments
1	Is the package / letter "normal" (i.e. legal size, UPS standard box, etc.) in appearance?				If "No" then be cautious
2	Is the package or letter square in shape?				
3	If not completely square, is it because the interior contents are causing the package/ envelope to be distorted?				If "No" then be cautious
4	Is the letter / package lopsided?				If "Yes" then be cautious
5	Does the letter / package appear to be oversized?				
6	Is there a strange odor from the letter / package?				If "Yes" then immediately be suspicious
7	Is there any stains or discoloration on the letter or package?				If "Yes" then immediately be suspicious
8	Is there a return address?				If "No" then be cautious
9	If yes, is the return address known?				If "No" then see # 10
10	Is the return address local (Chemung County)?				If "No" then see #11
11	Is the return address within NY State?				If "No" then see #12
12	Is the return address within the USA?				If "No" then be cautious
13	If the return address is local or from the USA, is it expected?				
14	If not a domestic return address is the parcel expected?				If "No" then consider suspicious immediately
15	If no return address - Is the postmark local?				If "No" then see # 16
16	If no return address - Is the postmark from within the US?				If "No" then consider suspicious immediately
17	Is there any strange or peculiar markings on the envelope / package (i.e. skull and cross bones, biblical or religious sayings, anti-USA or anti-Israeli markings, occult symbols, etc.)?				If "Yes" then consider suspicious immediately

18	Is the envelope or package white in color?				Color if not white: _____
19	Is the material within the envelope or package appear to be something other than paper?				If "Yes" then be cautious
20	Does it appear that there is an accumulation of material at one end (any end) of the envelope?				If "Yes" then be cautious
21	Does the letter or package contain handwritten addresses or writing, etc.?				If "Yes" be cautious
22	If the address is handwritten, is it legible?				If "No" then consider suspicious
23	If the address is handwritten is it "professional"?				If "No" then be cautious
24	If the address is handwritten, does it ascend or descend across the letter or package?				If "Yes" then consider suspicious
25	Is the letter or package dirty or otherwise crumpled or bent?				If "Yes" then be cautious
26	Is the letter partially open?				If "Yes" and is considered suspicious from other criteria, then immediately cover the letter / package with two layers of plastic or other barrier
27	Does there appear to be any oily or greasy substance on the envelope?				If "Yes" then consider suspicious
28	Does there appear to be any powder or other material clinging to the package or envelope?				If "Yes" then consider suspicious
29	Does the letter have any other attributes that may cause it to be suspicious (markings, notes, drawings, etc.)				If "Yes" then consider suspicious and contact supervisor / school principal
30	Overall, is the letter/package expected?				If "No" then be cautious

Comments:

Sign: _____

Date: _____

Please forward this checklist to the District Administrative Central Office as soon as possible after incident

STANDARD OPERATING PROCEDURES (SOP's)

1.0 ACTION DROP

1. Action **drop** is to be taken at the instant a disaster such as an earthquake or explosion is detected. Action **drop** is accomplished by assuming the protective position.
2. To assume the protective position, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms.
3. Be sure that body is turned away from windows and other glass that may shatter.
4. The signal for action **drop** will be a verbal command on the PA system. The command may also be given by word of mouth or other means. A disaster itself, such as the shaking of the earth in an earthquake will also signal action **drop**.

INSIDE BUILDING

1. Command **drop**.
2. Immediately take protective position under desks or furniture or in hallway with back to windows.

OUTSIDE DURING EARTHQUAKE OR EXPLOSION

1. Move away from building, trees, or school bus.
2. Immediately take protective position.

2.0 FIRE/BUILDING EVACUATION

Please refer to the functional annex and specific procedures for "fire-building evacuation" and associated procedures.

All drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner. Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency and students and staff be informed when a school is conducting a drill.

Parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill. However, students and staff do not need this one week notice, only at the time of the drill that the event is a drill.

Evacuation drills shall be conducted with students at least eight times in each school year, six of which shall be held between September 1 and December 31 of each such year. Four drills shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors.

Drills shall be conducted at different times of the school day.

Students shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.

At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one such drill shall be held during the first week of summer school.

Lockdown drills shall be conducted with students at least four times in each school year, two of which shall be held between September 1 and December 31 of each such year.

Lockdown drills shall be conducted at different times of the school day.

Pupils shall be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

WHEN THE FIRE ALARM SIGNAL IS SOUNDED

1. All staff and students will immediately stop work and shut down their activities in an orderly fashion. Students and staff in art classes and other situations using equipment will shut off motors.
2. Always to a visual scan of your space before you leave. Please note anything unusual or out of place. Divide the room horizontally. Scan the top third, middle third and finally the bottom third. Don't pick up anything. Don't take anything with you.
3. Teachers will close any open windows, close classroom doors and take class list with them, checking to make sure all students are present at staging area. Teachers will remain responsible for students under their control until relieved.
4. Everyone must leave the building immediately, using the route on the posted Plan, or the alternate route if the main route is blocked. The first person through the exit doors will prop them open or hold them open.
5. Students will leave single file without stopping to pick up personal belongings.
6. Students who are not with a class or under the direct supervision of an instructor when the fire alarm is sounded will leave the building and proceed directly to the nearest gathering point, following the evacuation route of other persons in the area.
7. Each class will gather at a predetermined gathering point.
8. Teachers will immediately notify Command Post of any missing students, additional students with them and anything unusual or out of place when leaving the building.
9. The school secretary will check to make sure that all staff members are present and accounted for. They will immediately notify Command Post of any missing staff. The sign-out book, daily attendance report and school class lists need to be taken outside.
10. The School Nurse will take the emergency health cards.
11. The Crisis Management Team will check to see that all staff and students are out of each room which is not a classroom, and then close but do not lock the doors.
11. All persons will remain out of the building until the "all clear" is sounded.

3.0 COMMAND POST OPERATIONS

A command post will be established by the principal/designee for every drill or emergency/crisis. It will be located in the conference room (inside building) or at another location to be determined based on the location/severity of the emergency (outdoor, etc.). The initial command post will be staffed by members of the Crisis Management Team (District Administration and Building Level Emergency Response Team). Roles and responsibilities are listed in the Horseheads Central School District-wide safety and emergency response plan.

NOTE: If the emergency requires outside agency involvement, or it is necessary to contact the central administration office, the Superintendent, with the assistance of the Crisis Management Team, shall begin the transition, responsibility to the outside agency (law enforcement, EMS, etc.) with partial, full or advisory capacity to the District-Crisis Management Team.

1. The Superintendent or Emergency Management Coordinator or in their absence the next person in the chain of command will be clearly identified as the person in charge, and will issue all major orders.
2. In most situations, all members of the DISTRICT-WIDE SCHOOL SAFETY TEAM (Central Administration and Building level safety team) who can reach the Command Post will report there.
3. In situations involving outside agencies, a representative of the outside agency will be involved with the Emergency Management Coordinator in the decision making process. If there is a likelihood of an extended sheltering situation, a Red Cross representative should be invited to the Command Post.
4. If there is a police or fire Command Post established, communication should be set up immediately. A representative of the school district should offer to be present in the Command Post for informational purposes.
5. Within the Command Post, the Emergency Management Coordinator should assign specific functions to the staff. One person should be assigned to maintain a log of events.
6. One person should be assigned communication responsibilities. One person should be assigned to procure needed supplies. Others should be assigned to tasks based on the nature of the event and the specific needs.
7. If the event will be of significant duration, one person not on the committee should be assigned as a runner and meet other needs of the staff.
8. The Command Post should be set up so that ready communication and consultation between those manning it is possible. If phone lines can be rigged appropriately, working seated around a board table is an ideal situation.

4.0 NOTIFICATION OF EMERGENCY

1. Whenever the Plan calls for the Emergency Management Coordinator (Superintendent) to be contacted or to make a communication, if he/she is not immediately available, his/her secretary or the person receiving the call indicating the emergency will notify the next person in the chain of command.
2. To facilitate rapid communication and response, the person taking the original call will make detailed notes of the substance of the call to the Superintendent, and will relay that information to the person eventually acting on the call.
3. In cases where the Superintendent is not available, the Assistant Superintendent will be notified first. The Emergency Coordinator "Chain" shall be followed if subsequent administrators (Emergency Management Co-coordinators) are not available.
4. It will be the responsibility of the person taking the original call to continue on down through the chain of command until someone is reached who is empowered within the chain of command to take whatever action is necessary.

NOTIFICATION REGARDING MEDICAL TREATMENT

1. It is the legal responsibility of the School Nurse to notify the parent of any medical treatment. However, in cases of multiple emergencies where the school nurse's first duty must be to provide assistance to students, the Principal will delegate the notification responsibility to another staff member or will provide the notification.

NOTIFICATION REGARDING INJURY OR DEATH OF STUDENT (see SOP #8)

1. The choice of telephone or in person notification will be made based on likely availability of parent, timeliness, and likelihood of rumor reaching parent before official notification.
2. If telephone notification is made, the caller should make sure the parent has someone with him/her, or should offer to call a friend or relative to provide immediate support. Caller should indicate factually the nature of the event which caused the injury or death, and the current status and location of injured or dead student.
3. "I'm sorry it happened; please accept my deepest sympathies", is the phrase recommended by grief experts. Other comforting thoughts or expressions may be utilized as necessary.

5.0 SHELTER IN PLACE

Note: Please refer to the functional annex section for additional information concerning "shelter in place", "hold in place" and associated event responses.

FOR HAZARDOUS MATERIAL SPILLS AND EVENTS INVOLVING THE POSSIBILITY OF OUTSIDE CONTAMINATION

1. Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels or thick tape.
2. Set ventilation systems to 100% re-circulation or turn off system.
3. If explosion is possible, close drapes, curtains, and shades over windows. Stay away from windows.
4. If you suspect gas or vapor has entered your area, notify Building Principal / designee (who then notifies Facilities Services) by intercom or runner. Hold a wet cloth or paper towel over your nose and mouth. Instruct students to do the same. Safely evacuate room or area to a safe area as soon as possible. Assistance will be provided from the building emergency team. Facilities Services shall disable the air intake(s) to the affected classroom(s).
5. Stay alert for further instructions via the public address system or runner if P. A. system is inoperable.

B. FOR RETAINING STUDENTS OR STAFF AFTER REGULAR HOURS BECAUSE OF DISRUPTION OF TRANSPORTATION OR OTHER COMMUNITY EMERGENCY

1. All staff will be expected to remain to assist with student control until released by their supervisors.
2. Where possible, recreational activities will be used to keep students occupied.
3. Food service director and cafeteria manager will be notified of projected duration of emergency and number of people sheltered.
4. Staff supervising students will be notified of projected duration of emergency and type of emergency.
5. If emergency is expected to last beyond 6 hours, the Superintendent will ask for a Declaration of Emergency from the County Emergency Management Agency, so that the Red Cross can be requested to formally open a shelter.
6. Cleaning personnel will be assigned to assist in maintaining sanitary conditions.
7. Although not a priority, designate an individual to maintain a log of all over-time worked by district personnel.
8. The Superintendent and Building level Emergency Management Team will remain in control of the situation unless outside emergency agencies are present.

6.0 OFF SITE EVACUATION

- I. Action:** Clear evacuation route with county emergency management office or local law enforcement and Fire department(s)
- Notify transportation supervisor of evacuation and route
- Notify maintenance staff to assist in traffic direction on school premises
- Notify building level safety team(s) to assist with process
- Ensure that evacuation is complete, staying in communication with emergency authorities
- Person(s) responsible:** ***Superintendent or designee (possibly the facilities director)***
- II. Action:** Call in those bus drivers who can reach the garage within 10-15 minutes if relevant
- Assign other school district personnel who are released to you to buses
- Notify all drivers of route to be taken
- Person(s) responsible:** ***Transportation supervisor***
- III. Action:** Announce evacuation on P.A. system. If P.A system is inoperable, use "runner system". Evacuate floor by floor and area by area, beginning with the kindergarten
- Work with members of emergency management committee and emergency response team to supervise the evacuation, using available school buses, district vehicles, and staff private vehicles

NOTE: NO STUDENTS SHALL BE ALLOWED TO WALK HOME. ALL MUST BE EVACUATED TOGETHER TO THE SAME REUNIFICATION LOCATION NOTED IN EACH RESPECTIVE BUILDING LEVEL EMERGENCY RESPONSE PLAN, AND RELEASED TO THEIR PARENTS FROM THAT SITE FOLLOWING THE REUNIFICATION PROCEDURE OF EACH BUILDING

If parents arrive at the school during evacuation to collect their children, children may be released only after the parent signs

the parent sign-out form in the presence of the school secretary or teacher

Ensure that evacuation is complete, and communicate completion to emergency management co-coordinators

Person(s) responsible:

Principal

IV. Action:

Take class lists and emergency sign-out forms to evacuation site

Assist children in remaining calm and quiet

Supervise class on bus and during unloading and settling in to host school

Assist with students from other classrooms if requested to do so

Remain responsible for class until released by supervisor

Person(s) responsible:

Teachers and aides

V. Action:

Take emergency sign out forms and pupil information to evacuation site

Take medical information list if nurse is not available to take it

Person(s) responsible:

Clerical staff

VI. Action:

Take medical information list and student medications held in health office to evacuation site

Person(s) responsible:

Nurse

VII. Action:

Notify media of location of evacuees and procedure for parental pick up. Handle all media inquiries and parental / relations questions

Person(s) responsible:

District information specialist

7.0 FEEDING OF STUDENTS

Feeding Operations

1. Director of food service and cafeteria manager will be informed of expected duration of sheltering and number of people to be fed.
2. If dishwasher system cannot be operated because of utility failure, paper and disposable products will be used for serving.
3. All supplies used will be inventoried so that they can be charged appropriately.
4. If director of food service and cafeteria manager cannot reach the school because of emergency conditions, the Superintendent or designee shall assign the preparation of food to the most appropriate persons available.

8.0 DEATH OF A STUDENT OR FACILITY MEMBER

- Notification of the School Crisis Team; Develop and implement the plan
- Notification to District-wide School Counselor's to help provide School Counseling support from other buildings and assist with Crisis Counseling.

Notification of Teachers and Staff First by:

- Depending on the circumstances, an emergency staff meeting may be called, telephone calls to staff members outside of the work day, or an email message.
- This gives the teachers an opportunity to ask any questions they wish and to prepare them before they see their students in class. If the teacher does not feel able to talk to his/her students about the death, a member of the crisis team should be available to step in and assist with the notification.

Notification to Families of Students that may be affected by the loss:

- Depending on the circumstances, a letter may be sent home with the students the day of or next day. Also, families may also have information ahead of time if there is a terminal illness.
- Notify Students face-to-face with familiar staff members using a prepared statement so that all staff members are using the same language with students. This information should be done in small, naturally occurring groups such as in the classroom.
- Interaction practices and language for notification and sympathy statements shall be developed by the school counseling office.

APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables included in this appendix section are to be utilized and completed with the requested information. Please note that each school building within the District shall possess specific tables, sign out sheets and associated documentation specific to the school building. This information is updated annually (or if necessary after drill debriefing) to avoid confusion and delay during emergency response.

Appendix A – Communications

Emergency Phone Numbers

DIAL 911 TO REPORT AN EMERGENCY or 9-911 based on location from where call is made

A. Fire Departments		
Big Flats	(ALARM)	(607) 739-8444 (607) 562-3063
Horseheads	(ALARM)	(607) 739-3813 (607) 739-5045
Town and Country	(ALARM)	(607) 739-3813 (607) 739-7134
Breesport		(607) 739-5411
Tompkins Corners		(607) 739-7415
B. Law Enforcement Agencies		
Horseheads Village Police		(607) 739-5668
Chemung County Sheriff's Department		(607) 737-2987
New York State Police/Horseheads Barracks		(607) 739-8796
C. Village and Town Governments		
Village of Horseheads		(607) 739-5666
Town of Horseheads		(607) 739-8783
Town of Big Flats		(607) 562-8443
Village of Millport		(607) 739-0703
Town of Veteran		(607) 739-1476
Town of Erin		(607) 739-9396
D. American Red Cross		(607) 734-3317
E. CHEMTREC		800-424-9300
Chemical Information (call only in emergency)		800-262-8200
F. Chemung County Emergency Management		(607) 737-2096
Emergency Management Office		(607) 732-4225
G. Chemung County Executive		(607) 737-2912
County Executive		
H. Chemung County Health Department		(607) 737-2028
I. Chemung County Highway/Department of Public Works		
Garage & Night Number		(607) 739-3898
Office		(607) 739-3896
J. Chemung County Transit System		(607) 734-5211
K. Chemung County Environmental Health		(607) 737-2019
For Nuclear & Hazardous Materials Accidents		
L. Department of Environmental Conservation		(585)226-2466
Regional Office		

Appendix B – Incident Command System (ICS)

Emergency Phone List

COMMAND STAFF

DISTRICT-WIDE	(607) 739-5601
Superintendent / Incident Commander Thomas J. Douglas	x4200 x4201 C (607) 738-4414
Assistant Superintendent Anthony Gill	x4247 x4263 C (607) 329-0421
Director of Human Resources / Liaison HR Officer Caitlin DeFilippo	x4214 x4211 C (607) 481-1874
Director of Facilities Michael Coghlan	x4400 x4401 C (607) 425-3770
Head Cleaner Janelle Case	x4404 C (607) 857-9247
Health and Safety Specialist / Safety Officer Antony Stager (BOCES)	x4403 C (607) 738-3552
Working Foreman (Night) Tim Reed	C (607) 481-1686
Public Information Officer C (607) 742-3720	
SITE SPECIFIC	
Horseheads High School Principal Kris Earl	x1600 x1601 C (607) 426-4973
Horseheads Middle School Principal Ronald Holloway	x3640 x3641 C (607) 742-0924
Horseheads Intermediate School Principal Kim Malone	x3620 x3261 C (607) 483-0621
Big Flats Elementary Principal Elizabeth Scaptura	x5600 x5601 H (607) 767-6503 C (607) 742-4577
Gardner Road Elementary Principal Patricia Sotero	x6600 x6601 C (607) 351-1870
Ridge Road Elementary Principal Anne-Marie Bailey	x7600 x7601 H (607) 796-2293 C (607) 426-1516

School Lunch Director
Joe Kilmer

x3671 x3670
C (607) 661-7295

School Lunch Manager
Robert Cole

x3671 x3670
C (607) 857-5411

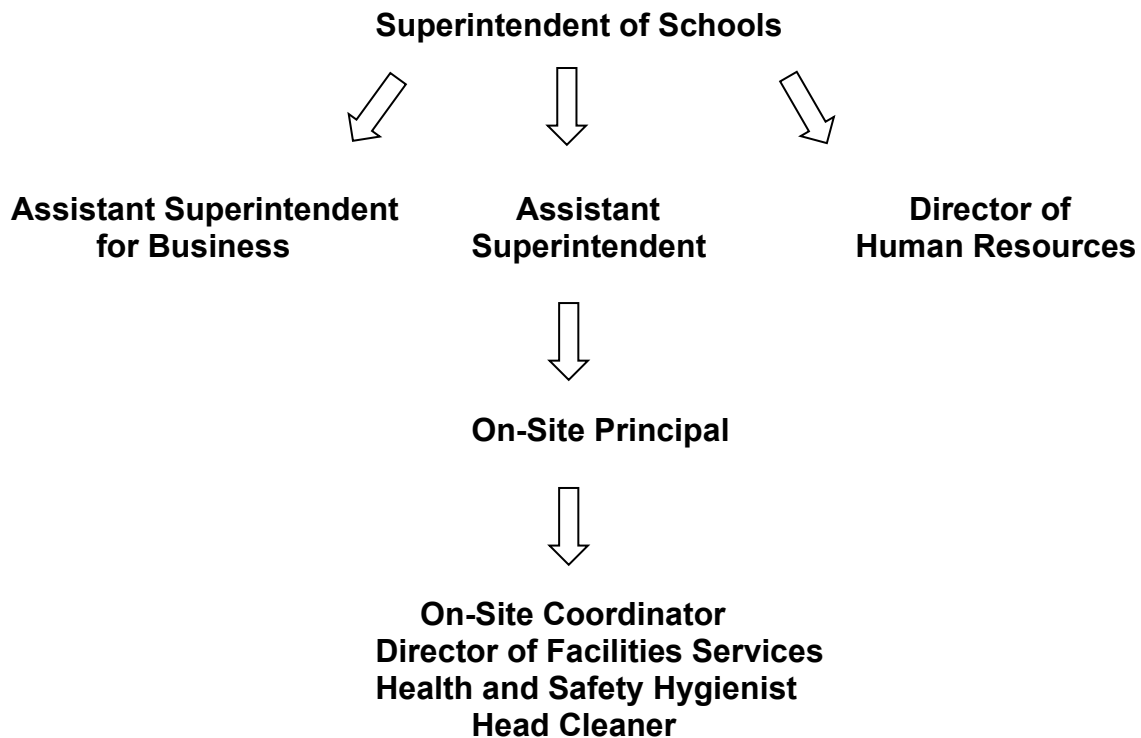
Transportation Supervisor
Rich Micelotta

x4500 x4501
H (607) 732-6283
C (607) 331-4616

CHAIN OF COMMAND DURING EMERGENCY RESPONSE:

This chain of command is activated when the Superintendent is notified by the contact person of a building's Emergency Response Team or if information becomes available to the Superintendent of Schools first.

EMERGENCY MANAGEMENT CHAIN OF COMMAND



Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. Each school building will have its own emergency response team; comprised of staff at the respective school. Please see each school's building emergency response plan for the team make-up.

Big Flats Elementary Building Emergency Response Team

Listed within the Big Flats Building Emergency Response Plan

Gardner Road Elementary Building Emergency Response Team

Listed within the Gardner Road Building Emergency Response Plan

Ridge Road Elementary Building Emergency Response Team

Listed within the Ridge Road Building Emergency Response Plan

Horseheads Intermediate School Building Emergency Response Team

Listed within the Intermediate School Building Emergency Response Plan

Horseheads Middle School Building Emergency Response Team

Listed within the Middle School Building Emergency Response Plan

Horseheads High School Building Emergency Response Team

Listed within the High School Building Emergency Response Plan

Appendix D - Student/Staff/Guest with Special Needs

Note: Completed forms to be found in each respective building level emergency response plan.

School Name:

School Address:**Student/Staff/Guest**[illegible]

Appendix E - Emergency Report Form

To be completed whenever community emergency services are called to the school except for false alarms and drills.

FORM COMPLETED BY:	SIGNATURE:												
DATE OF EMERGENCY:	TIME EMERGENCY NOTIFICATION RECEIVED												
TYPE OF EMERGENCY:	NUMBER OF STUDENTS INJURED: _____ DEAD: _____ NUMBER OF STAFF INJURED: _____ DEAD: _____												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u></td> <td style="width: 50%; border: none; text-align: center;"> AGENCY TIME OF CONTACTED CONTACT TIME </td> </tr> <tr> <td style="border: none;">POLICE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">FIRE DEPARTMENT _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">AMBULANCE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">COUNTY EMERGENCY MANAGEMENT OFFICE _____</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">OTHER _____</td> <td style="border: none;"></td> </tr> </table>		<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u>	AGENCY TIME OF CONTACTED CONTACT TIME	POLICE _____		FIRE DEPARTMENT _____		AMBULANCE _____		COUNTY EMERGENCY MANAGEMENT OFFICE _____		OTHER _____	
<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u>	AGENCY TIME OF CONTACTED CONTACT TIME												
POLICE _____													
FIRE DEPARTMENT _____													
AMBULANCE _____													
COUNTY EMERGENCY MANAGEMENT OFFICE _____													
OTHER _____													
DURATION OF EMERGENCY:	COMMAND POST OPENED: YES _____ NO _____												
OVERTIME WORKED: YES _____ NO _____ (If yes, attach supporting documentation)	FOOD SERVED: YES _____ NO _____ (If yes, attach supporting documentation of resources used)												
OTHER COSTS INCURRED: YES _____ NO: _____ (If yes, attached supporting documentation)	DAMAGE TO STRUCTURES: YES _____ NO _____ ESTIMATED AMOUNT _____												
RESPONSE ACTIONS TAKEN: (Brief narrative description)													
DATE FOR COMMITTEE REVIEW OF INCIDENT:													

Appendix F - Release of Student under Emergency Conditions

Note: Completed forms to be found in each respective building level emergency response plan.

#	DATE	TIME	TEACHER/ HOMEROOM	STUDENT'S NAME	SIGNATURE OF PARENT/ AUTHORIZED PERSON	RELATIONSHIP
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
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28)						

Appendix G - School Bus Accident Emergency and Follow-up Report

NOTE: Interviews should be conducted as soon as possible by the school physician, the school nurse or a designated school official. Every effort should be made to have the parent/guardian in attendance during the interview.

DATE: _____ TIME: _____

1. Student Name: _____ Grade: _____

School: _____

2. Bus number you were riding _____

3. Where were you riding on the bus? _____

Who was sitting next to you? _____

4. What happened to you as a result of the accident? _____

5. Were you trapped under other students? _____

6. How did you get out of the bus? _____

7. Were you hurt? _____ If so, describe your injuries. _____

8. By whom were you treated? _____

9. By whom were you transported after the accident? _____

10. What emergency facility was used to provide first aid? _____

11. Are you experiencing any physical difficulties now that you didn't experience before the accident? _____

12. In your opinion, what do you feel was the cause of your injury? _____

Parent/Guardian in attendance during this interview: Yes _____ No _____

Parent/Guardian (signature) _____

Person taking this statement (signature) _____

Position: _____

Date: _____

Please refer to Appendix U: Bus Accident Reporting Procedure / Action Steps

Appendix H - Building Safety and Emergency Plan Training

Attendees Sign In List

Note: This training typically occurs at the new hire training, as well as, annually during the employee's Right To Know / Bloodborne Pathogens training. Completed sign in sheets are filed at the Facilities Services Department.

Date: _____

[illegible]

Appendix I: Remote Instruction/Virtual Learning Plan

Horseheads Central School District

Remote Learning Plan Addendum to District-Wide Safety Plan

New York State Department of Education (NYSED) allows districts that would otherwise close due to an emergency to remain in session and provide instruction through remote learning, therefore counting these instructional days towards the annual hours and days requirement for State Aid purposes. A district's plan *must* include the methods by which it will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities (i.e., synchronous and asynchronous learning). Per NYSED, remote instruction *"requires regular and substantive teacher-student interaction with an appropriately certified teacher."*

According to NYSED, "the plan **must** include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter."

The district's remote instructional plan will be implemented to maintain the required number of hours and days per NYSED requirements. If not used after the exhaustion of all snow days for the year, the result would be the take-back of days from a scheduled break (e.g., the Friday of a Spring Break), to maintain NYSED requirements. The plan below details the expectations for student learning when the district elects to activate this plan.

As for items 1, 2, and 4 above, results from our connectivity survey in 2020 indicated a majority of students in Horseheads have connectivity and devices available in the home. For 2022-2023, high school students have been assigned one-to-one devices for their use, and beginning in 2023-2024, it is anticipated that students in grades 5-8 will have individually assigned devices. When the notice of inclement weather affords the district the time, devices will be distributed to those students who need them. Expectations of student asynchronous work are found in the chart for those that might not be able to connect due to the inclement weather affecting infrastructure or various issues resulting from the cancellation of in-person education.



Horseheads CSD Virtual Learning Plan

Instructional staff will live-stream and record, as noted below, all direct instruction lessons and will share all learning materials electronically using Canvas.

All Instructional Staff (PK-12) Expectations

1. Canvas is the landing page for students to access the learning for the day.
2. Within Canvas, the teacher will provide access to the live video instruction link via Microsoft Teams Meet, Canvas Blue Button (more info coming out on this interface), or Zoom (note that Zoom has a 40-minute limit per session).
3. Live video instruction will be recorded (as noted below) and posted on Canvas page.
4. The daily classroom schedules must be followed, including normal start time, to ensure that all services (e.g., Response to Intervention, English as a New Language, Occupational Therapy, Physical Therapy, Speech, Social Worker, special education, instrumental lessons, etc.) are provided to every student on that day.
5. During synchronous sessions, the teacher will assign work to be completed by students asynchronously.
6. Because there may be students that, for a variety of reasons, cannot connect synchronously, teachers are to prepare equivalent and substantive work available on their Canvas page.
7. Work assigned is to provide reinforcement and mastery of previously introduced knowledge and skills.
8. Work completed while on remote instruction will be submitted within two days of returning to in-person instruction.
9. If the notice of the district's intent to implement this plan allows, physical materials will be distributed to students on the in-person day prior to the remote day. A technology distribution process will be created for all to follow.
10. If in the case of three or more continuous days in remote instruction:
 - a. learning will move to initial instruction of knowledge and skills; and
 - b. options will be provided for the submittal of completed student work.
11. Consideration will be given to grade-level appropriateness of work assigned and submitting process.
12. Daily/Period attendance is taken. A student is marked present when they appear for live instruction.
13. Times noted below are *minimum* expectations of time with students.
14. Review the expectations for a remote day with your students (e.g., review Canvas site, ensure logins work).

Grades PK – 4 Expectations

Teachers of general education, 12:1.1, and 15.1 classrooms

- Daily minimum synchronous live expectations
 - 10 minutes of a morning meeting
 - 20 minutes of ELA
 - 20 minutes of math
 - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live streaming time is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Day 3).
- Virtual learning packets of work will be created for students by teachers. In addition to paper-based work, administrator support will be given to provide login information and Canvas/Clever supporting info in the packets.
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of RtI, ENL, and resource room

- Minimum live expectations
 - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

Teachers of art, library, music, and physical education:

- Minimum Live Expectations
 - 15-minute lesson at the normally scheduled time for that day.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 15 minutes of art lesson for students to ask questions). This live streaming time is not to be recorded.

Grades 5 & 6 Expectations

Teacher of general education, 12:1.1, and 15.1 classrooms

- Daily minimum synchronous live expectations
 - 10 minutes of a morning meeting
 - 20 minutes of ELA
 - 20 minutes of math
 - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live streaming portion is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Day 3).
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of RtI, ENL, and resource room

- Minimum live expectations
 - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselor

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings or lessons in classroom scheduled for that day, contact with students that are disengaged with virtual learning, and parent communication.

Teachers of art, library, music, and physical education:

- Minimum Live Expectations
 - 20-minute lesson at the normally scheduled time for that day.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 20 minutes of art lesson for students to ask questions). This live streaming portion is not to be recorded.

Grades 7 – 8 Expectations

Teacher of general education, 12:1.1, and 15.1 classrooms

- Minimum synchronous live expectations
 - 25-minute lesson at the normally scheduled time.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open for the remainder of the period, after instruction window noted (e.g., stay live after the 25 minutes of Math 8 for students to ask questions). This live streaming portion is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., Odd Day).
- For 12:1.1 teachers, the length of time is dependent upon student's identified needs based upon their individual disability.

Teachers of AIS, ENL, and resource room

- Minimum live expectations
 - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.
 - Length of time is dependent upon student's identified needs based upon their individual disability

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselors

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, and remote scheduling meetings.

Grades 9 – 12 Expectations

Teacher of general education and 15.1 classrooms

- Minimum synchronous live expectations
 - 40-minute lesson at the normally scheduled time.
- Instruction is to be recorded and posted to Canvas page.
- A live link is to be kept open for the remainder of the period, after instruction window noted (e.g., stay live after the 25 minutes of Algebra for students to ask questions). This live streaming portion is not to be recorded.
- Teacher's schedule for that day is to be posted on Canvas page to ensure students and parents know times. The schedule is to be typical for that particular day (e.g., A Day).
- Remind students to take home charging cords when inclement weather is predicted.

Teachers of AIS, ENL, and learning labs

- Minimum live expectations
 - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link is to be kept open during designated learning times, after instruction windows noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live streaming portion is not to be recorded.

OT, PT, Speech providers, school social workers, and social worker assistants:

- Minimum live expectations
 - 15 to 30-minute session at the normally scheduled time for that day.

- Length of time is dependent upon student's identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

School psychologists

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

School counselors

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities, these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, student college/scholarship work, and remote scheduling meetings.

Appendix J: Reserved

Appendix K: District Resources

A. Identification of District Resources For Use During An Emergency:

In the event of an emergency in a school building, its Emergency Response Team will be initiated. Upon the initiation, the District Emergency Management Co-Coordiators (see chain of command page 10) will be contacted by an identified member of the Emergency Response Team. In the event of a medical emergency or when deemed necessary, 911 is to be called immediately.

In order to ensure timely response, the Superintendent, the Director of Facilities Services, the Director of Human Resources, or a building principal may declare a state of school emergency, immediately implementing the Building-Level Emergency Response Plan. As soon as feasible, the Emergency Command Center (Superintendent's Office, or an alternate site depending upon the location of the emergency) will be placed in service, and the Emergency Management Co-Coordiators (Central Administration Staff) will report there. The Emergency Management's Co-Coordiators will remain in charge of all school activities until the conclusion of the emergency or until civil emergency authorities take command of the situation.

The Emergency Management Co-Coordiators are responsible to:

- Take full control upon being notified of the emergency.
- Make immediate decisions regarding emergency response.
- Order activation of response.
- Notify appropriate agencies.
- Be prepared to turn over control to appropriate outside agencies as required by law.
- Submit post-emergency reports to the Health and Safety Coordinator for distribution as needed.
- Meet with local government and emergency service officials to develop procedures for advice and assistance to situations that exceed the expertise and/or resources of the district.
- Determine when and which educational agencies within the school district shall be notified of an emergency, and the action to be taken.

In the absence of the Superintendent, the Emergency Management Co-Coordiators will take responsibility for organizing emergency operations, according to the order listed in **Appendix B**.

1. District Resources

- a. On a daily basis, there are approximately 70-75 bus drivers and 74 buses to transport students.
- b. Additional resources are available from the following neighboring school districts:
 - Elmira Heights Central School District
 - Elmira City School District
 - Corning-Painted Post Area School District
- c. Additional resources will be available through the following local agencies:
 - GST BOCES – Philo Rd, Elmira, NY
 - Town and Country Fire Department, Horseheads
 - Horseheads Fire Department, Horseheads
 - Elmira City Fire Department, Elmira
 - Chemung County Transit System, Elmira

- Horseheads Village Police
- Chemung County Sheriff's Department
- New York State Police Barracks, Horseheads and Big Flats
- Department of Environmental Conservation, Bath, NY
- Breesport Fire Department, Breesport
- Tompkins Corners Fire Department, Tompkins Corners
- Big Flats Fire Department, Big Flats

2. District Resources – Emergency Staff

a. District Incident Response Team

Members: School Resource Officer(s) and a representative from each department within the Facilities Dept.

Individuals in the district who are trained in CPR/First Aid/AEDs:

All physical education staff, coaching staff, and nursing staff are trained in CPR/First Aid/AEDs. Each individual building's safety plan lists all staff trained in CPR/First Aid/AEDs.

Note: Additional staff members will be trained as needed.

3. District Resources – Rolling Stock (district owned vehicles)

The district possesses the following vehicles (rolling stock).

*Please see **Appendix N** for a complete list and description of each of the vehicles*

4. District Resources – Other Equipment

Generator – High School South

Generator – High School North

Generator – Middle School

Generator – Ridge Road School

Generator – Gardner Road School

Generator – Big Flats School

Generator – Center Street School

Generator – Transportation

Portable Generator, tow behind, stored in Maintenance area

Portable Generator, Transportation

Portable Generator, Honda, 5000 watts, stored in Maintenance area

One Pancake style portable compressor

One portable air compressor – MS Storage area

The bus garage contains one (1) stationary air compressor

Fueling Station – Transportation

2 Aerial lifts (Interior)

5. District Resources – Miscellaneous

- The maintenance shop and district technology classrooms possess an array of shop tools (saws, drill presses, lathes, planers, hand/power tools, etc.) to fabricate support items required in an emergency.

- The maintenance shop and each school building possesses an assortment of ladders (various sizes) to allow for access to areas above ceilings, the roof and other elevated locations

- The district possesses hand held film and electronic cameras, video cameras and associated AV equipment to record emergency incidents, as well as the response to emergencies.

- Each district building is connected to the local EMS via alarm systems.
- Video monitoring in all schools

Cafeteria:

- Kitchen storage currently stocked with an assortment of staple food products. Each school building is capable of feeding the student body and staff of the school. BOCES Food Service Management is located “on site” and has the ability to procure additional food if needed.
- Each district building is supplied via the local municipal water supply. Any disruption of this service will initiate Chemung County Emergency Services and/or Department of Health emergency water supply provisions
- There is an assortment of tables, chairs and associated items available for seating large masses of individuals

6. Communications

- Internal intercom in each classroom in the district
- Telephone with outside line in each classroom in the district (911)
- Main office in each District school building has a dedicated outside line
- Each school building possesses personal loudspeakers (“bull horn”) for communication when telephone is non-operational
- Each school building possesses two way radios or cell phones for building emergency response team for communication during an emergency
- Each school building main office possesses a fax machine
- Each classroom in the district possesses a television (with one closed circuit channel)
- Multiple computers in each school building in the district
- PA System in each building (for internal and outside announcements)
- Radio communication system between Transportation office and individual school buses

7. Medical Supplies

- Each occupied building in the district possesses at least one Automated External Defibrillator (AED)
- Each occupied building within the district possesses a “Stop the bleed” kit. To be used for traumatic injuries involving the loss of blood.
- There are additional AEDs for “portable use”
- Each District school building possesses an in-house health office
- Each District school building health office possesses emergency first aid supplies and bodily fluid clean up kit (at the minimum a first aid “jump bag”)
- Each maintenance department vehicle possesses an emergency first aid kit
- Each bus in the transportation department possesses an emergency first aid kit and a bodily fluid clean up kit.
- Classrooms with special needs students will have the emergency materials appropriate for those students therein.
- Each district school building, transportation department and maintenance department possess a hazardous material clean-up kit.

Appendix L: Memorandum of Understanding

INTERMUNICIPAL AGREEMENT BY AND BETWEEN THE COUNTY OF CHEMUNG AND THE HORSEHEADS CENTRAL SCHOOL DISTRICT

This AGREEMENT is made by and between the Horseheads Central School District, a public-school district of the State of New York, having its principal office at 143 Hibbard Road, Horseheads, NY 14845 (“District”),

AND

The Chemung County Sheriff’s Office, of and with the County of Chemung, a municipal corporation of the state of New York, with an address at 203 William Street, Elmira, New York 14901 (“Agency”).

WITNESSETH:

WHEREAS, municipal corporations are authorized, pursuant to both Article 9, § 1 of the state constitution and Article 5-G of the General Municipal Law, to enter into intergovernmental agreements; and

WHEREAS, Article 5-G of the General Municipal Law specifically authorizes and encourages municipal corporations to enter into agreements with each other in order to provide cooperatively, jointly, or by contract any facility, service, activity, or undertaking which each participating municipal corporation has the power to provide separately; and

WHEREAS, District wishes to implement a program to ensure the safety and security of District personnel, students and members of the public at Horseheads High School, located at 401 Fletcher Street, Horseheads, New York; Horseheads Middle School, located at 950 Sing Sing Road, Horseheads, New York; Horseheads Intermediate School, located at 952 Sing Sing Road, Horseheads, New York; Ridge Road Elementary, temporarily located at 812 Center Street, Horseheads, New York; Gardner Road Elementary, located at 541 Gardner Road, Horseheads, New York; Center Street Elementary, located at 812 Center Street, Horseheads, New York; and Big Flats Elementary, located at 543 Maple Street, Big Flats, New York; (each of the foregoing referred to singly as a “School” and collectively as “Schools”); and

WHEREAS, District wishes to engage the services of Agency to provide Special Patrol Officers to assist District in ensuring such safety and security at each of the Schools; and

WHEREAS, the respective governing boards of the Horseheads Central School District and the County have determined that it is in their mutual best interests to enter into this agreement for the purpose of providing safety and security to the District that benefits the students of the District and the community on a continued basis; and

NOW, THEREFORE, for an in consideration of the mutual covenants and obligations set forth herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. TERM OF AGREEMENT

This Agreement shall be effective for a term commencing on September 1, 2025 and expiring on June 30, 2026 unless sooner terminated.

2. SERVICES

Agency shall provide the services set forth in Attachment A hereto (“Services”).

3. COMPENSATION

In consideration of the Services provided to District by Agency, District shall pay to Agency an amount calculated using the rates set forth below for all services provided at each School during the term hereof:

- One (1) Deputy Sheriff Sergeant (Step 8) for a total cost of \$141,499.07 (salary of \$94,686.21 plus fringe (\$46,812.86).
- Five (5) part-time Special Patrol Officers (SPOs) (entry) for a cost of \$54,925.00 per SPO (salary \$50,000 plus fringe \$4,925.00).
 - Total cost for five (5) SPOs (salary and fringe) is \$274,625.00.
- Event Overtime Coverage estimated 50 hours at average overtime rate of \$61.00/hour.
 - Total projected cost for Event Overtime is \$3,050.00

TOTAL PROGRAM COST IS \$419,174.07

In the event that one of the above-identified Deputies/SPOs is for any reason unable to provide services at the School to which he is then assigned by Agency, Agency may substitute the services of another Deputy/SPO not identified above; provided, however, that Agency shall provide District with prompt (if possible, thirty (30) days prior to the effective date of the substitution) notice of any such substitution.

Additionally, should any long-term vacancies occur and no alternative Deputy Sheriff/SPO be available, the Agency with the approval of the District, reserves the ability to fill the vacancy with overtime coverage. Furthermore, it is understood that District will be responsible to reimburse this overtime coverage at full cost, including fringe. The total program cost will be prorated for any long-term absence (more than a week) for which Special Patrol Officer coverage is reduced.

Deputies appointed by Agency to provide the Services will not be assigned to other duties by Agency at any time when Services are to be provided under this Agreement.

Amounts payable hereunder shall be invoiced and paid as provided in Attachment B, to include COLA.

Any events agreed upon between the District and the Agency that require coverage outside of the course of normal business and that warrant additional personnel outside the agreed upon personnel for said events will result in reimbursement from the District. The reimbursement will be requested at the actual rate for the Deputies working the detail.

Should additional equipment or items be identified as needed to properly outfit the full-time Deputies and part-time SPOs, the District and Agency will discuss the necessity of these purchases and the proper entity to pay for said items.

Should the District wish to change the level of services under this agreement for the subsequent school year, the District should notify the Agency of the intended change by July 1 of the then current school year. The Agency will make every effort to accommodate the District with respect to the change in level of service.

4. COOPERATION

Agency and District recognize that in performance of this Agreement the greatest benefits will be derived by promoting the interests of both parties and each of the parties does, therefore, enter into this Agreement with the intention of loyally cooperating with the other in carrying out the terms of this Agreement, and each party agrees to perform its obligations hereunder in such manner as will promote the interests of both and of the public.

5. COMPLIANCE WITH APPLICABLE LAWS

Agency agrees to fully comply with all Federal, State, and local statutes, rules, or regulations that govern student privacy and confidentiality of student records and information. Agency also agrees to refrain from re-disclosing or using for any other purpose any information or educational records of students that are obtained in furtherance of its duties under this Agreement.

Agency shall furnish services in accordance with applicable requirements of law and shall cooperate with District as may be required so that District shall be able to fulfill its function and responsibilities thereunder.

6. NEW FEDERAL OR STATE REQUIREMENTS

In the event that Federal or State authorities issue new or revised requirements to District pertaining to services rendered in the performance of the Agreement, then District shall promptly notify Agency of said change(s) and Agency shall then have reasonable amount of time to comply with said requirements.

7. ASSIGNMENTS

Agency shall not assign, transfer, convey, subcontract, or otherwise dispose of this Agreement or any of its rights or obligations hereunder to any third party without prior written consent of District, which consent shall not be reasonably withheld. Any purported or attempted assignment, transfer, conveyance, subcontract, or disposition in contravention of the provisions of this section shall be void.

8. RECORDS

Agency agrees to create and deliver to District dated case notes documenting all hours of service provided by Agency. Case notes shall be delivered to District from time to time as mutually agreed by the parties and, in any event, promptly upon the termination or expiration of this Agreement.

9. CONFLICT OF INTEREST

Agency agrees that no officer, trustee, Board of Education member, or employee of District shall be hired, retained, or otherwise compensated by Agency to perform any services required under this Agreement while such a person remains an officer, trustee, Board of Education member, or employee of District. Agency agrees that spouses and children of such persons also shall not be hired, retained or

otherwise compensated by Agency to perform any services required under this Agreement without prior written approval of District. Agency hereby declares that no such conflicts exist upon the execution of this Agreement and hereby agrees that it shall disclose any such conflicts as soon as they arise. Such obligation to disclose shall continue through the entire term hereof.

10. NONAPPROPRIATION

This Agreement shall be deemed executory only to the extent of monies appropriated and available for the purpose of the Agreement and no liability on account thereof shall be incurred by District beyond the amount of such monies. It is understood that neither this Agreement nor any representation by any public employee or officer creates any legal or moral obligation to request, appropriate, or make available monies for the purpose of this Agreement.

11. SECTARIAN PURPOSES

Agency agrees that Agency will not use any funds received pursuant to this Agreement for sectarian purposes or to further the advancement of any religion.

12. CLAIMS AND AUDITS

Agency agrees that all claims submitted for reimbursement to District shall be true and correct and that reimbursement by District will not duplicate reimbursement received by Agency from any other sources. Agency agrees that District is authorized to audit the program at its request.

The District's Treasurer is hereby authorized by this Agreement to make payments to Agency as authorized hereunder upon proper invoicing and administrative approval.

13. HOLD HARMLESS INDEMNIFICATION

Agency agrees to defend, indemnify, and hold harmless the District, its board members, officers, employees, and agents, against all claims, causes of action, liability, judgments, costs, and expenses (including, without limitation, reasonable attorney's fees) arising out of the acts or omissions of Agency, its agents, officers, employees, or anyone else under the control of the Agency in performing its obligations under this Agreement.

District agrees to defend, indemnify, and hold harmless the Agency, its board members, officers, employees, and agents, against all claims, causes of action, liability, judgments, costs, and expenses (including without limitation reasonable attorney's fees) arising out of the acts or omissions of District, its agents, officers, employees, or anyone else under the control of the District in performing its obligations under this Agreement.

The respective obligations of the parties under this Section shall survive the termination of this Agreement.

14. TERMINATION

- A. Each party shall have the right to terminate this Agreement on account of a material breach of this Agreement by the other party by giving thirty (30) days' prior written notice to the other party of such termination.
- B. Notwithstanding the above, if, through any cause, Agency fails to comply with legal, professional, District, Federal, or State requirements for the provision of services or with the provisions of this Agreement, or if Agency becomes bankrupt or insolvent, or falsifies its records or reports, or misuses its funds from whatever source, District may terminate this Agreement effective immediately, or, at its option, effective at a later date, by sending notice of such termination to Agency.
- C. Upon early termination for any reason, District shall be released from any and all responsibilities and obligations arising out of this Agreement, effective as of the date of termination, but District shall be responsible for payment of all claims for services

provided and costs incurred by Agency prior to termination of this Agreement that are pursuant to, and after Agency's compliance with, the terms and conditions herein, subject to any adjustments District may be entitled to make hereunder.

15. NONDISCRIMINATION

Agency and District agree to comply with all applicable rules and regulations regarding nondiscrimination pertaining to work to be performed under this Agreement. In compliance with New York State and Federal Laws, Agency and District shall not discriminate because of age, race, creed, sex, color, disability, national origin, marital status, military status, sexual preference, or employment in the performance Agreement, not shall either party retaliate against any person for reporting alleged acts of discrimination or for asserting any discrimination-based claims.

16. NOTICES

All notices required or otherwise made pursuant to this Agreement shall be made in writing and shall be addressed to the parties at the addresses first set forth above or at any other address as designated in writing from time to time by each party. All notices shall be sent by either certified mail, return receipt requested, or by overnight service. All notices will be deemed delivered three days after the date of transmittal.

17. INSURANCE

Agency agrees to procure and maintain insurance, at its own cost and expense and without direct expense to District, of the kinds and in the amounts hereinafter specified in and attached hereto as Attachment C.

Agency acknowledges that failure to obtain or maintain such insurance constitutes a material breach of this Agreement and subjects Agency to liability for damages, indemnification, and all other legal remedies available to District, including, but not limited to, immediate termination of this Agreement.

18. STATUS OF SCHOOL RESOURCE OFFICERS

As between Agency and District, all persons designated to provide the Services by Agency shall be deemed employees of the Agency and not of District, and Agency shall retain full responsibility for training, supervision, and compensation of such persons.

19. GENERAL PROVISIONS

- A. This Agreement contains all the terms and conditions agreed upon by the parties and supersedes all prior or contemporaneous agreements and understandings, oral or otherwise, regarding the subject matter of this Agreement. All items incorporated by reference are attached.
- B. The paragraph headings in this Agreement are inserted for convenience and reference only and shall not be used in any way to interpret this Agreement.
- C. This Agreement may be amended only by a writing executed by the authorized representative of both parties.
- D. Each party hereto represents and warrants that this Agreement has been duly authorized and executed by each and constitutes a valid and binding Agreement and any governmental and other material approvals necessary for the performance of this Agreement have been obtained.
- E. If either party waives or excuses any breach by the other party, such waiver or excusal shall not be construed to be a waiver or excusal of any other breach, whether such other breach arises before or after such waiver or excusal shall be binding only if in writing

and executed by the waiving or excusing party.

- F. This Agreement shall be construed in accordance with the laws of the State of New York, determined without regard for conflict of laws principles. Any legal action or proceeding pertaining to this Agreement shall be brought in the courts of the State of New York in the County of Chemung and all parties consent to such personal jurisdiction.
- G. If any term or provision of this Agreement or the application thereof shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, other than those portions as to which it is held invalid or unenforceable, shall not be affected.
- H. This Agreement may be executed in any number of counterparts and all such counterparts, taken together, shall constitute one document. Signatures transmitted by FAX shall be deemed originals for all purposes.

20. ATTACHMENTS

Agency shall also comply with the terms of each Attachment identified on the Attachment Checklist.

ATTACHMENT CHECKLIST

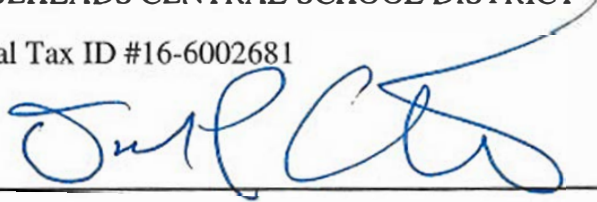
X	ATTACHMENT A	Services
X	ATTACHMENT B	Invoices and Payments
X	ATTACHMENT C	Insurance Requirements

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers on the date herein written:

Date: 12/18/25

HORSEHEADS CENTRAL SCHOOL DISTRICT

Federal Tax ID #16-6002681

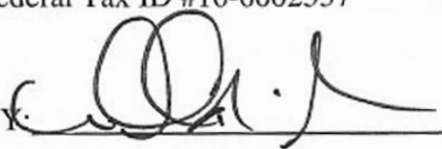
BY: 

Daniel P. Christmas, Board of Education President

Date: 01/07/2026

CHEMUNG COUNTY SHERIFF'S OFFICE

Federal Tax ID #16-6002557

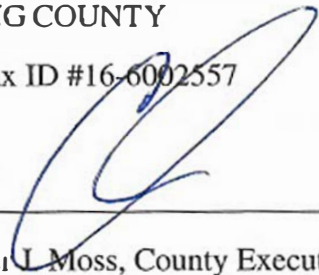
BY: 

William A. Schrom, Sheriff

Date: 2/2/26

CHEMUNG COUNTY

Federal Tax ID #16-6002557

BY: 

Christopher L. Moss, County Executive

ATTACHMENT A
TO AGREEMENT BETWEEN HORSEHEADS CENTRAL SCHOOL DISTRICT
AND CHEMUNG COUNTY SHERIFF'S OFFICE

Services

A Special Patrol Officer shall be assigned to each School to serve as that School's Community Resource Officer. Each such officer will act as visible role models for District students and personnel and will provide opportunities for positive interaction between District students and law enforcement. Each Community Resource Officer shall be present and providing services at the school to which he or she has been assigned by Agency at all times during school hours during the regular school year, from 5-minutes before students arrival time until 15-minutes after student dismissal time. As both times are defined in beginning of the school year newsletters for each school building. Terms for events outside of normal school hours, which require the services of Special Patrol Officers or Deputy Sheriffs will be discussed and mutually agreed upon by both parties on a case by case basis. No services shall be provided on weekends, before or after any school day, on District breaks or holidays, or during any District summer school session, except for special events coverage as noted above. Each Community Resource Officer shall appear in full duty uniform at all times when providing services under this Agreement, unless otherwise approved by the District and Agency. Each Deputy Sheriff or Special Patrol Officer will adhere to the County's designated holidays.

Each Community Resource Officer will maintain all necessary certifications for law enforcement, as well as training specific to his or her service in the role of Community Resource Officer. This training will include, but is not limited to, de-escalation techniques used by District staff, state-sponsored school safety officer training (basic and advanced), and training related to community-wide planning.

Services to be provided by each Community Resource Officer will include, but not be limited to, assisting the District in monitoring and maintaining the safety and security of each School, District personnel, and District students; informal group and individual contacts with District students, with a special emphasis on deterring gang activities and bullying; serving as a resource for students, personnel, and families to help address problem behavior; working with District to provide programming for students and personnel regarding positive choices, motivation and reward vs. violence and aggression, tolerance of differences, and anger replacement training; creating and participating in volunteer activities for students to promote positive choices; and assisting the District in creating and implementing educational programming for students, personnel, and members of the public on topics such as gang violence and bullying.

In compliance with 8 NYCRR 155.17(c)(1)(xi), an SRO shall not act as the primary school disciplinarian as disciplining students is a District responsibility. However, this shall not be construed to prevent the SRO from sharing information with the district administration/staff, which may aid in the determination of whether a disciplinary office has occurred or prevent the SRO from assisting the District in student discipline as needed.

Nothing within this agreement shall prevent an SRO from taking appropriate law enforcement action while on duty.

The District may request that an unsatisfactory SRO be reassigned by the Agency to another school or not serve at the District. The parties agree that they will discuss this option prior to any decision by the Agency.

In compliance of 8 NYCRR 19-5, the Community Resource Officers shall comply with all applicable laws, regulations, and District policies regarding corporal punishment of students and the use of physical and mechanical restraints on students. When acting as an agent of the District, the Community Resource Officers shall be prohibited from using prone restraints or mechanical restraints, including handcuffs, on students. However, the Community Resource Officers shall not be considered an agent of the District when a student is under arrest and handcuffs are necessary for the safety of the student and others. In such circumstances, the Community Resource Officer(s) shall act solely under their authority as police officers or peace officers, as applicable, and supervised by the Sheriff's Department, in making determinations of whether to arrest a student and the manner of any such arrest and detention. Community Resource Officers(s) shall comply with all training, laws, and regulations applicable to law enforcement officers in connection with such arrest. Arrest includes any lawful detention, including but not limited to taking students to crisis intervention programs.

ATTACHMENT B
TO AGREEMENT BETWEEN HORSEHEADS CENTRAL SCHOOL DISTRICT
AND CHEMUNG COUNTY SHERIFF'S OFFICE

Invoicing and Payments

District shall remit payment to Agency as work is performed by Agency and pursuant to invoices prepared by Agency and approved by District on a quarterly basis. The 1st of such quarterly invoices for each school year covered by this Agreement must be received by the District no later than January 31 of the applicable school year. Agency shall deliver to District one (1) original invoices for payment on a form approved by District. The invoices shall request payment for work performed in accordance with this Agreement. All invoices for payment shall be processed by District and approved payments made to Agency within thirty (30) days of the invoice date.

ATTACHMENT C
TO AGREEMENT BETWEEN HORSEHEADS CENTRAL SCHOOL DISTRICT
AND CHEMUNG COUNTY SHERIFF'S OFFICE

Insurance Requirements

1. Agency shall maintain, at Agency's sole expense, such insurance coverage as will protect it and District from all claims which arise out of or which result from Agency's performance under this Agreement including, but not limited to, the acts of anyone directly or indirectly employed or retained by Agency, or the acts of anyone for whose acts Agency may be liable.
2. Agency shall, at a minimum, maintain coverages as prescribed below:
 - a. Worker's Compensation, Employer's Liability, Disability Benefits, and other similar coverages, in amounts no less than those required by law.
 - b. Commercial General Liability on an occurrence basis, using ISO Form CG0001 or equivalent. The policy limits shall be at least \$1,000,000 per occurrence and \$3,000,000 aggregate. Agency's commercial general liability policy shall provide coverage for Bodily Injury and Contractual Liability and shall be endorsed specifically to cover the contractual liability of Agency arising under this Agreement.
 - c. Automobile Liability, including coverage for all owned, non-owned, and hired automobiles, written on an occurrence basis with a combined single limit of at least \$1,000,000 per occurrence.
3. Prior to commencing work under this Agreement, and upon District's request from time to time, Agency shall provide evidence that Agency has obtained and is maintaining the aforesaid insurance coverage and that such coverage remains available. Such evidence shall be in form and substance reasonable acceptable to District. Such policies shall include a provision that the policies under which the aforesaid insurance coverage is provided will not be changed or cancelled until at least thirty (30) days' prior written notice has been given to the District.
4. If Agency subcontracts any portion of this contract, it shall require by contract that each subcontractor or consultant retained by Agency maintain insurance of the types and in the amounts set forth herein.
5. All policies except for Workers' Compensation and Employer's Liability policies shall be endorsed to name District and its employees, officers, and Board of Education members as additional insureds on a primary basis.
6. The insurance requirements set forth herein shall not act as any kind of limitation on the liability of the Agency for claims arising out of or resulting from Agency's performance hereunder.

Appendix M – Plan Update and modification record

Revised and Updated – May 2002
Revised and Updated – May 2003
Revised and Updated – January 2004
Revised and Updated – June 2006
Revised and Updated – December 2006
Revised and Updated – July 2008
Revised and Updated – June 2010
Revised and Updated – June 2011
Revised and Updated – May 2012
Revised and Updated – May 2013
Revised and Updated – July 2014
Revised and Updated – June 2016
Revised and Updated – July 2017
Revised and Updated – June 2019
Revised and Updated – March 2020
Revised and Updated – June 2021
Revised and Updated – June 2022
Revised and Updated – June 2023
Revised and Updated – June 2024
Revised and Updated – June 2025
Revised and Updated – September 2025
Revised and Updated – March 2026
Revised and Updated – August 2026

Appendix N: List of District Rolling Stock and associated Equipment

(Starts next page)

Band / Sports Bus
Awaiting Sale
Sold
Transferred to IT
Transferred to Facility

Department	License Plate	State	Vehicle Description (required)	FUEL	Customer Vehicle ID (e.g. VIN#)
8 character limit	10 character limit	2 limit	17 character limit		17 character limit
PLEASE USE ALL CAPS. Limit punctuation marks to the following: / _ x & ‘					
TRANS - T52	BL4657	NY	2025 CHEVY SUBN BL	GAS	1GNS6CRD8SR197133
TRANS - T51	BL4661	NY	2025 CHEVY SUBN BL	GAS	1GNS6CRD7SR197110
TRANS - T50	BL4659	NY	2025 CHEVY SUBN BL	GAS	1GNS6CRD3SR197363
TRANS - T49	BG5173	NY	2023 CHEVY SUBN BL	GAS	1GNSKBKDXPR233377
TRANS - T48	BF7670	NY	2023 CHEVY SUBN BL	GAS	1GNSKCKD8PR100414
TRANS - T47	BB6121	NY	2019 FORD SUBN BL	GAS	1FMJK1JT5KEA12434
TRANS - T46	BB6123	NY	2019 FORD SUBN BL	GAS	1FMJK1JT3KEA123433
TRANS - T45	BA2000	NY	2018 FORD SUBN BL	GAS	1FMJU1JT4JEA11753
TRANS - T44	BA1999	NY	2018 FORD SUBN BL	GAS	1FMJU1JT2JEA11752
TRANS - T43	AX6834	NY	2016 DODGE SUBN BK	GAS	2C4RDGBG5GR320140
TRANS - T42	AX1378	NY	2016 DODGE SUBN BK	GAS	2C4RDGBG7GR108100
TRANS - T41	AX1379	NY	2016 DODGE SUBN BK	GAS	2C4RDGBG7GR108338
TRANS - T39	AF6997	NY	2010 DODGE SUBN BK	GAS	2D4RN4DE9AR476081
BUS - 406	AL1540	NY	2012 BL / BI	DIESEL	1BAKFCA8CF284545
BUS - 409	AL1543	NY	2012 BL / BI	DIESEL	1BAKDCA8CF284650
BUS - 410	AL1544	NY	2013 BL / BI	DIESEL	1BAKFCA1DF291290
BUS - 411	AL1535	NY	2013 BL / BI	DIESEL	1BAKFCA3DF291291
BUS - 412	AL1536	NY	2013 BL / BI	DIESEL	1BAKFCA5DF291292
BUS - 413	AL1537	NY	2013 BL / BI	DIESEL	1BAKFCA7DF291293
BUS - 414	AL1538	NY	2013 BL / BI	DIESEL	1BAKFCA9DF291294
BUS - 415	AL1539	NY	2013 BL / BI	DIESEL	1BAKBCPA0DF291325
BUS - 416	AL1531	NY	2013 BL / BI	DIESEL	1BAKBCPA2DF291326
BUS - 417	AL1532	NY	2014 BL / BI	DIESEL	1BAKFCAPEF299082
BUS - 418	AL1533	NY	2014 BL / BI	DIESEL	1BAKFCA1EF299083
BUS - 419	AL1534	NY	2014 BL / BI	DIESEL	1BAKFCA3EF299084
BUS - 420	AL1522	NY	2014 BL / BI	DIESEL	1BAKFCA5EF299085
BUS - 421	AL1523	NY	2014 BL / BI	DIESEL	1BAKFCA7EF299086
BUS - 422	AL1524	NY	2014 BL / BI	DIESEL	1BAKFCA9EF299087
BUS - 423	AL1525	NY	2015 BL / BI	DIESEL	1BAKFCA7FF309603
BUS - 424	AL1526	NY	2015 BL / BI	DIESEL	1BAKFCA9FF309604

BUS - 425	AL1527	NY	2015 BL / BI	DIESEL	1BAKF CPA0FF309605
BUS - 426	AL1528	NY	2015 BL / BI	DIESEL	1BAKF CPA2FF309606
BUS - 427	AL1529	NY	2015 BL / BI	DIESEL	1BAKF CPA4FF309607
BUS - 428	AL1530	NY	2015 BL / BI	DIESEL	1BAKF CPA6FF309611
BUS - 429	AL4315	NY	2016 BL / BI	DIESEL	1BAKF CPA7GF320022
BUS - 430	AW4313	NY	2016 BL / BI	DIESEL	1BAKF CPA9GF320023
BUS - 431	AW4317	NY	2016 BL / BI	DIESEL	1BAKF CPA0GF320024
BUS - 432	AW4318	NY	2016 BL / BI	DIESEL	1BAKF CPA2GF320025
BUS - 433	AW4319	NY	2016 BL / BI	DIESEL	1BAKF CPA4GF320026
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BUS - 437	AX8990	NY	2017 BL / BI	DIESEL	1BAKF CPA9HF328933
BUS - 438	AX8993	NY	2017 BL / BI	DIESEL	1BAKF CPA0HF328934
BUS - 439	AX8996	NY	2017 BL / BI	DIESEL	1BAKF CPA2HF328935
BUS - 440	AX8997	NY	2017 BL / BI	DIESEL	1BAKF CPA4HF328936
BUS - 441	AX8999	NY	2017 BL / BI	DIESEL	1BAKF CPA6HG328937
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BUS - 443	AZ3681	NY	2018 BL / BI	DIESEL	1BAKFCSA4JF340209
BUS - 444	AZ3683	NY	2018 BL / BI	DIESEL	1BAKFCSA0JF340210
BUS - 445	AZ3684	NY	2018 BL / BI	DIESEL	1BAKFCSA2JF340211
BUS - 446	AZ3686	NY	2018 BL / BI	DIESEL	1BAKFCSA4JF340212
BUS - 447	AZ3690	NY	2018 BL / BI	GAS	1BAKFCEA1JF340213
BUS - 448	AZ3691	NY	2018 BL / BI	GAS	1BAKFCEA3JF340214
BUS - 449	AZ3689	NY	2018 BL / BI	GAS	1BAKFCEA5JF340215
BUS - 450	BA6061	NY	2019 BL / BI	DIESEL	1BAKFCSA3KF349274
BUS - 451	BG8271	NY	2019 BL / BI	DIESEL	1BAKFCSA5KF349275
BUS - 452	BA6065	NY	2019 BL / BI	DIESEL	1BAKFCSA7KF349276
BUS - 453	BA6060	NY	2019 BL / BI	DIESEL	1BAKFCSA9KF349277
BUS - 454	BA6062	NY	2019 BL / BI	GAS	1BAKFCEA8KF349282
BUS - 455	BA6063	NY	2019 BL / BI	GAS	1BAKFCEAXKF349283
BUS - 456	BA6059	NY	2019 BL / BI	GAS	1BAKFCEA1KF349284
BUS - 457	BB2954	NY	2019 BL / BI	DIESEL	1BAKFCSA1KF356367
BUS - 458	BC2137	NY	2020 BL / BI	DIESEL	1BAKFCSA6LF360335
BUS - 459	BC2136	NY	2020 BL / BI	DIESEL	1BAKFCSA8LF360336
BUS - 460	BC2140	NY	2020 BL / BI	DIESEL	1BAKFCSAXLF360337
BUS - 461	BC2139	NY	2020 BL / BI	DIESEL	1BAKFCSA1LF360338
BUS - 462	BC2138	NY	2020 BL / BI	GAS	1BAKFCEAXLF360415
BUS - 463	BC2143	NY	2020 BL / BI	GAS	1BAKFCEA1LF360416
BUS - 464	BC2142	NY	2020 BL / BI	GAS	1BAKFCEA3LF360417
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BUS - 468	BD3453	NY	2021 BL / BI	GAS	1BAKFCEA2MF373032

BUS - 469	BD3463	NY	2021 BL / BI	GAS	1BAKFCEA4MF373033
BUS - 470	BD3461	NY	2021 BL / BI	GAS	1BAKFCEA6MF373034
BUS - 471	BD3460	NY	2021 BL / BI	GAS	1BAKFCEA8MF373035
BUS - 472	BD3464	NY	2021 BL / BI	GAS	1BAKFCEAXMF373036
BUS - 473	BD3468	NY	2021 BL / BI	GAS	1BAKFCEA1MF373037
BUS - 474	BD4650	NY	2021 FORD	GAS	1FDFE4FN8MDC07266
BUS - 475	BD4649	NY	2021 FORD	GAS	1FDFE4FNXMDC07267
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BUS - 480	BE5093	NY	2022 BL / BI	GAS	1BAKFCJA2NF382918
BUS - 481	BE5187	NY	2022 BL / BI	GAS	1BAKFCJA4NF382919
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BUS - 491	BH4632	NY	2024 BL / BI	GAS	1BAKFCJA7RF801478
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BUS - 493	BH4634	NY	2024 BL / BI	GAS	1BAKFCJA9RF801479
BUS - 494	BH4635	NY	2024 BL / BI	GAS	1BAKFCJA2RF801484
BUS - 495	BH4636	NY	2024 BL / BI	GAS	1BAKFCJA5RF801480
BUS - 496	BH4637	NY	2024 BL / BI	GAS	1BAKFCJA7RF801481
BUS - 497	BH4638	NY	2024 BL / BI	GAS	1BAKFCJA9RF801482
BUS - 498	BK4556	NY	2025 BL / BI	GAS	1BAKFCJA5SF807799
BUS - 499	BK4551	NY	2025 BL / BI	GAS	1BAKFCJA8SF807800
BUS - 500	BK4547	NY	2025 BL / BI	GAS	1BAKFCJA8SF807795
BUS - 501	BK4546	NY	2025 BL / BI	GAS	1BAKFCJAXSF807796
BUS - 502	BK4544	NY	2025 BL / BI	GAS	1BAKFCJA1SF807797
BUS - 503	BK4542	NY	2025 BL / BI	GAS	1BAKFCJA3SF807798
BUS - 504	BK4541	NY	2025 BL / BI	GAS	1BAKFCJA7SF807934
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BUS - 506	BN5422	NY	2025 MI / BI	GAS	1HA6GUB75SN006577
BUS - 507	BN7282	NY	2025 MI / BI	GAS	1HA6GUB79SN006579
BUS - 508	BL8468	NY	2026 BL/BI	GAS	1BAKBCJA7TF815979
BUS - 509	BL8469	NY	2026 BL/BI	GAS	1BAKFCJA0TF815858
BUS - 510	BL8470	NY	2026 BL/BI	GAS	1BAKFCJA2TF815859
BUS - 511	BL8471	NY	2026 BL/BI	GAS	1BAKFCJA9TF815860
BUS - 512	BL8472	NY	2026 BL/BI	GAS	1BAKFCJA0TF815861

Appendix O – District-Wide School Safety Team Members 2026-2027

Membership	Position
1. Caitlin DeFilippo	Director of Human Resources
2. Michael Coghlan	Director of Facilities
3. Anthony Gill	Assistant Superintendent
4. Katy Buzzetti	Assistant Superintendent for Business
5. Richard Micelotta	Director of Transportation
6. Jason Jordan	Community Information Specialist
7. Patti Keenan	CSE Chairperson
8. Kristen Raniewicz	Nurse Practitioner
9. Pamela Coghlan	Benefits Specialist
10. Stephanie Thomas	Benefits Specialist
11. Kris Earl	HS Principal
12. Ron Holloway	MS Principal
13. Kim Malone	IS Principal
14. Liz Scaptura	BF Principal
15. Patti Sotero	GR Principal
16. Ann Marie Bailey	RR Principal
17. Mike McCawley	HS Assistant Principal
18. Antony Stager	Health / Safety Specialist
19. Lisa Earley	Social Work Assistant
20. Jessica Benkelmann	Teaching Assistant
21. Sean Murray	Horseheads Chief of Police
22. Howard Leiphram	SRO High School
23. Scott McGrain	SRO Ridge Road
24. Todd Sullivan	SRO Gardner Road
25. Chris Black	SRO Middle School
26. John Allen	SRO Big Flats
27. Karena Bifano	Registered Nurse
28. Janell Case	Working Foreman
29. Jason Johnson	Assistant Director of Transportation
30. Michael Smith	Transportation
31. Sherri Smith	Transportation
32. Tom Kimble	Sheriff's Department
33. Brian Steele	Secondary Teacher Rep.
34. Richard Hamula	Elementary Teacher Rep.
35. Terri Clark	Secretary / District Clerk
36. MaryBeth Jansen	Senior Clerk Typist
37. Thomas Douglas	Superintendent
38. TBD	BOE Member
39. TBD	BOE Member
Others assigned by the Superintendent as needed	