



**GEORGE JR. REPUBLIC
UNION FREE SCHOOL DISTRICT**

**District-Wide
Emergency Response Plan
2021-22**

Revised 11/2021

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Overview

The George Jr. Republic Unified Free School District -wide School Safety Plan provides the framework for a school district to identify and implement appropriate strategies for creating and maintaining a safe and secure learning environment for all its students. The District's plan provides the overall guidance and direction for development of the Building-Level School Safety Plan. Districts stand at risk from a wide variety of acts of violence and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in the school district.

Legal Basis for Plan

This plan is developed in accordance with the Regulation of the Commission of Education, Section 155.17, pursuant to Section 101, 207, 305 and 2801-a of the Education Law and Chapter 181 of the Laws of 2000, and in recognition of the legal responsibilities for actions during emergencies set forth in Article II B of the New York State Executive law.

Plan Review and Public Comment

The District Wide School Safety Plan will be reviewed periodically and will be maintained by the District-Wide School Safety Team. A copy of the plan will be available in the offices of the Superintendent and the District Clerk.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment. The District Wide School Safety Plan will be adopted by the Board of Education only after at least one (1) public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.

While linked to the District-Wide School Safety Plan, School Safety Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

The approved District-Wide School Safety Plan will be posted on the District's website. School Emergency Response Plans (ERPs) will be supplied to local law enforcement agencies.

Planning Assumptions and Limitations

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

- The District Safety Plan includes the George Jr. Republic School and The William George Agency Facilities.
- 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.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Distribution of the Safety Plan

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

Send District Level Safety Plans to:

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

Or by email to:

info@safeschools.ny.gov

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

Drills & Exercises

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

- **Section 807** of the Education Law mandates that it shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state, other than colleges or universities, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to respond appropriately in the shortest possible time and without confusion or panic.
- Such drills shall be held at least **twelve (12)** times in each school year, **eight (8)** of which required drills shall be held between September first and December thirty-first of each such year. **Eight (8)** of all such drills shall be evacuation drills, **four (4)** of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. **Four (4)** of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or physical education.
- The drills and training are reviewed at the following building staff meeting. Training sessions and drills are held during staff development days and they are reviewed the same day. The district also reviews emergency procedures on the staff welcome back day before schools starts.
- Other periodic drills that are held throughout the school year include bomb threat, intruder, and suspicious vehicle (person).

Security, Prevention & Intervention Strategies

School Building Security:

- All external doors will be locked during the school day, with visitor access through the main office entrance with the use of an access control system.
- All visitors to any district building or office are required to sign in and out, and will be issued visitor identification badges.
- All substitute teachers are required to sign in and will be issued substitute teacher identification badges.
- All staff will be issued picture identification cards.
- All staff members will notify the main office immediately upon seeing a suspicious person on campus.

While the district does not employ hall monitors or other school safety personnel, the district does perform the practices noted above to keep security at a high level. Also, in the training of staff, there is a review of violence prevention and intervention strategies. In addition, staff has been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

Prevention and Intervention Strategies:

- George Jr. Republic UFSD will provide annual training in “Right to Know” and in TCI- Therapeutic Crisis Intervention training, Drug Workshops, Students’ Against Destructive Decisions. The district shall maintain documentation of training for all staff members.
- Training and instruction for staff and students on safety procedures and emergency responses are implemented within the various drills (such as fire drills, evacuation drills, intruder drills, etc.) that are conducted along with follow up discussions that take place after the drills.

- The ERP is reviewed annually with all staff, ensuring they are briefed in the communications and notifications requirements set forth in the ERP
- All employees hired by the District are fingerprinted, a background check performed, reference checks conducted along with an interview prior to their employment.
- The District utilizes Internet filtering and Internet use agreements

Purpose & Situation Overview

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

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

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. School ERPs shall specify the date that the annual threat/hazard assessment is conducted.

Develop Threat and Hazard Specific annexes to address each identified threat/hazard from your assessment. Included in the Threat and Hazard Specific Annex section are examples of formats you may utilize while developing these ANNEXES.

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

Threat & Hazard Types

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	<ul style="list-style-type: none"> • 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 from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus 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:	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

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 district level will delegate appropriate authority to school personnel in response to an emergency. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on -scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System. This chain of command shall be documented in the table included in Appendix H.

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 Superintendent, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Procedures For Obtaining Assistance From Local Government:

In the event of any emergency requiring outside resources, the district will utilize the Unified Incident Management System, in collaboration with Tomkins County Emergency Services. Detailed instructions concerning the IMS are outlined in the building's emergency plan. When deemed necessary, the chief elected official may elect to invoke article 2b of the NYS Constitution, issuing a disaster declaration. Under such instances, the school district will comply with all directives in responding to the immediate disaster. The district realizes that its resources may be called upon in responding to emergencies that don't directly impact any of its schools. Examples may include the use of buildings as shelter areas in cooperation with the Red Cross, or the use of equipment, such as snow plows or transportation vehicles to respond to neighboring emergencies.

Organization and Assignment of Responsibilities

Superintendent

The Superintendent of Schools shall serve as the district-wide **Incident Commander** and shall direct operations in response to an emergency, in conjunction with local law enforcement and emergency first responders. The Superintendent may delegate functions to Assistant Superintendents and/or Principals, including the coordination of communication with the public, transportation, the relocation of students, etc. The Superintendent is the Public Information Officer (PIO).

Assistant Superintendent

The Assistant Superintendent (or their designee) will serve as the on -site **Incident Commander**, as designated by the Superintendent of Schools, and designate a minimum of two qualified individuals to serve as alternates in the event that the superintendent is unable to serve in that role. At all times, the Assistant Superintendent 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

Director of Curriculum and Instruction

The Director of Curriculum and Instruction serves as the Superintendent's second designee. Once assigned to the field, the Director of Curriculum and Instruction reports to the Assistant Superintendent. If the Assistant Superintendent is not present, the Director of Curriculum and Instruction might be designated as the "field general" by the Superintendent according to the situation.

Teachers / Substitute Teacher / Teaching Assistants

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

Responsibilities include:

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

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse/Health Assistant

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Principal's Secretary/Office Secretaries

Responsibilities include:

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

Food Service/Cafeteria Workers

Responsibilities include:

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

Bus Drivers

Responsibilities include:

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

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

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

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Emergency Response Protocols (Functional Annexes)

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

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

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended. A chart with these five emergency response protocols or functional annexes are posted in every classroom, office, building, and meeting space.

1. Shelter-in-Place
2. Hold-in-Place
3. Evacuation
4. Lock-out
5. Lock-down

Shelter-in-Place

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).

Hold-in-Place

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

Evacuation

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off -site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#). Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Lockout

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

Lockdown

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger. A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve hiding from view, remaining silent, barricading the door if situation warrants, and readying a plan of evacuation as a last resort.

Crime Scene Management

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

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

Communications

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\) \(iv\)](#)), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation ([8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#)).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

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 [and/or other means] described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

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

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

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- 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.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

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

External Communications

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

Communication with Parents

- In the event of an incident, the school will:
 - Disseminate information utilize phone, e-mail messages to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.

Communication with the Media

In the event of an emergency situation, school closing, or delay, a notification system will be initiated by the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), who will coordinate with the public information officer and/or participate in a joint information effort.

Medical and Mental Health Emergency

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

Accounting for All Persons

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

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

Reunification

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency. The School ERP will indicate the specific reunification sites to be used in the event of an emergency.

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

- Notifying individual District's to coordinate transportation for their students.
- 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.
- Keeping evacuees 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.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Continuity of Operations Plan (COOP)

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

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

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

Threat & Hazard Specific Annexes

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

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

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

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

Active Shooter Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

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

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

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

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

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

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

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify any vehicles not to enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Bomb Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown

- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

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

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- If the bomb threat Instruction is received by phone, the call receiver should fill out 'Telephone Threat Information Sheet' (Appendix E).

Explosion

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to an explosion.

Scope

This annex outlines procedures for an explosion.

Core Functions

Important: An explosion can occur in any location, inside or outside a school building. The location of the explosion will determine the response action.

In your immediate area:

- Immediately activate the fire alarm and call 911.
- Begin evacuation of the building using the closest, safest exit and close doors. Notify Principal.
- Principals are required to immediately contact the Superintendent's Office.

Other areas:

- If explosion is heard, attempt to determine location (inside/outside).
- Notify Principal.
- Principals are required to immediately contact the Superintendent's Office
- Make announcement to either evacuate or shelter in place.

Fire Emergency Evacuation of Building

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a fire emergency evacuation of the building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a fire emergency evacuation of the building. A fire or emergency evacuation of the building entails an event in which the fire alarm rings or other physical danger requires an evacuation of the building.

Core Functions

- Immediately activate the fire alarm and notify the incident commander. A designated member of the office staff will call 911.
- Superintendent will notify Director of Buildings and Grounds
- Staff will evacuate the building as per the fire/emergency evacuation directions posted in each classroom. Teachers should note alternate exits as well.
- Any student who is physically unable to exit the building using the stairs is to have an evacuation plan in place. The evacuation plan shall include having an adult assigned to bring the student to one of the designated areas of refuge. The student and the adult will be evacuated from the area of refuge by the first responders.
- Any student who is not presently in a classroom should exit the building with the nearest adult.

- Teachers are to take their Yellow Emergency Folders, cell phone and once outside in a safe area, take attendance. Any student that is not accounted for should be reported to the principal.
- The incident commander and custodial staff will monitor the outside evacuation areas.
- Teachers will remain outside the building until instructions are given to return to the building or, if necessary, evacuate off campus.
- Upon arrival of first responders, advise them of the situation. Assist the fire department incident command with activities related to the incident; for example, accountability of building occupants, building plans (maps with building layout), and locations of utilities shut down, etc.
- Prepare public information release to the media, if necessary. If early dismissal is initiated, communicate information to parents, staff, etc.
- Resume, curtail, or cease building operation as advised by fire department officials. Notify staff, students, and parents.
- There will be 8 fire drills, 6 of which will be held before December 31. For each fire drill, the time will be noted and recorded.

If it is determined that a false alarm has occurred, the incident commander will investigate to identify who activated the fire alarm system and take appropriate disciplinary action.

Gas Leak

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to gas leak.

Scope

This annex outlines procedures for a gas leak.

Core Functions

- The individual who suspects a gas leak will move students to safety and notify the Principal.
- The Principal or his designee will assess situation and, if necessary, will contact 9-911.
- If necessary, the Principal will evacuate the building. All steps should be taken to avoid using any electronic means of communication. The Principal will initiate a messenger system to notify students and staff to evacuate the building.
- The Principal will contact the Superintendent's Office and the Director of Buildings and Grounds.

Hazardous Materials

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to hazardous materials.

Scope

Materials that are corrosive, flammable, and/or combustible present physical hazards; toxic materials present health hazards.

Core Functions

- Do not touch or move any potentially hazardous material nor disturb any location in question.
- Isolate the area and limit access to qualified response personnel only.

- Call 911. Be specific about the description of the problem.
- Notify Principal or main office.
- Principals are required to immediately contact the Superintendent's Office and the Director of Buildings and Grounds.
- Listen for and follow directions.
- Refer to Materials Safety Data Sheet (MSDS) in Safety and Risk Management Office for first aid and decontamination procedures.
- Any individual who has come into contact with hazardous materials must be evaluated by the school nurse, who may decide to call 911.

Important: All staff receive annual training related to hazardous communications. Some hazardous situations will require evacuation; others will require sheltering in place. Still others may require that the Department of Health is contacted.

Loss of Life

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a loss of life of staff or students by natural causes, accident, homicide, or suicide.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a loss of life.

Core Functions

- Confirm information.
- Notify Principal.
- Principals are required to immediately contact the Superintendent's Office.
- Principal or the District Superintendent will determine the need to assemble the crisis team for necessary follow up and continued assessment.

Note: These procedures apply during and outside of the workday.

The untimely death of an employee or student by natural or other causes will have an impact on the workplace and the classroom. Properly dealing with such a tragedy is required to protect the interests of the family of the deceased and to maintain morale among affected employees and students. Police involvement will be necessary in cases of homicide or suicide if the incident occurred on district property or is school or employment related.

Death of Student or Staff Member

If school is in session:

- The Superintendent will mobilize immediately to review list, determine action, and carry out responsibilities.
- Principal will inform staff via a morning or afternoon faculty meeting.
- When appropriate, the principal will make an announcement and observe a moment of silence using PA.
- Students and staff needing counseling will be supported by the counseling staff and cottage directors.

If school is not in session:

- The Superintendent will mobilize immediately to review list, determine action and carry out responsibilities.
- School administration will be notified by when information is received. The school will hold a faculty meeting at 8:00 am the next school day to inform additional staff.

Then follow process as if school is in session.**Administrator procedure:**

1. The William George Agency will make parent contact – establish district person for the family to contact. Contact person will keep parents informed of any activities at school pertaining to the deceased child.
2. District Office will notify all building administrators within the district.
4. Flag lowered to half-staff.
5. Student database information is locked.

Special considerations for a death on school grounds:

Call 911 immediately and inform the Superintendent's office. The area or location where a body is discovered should always be treated as a potential crime scene. No one should be allowed to enter the area or touch any related items until the police complete their investigation and provide clearance.

Natural Disasters**Purpose**

The purpose of this annex is to ensure that there are procedures in place relating to natural disasters.

Scope

This annex outlines procedures for a natural disaster.

Core Functions**Tornado**

- After notification of a tornado watch or warning is issued, stop all outdoor activities.
- If an announcement is made to shelter the students, immediately:
 - Close the windows and blinds
 - Instruct the students to leave their personal belongings in the class
 - Classes on the main floor and those classes in the portables will move downstairs to designated areas in the hallway. Classes on the lower floor will move to a corner of the classroom away from the door and windows.
 - Instruct the students to remain silent.
 - Remain with the students until a PA announcement or message is sent to return to the classroom
 - Remain in the classroom and wait for further instructions
 - Take attendance and report missing students to office
 - Remain sheltered until the "all clear" is given.

Earthquake

- Indoors: Get under a desk or heavy table (duck and cover). Do not try to leave the building. Evacuate building at direction of the principal.
- Outside: Get away from buildings, utility poles, and trees. If in a moving vehicle, stop and remain inside until tremors stop.
- Assess situation and, if necessary, refer to Hazardous Materials procedures.

Flood

There are two categories of floods to be prepared for, a regular flood and a flash flood. A regular flood can take several hours or days to develop. Flash floods can take only a few minutes to a few hours to develop. The National Weather Service alerts us when there is a possibility of flooding using the following terms.

- A flood or flash flood **WARNING** means that a flood or flash flood is occurring or will occur very soon.
- A flood or flash flood **WATCH** means that a flood or flash flood is possible.

Procedures:

- Know your area's flood risk.
- Listen to local weather reports. If it has been raining hard for several hours, or steadily for several days, be alert to the possibility of a flood.
- Maintain contact with your Principal.
- Be prepared to follow established evacuation or sheltering procedures if necessary.
- If outdoors or in a vehicle: Move to higher ground away from rivers, streams, creeks, and storm drains. Do not drive around barricades – they are there for your safety.
- If your vehicle stalls in rapidly rising waters, abandon it immediately and climb to higher ground.

Report or Observation of a Weapon or Use of a Weapon

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a report or observation of a weapon or use of a weapon.

Scope

This annex outlines procedures for a report or observation of a weapon or use of a weapon.

Core Functions

Report or Observation of a Weapon

- Do not confront the individual(s) in possession of a weapon.
- Notify Principal/District Superintendent's Office.
- Call 911, if necessary.
- Attempt to isolate the individual(s) from the larger group.
- Maintain surveillance of the individual(s) in possession of a weapon.

Use of a Weapon

- Call 911 with all available information, i.e., location and number of perpetrators and types of weapons.

Suicide Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event that a suicide threat is made.

Scope

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

Core Functions

In the event that a suicide threats is made, follow the following procedures:

- **Never leave the student alone**
- **If a suicide attempt is in-progress, 9-1-1 must be called *immediately* – DO NOT WAIT**
- **Any suicide threat (verbal, written, e-mail, or otherwise) should be treated seriously.**
- **Notify school administration immediately.**
- **Move the student, if possible, to a private area to be assessed by the appropriate personnel.**

Treats of Violence

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a threat of violence.

Scope

Threats of violence can be verbal, written, or gestured and fall into four categories: direct, indirect, veiled, and conditional. Direct threats are those in which there is no misunderstanding of the perpetrator's intent, such as "I am going to kill you." Indirect threats tend to be vague, unclear, and ambiguous. These threats are designed to manipulate or intimidate others. Veiled threats are those in which the perpetrator does not directly say what they intend to do, but the meaning is implied or understood by the recipient. For example, "Something big is going to happen." Conditional threats are often used in cases of extortion.

Core Functions

Levels of Risk

- Low Level
 - Vague
 - Indirect
 - Inconsistent
- Medium Level
 - More direct than low level
 - Indications of planning
 - Indications of place, time, and ability
- High Level
 - Direct
 - Specific
 - Imminent and serious danger
 - Stalking
 - Suspicious persons/ vehicle
 - Possibility of weapon

Procedures:

- Notify Principal/District Superintendent's Office.
- The Principal or Superintendent will assess the level of the threat.
- The Principal or Superintendent will be responsible for reviewing, investigating, and evaluating all threats reported. The Principal or Superintendent will determine and establish protocol for an investigation, and this will be followed in the most consistent manner possible. The investigation and response will be documented, as well as all investigation procedures, responses of witnesses and the alleged threat-maker. Information collected as a part of the investigation must be confidential.
- The responsible administrator will determine when it is necessary to consult with external resources to assist in intervening in high-risk situations. A directory of potential resources should be designated ahead of time. Upon the conclusion of the investigation, the students' parents should be notified of any pertinent findings.

Transportation

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a transportation incident.

Scope

This annex outlines procedures for a transportation incident.

Core Functions

Aircraft Crash

- Call 911.
- Notify Principal/District Superintendent's Office.
- Determine necessity to evacuate the building using the closest, safest exit. Select evacuation route to avoid contact with any parts of aircraft.
- If necessary, follow Hazardous Materials procedures.

Bus/Van/Car Accident

- Call 911.
- Immediately contact the Superintendent's Office and Office of Buildings and Grounds.
- In the event of a bus accident, students remain with the bus until the situation is assessed by District personnel.
- In the event of a bus accident, the District personnel who reports to the scene takes attendance of the students present and identifies where students were sitting on the bus.
- Parents are notified by District personnel.
- If/when students return to school following a bus/van accident, students are evaluated by the school nurse, who refer students for additional medical care as needed.

Utility Failure

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a utility failure.

Scope

This annex outlines procedures for a utility failure including but not limited to a loss of heat, electric, water, or other building services.

Core Functions

- If there is any question as to the safety of building occupants, evacuate the building.
- Contact the custodian who should call the Operations and Maintenance Office.
- Notify Principal/District Superintendent's Office.
- Limit or cease building operations, as appropriate.

Weather Related or Unplanned Early Dismissal

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a weather related or unplanned early dismissal.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a weather related or unplanned early dismissal. A weather related or unplanned early dismissal of the building entails an event in which students must be dismissed home early from the building in an unplanned scenario due to weather or other conditions.

Core Functions

In the event of an emergency situation, staff and students will be given specific instructions. This will depend on the event. All staff should be prepared for general early dismissal, as specified in the school's ERP.

Appendix A – Communications

EMERGENCY TELEPHONE NUMBERS

EMERGENCY RESPONDERS:	EMERGENCIES	NON-EMERGENCIES
AMBULANCE SERVICE	911	607-844-5362
FIRE DEPARTMENT	911	607-844-8124
STATE POLICE	911	607-347-4440

OTHER LOCAL SERVICES:

Tompkins County Department of Emergency Response
NYSEG
American Red Cross

ALL CONTACTS:

(607)257-3888
(800) 572-1131
(607) 273-1900

Appendix B

ADMINISTRATOR/SUPERVISOR TELEPHONE NUMBERS

NAME	NUMBER	CELL	HOME
Sonia Apker Superintendent	607-844-6323	607-279-8151	607-749-6026
Tom Watts Asst. Superintendent	607-844-6356	607-327-3403	
Principal	607-844-6350		
Christina Sanford Curriculum Coordinator	607-844-6368		
Dana Twigg Behavior Specialist	607-844-6316		
Mary Beth Austin Human Resources Manager	607-844-6477		
Anita Fowler Business Manager	607-844-6210		
Helen Hulings Executive Director	607-844-6214		
Danielle Chase Director of Operations	607-844-6393	607-345-0005	
David Dankert Director of Residential Services	607-844-6241	607-279-1040	
Tom Browne Director of Support Services	607-844-6204	607-220-8591	
Larry Lipfert Director of Building & Grounds	607-844-6479	607-342-3909	
Mary Ann Hanratty Nursing Supervisor/Medical Clinic Manager	607-844-6471		
Scott Jackson Director of Food Services	607-844-6333	607-342-3334	
Laurene Payton Director of Recreation	607-844-6370	607-351-6855	

Appendix C
CAMPUS BUILDING INFORMATION

BOSCOWITZ FIELD HOUSE (gymnasium)

7th-12th Grades

27 Finn Circle

NUMBER OF STUDENTS: 45

NUMBER OF STAFF: 12

PRINCIPAL: FPL

PHONE: 607-844-6350

CLASS TIME: 8:35 AM - 2:45 PM

EDUCATION UNIT 1 (lower school)

7th-12th Grades

24 McDonald RD

NUMBER OF STUDENTS: 180

NUMBER OF STAFF: 80

PRINCIPAL: FPL

PHONE: 607-844-6350

CLASS TIME: 8:35 AM - 2:45 PM

EDUCATION UNIT 2 (upper school)

7th-12th Grades

NUMBER OF STUDENTS: 10

NUMBER OF STAFF: 2

PRINCIPAL: FPL

PHONE: 607-844-6350

CLASS TIME: 8:35 AM - 2:45 PM

MARTINEAU CENTER

7th-12th Grades

NUMBER OF STUDENTS: 30

NUMBER OF STAFF: 10

PRINCIPAL: FPL

PHONE: 607-844-6350

CLASS TIME: 8:35 AM - 2:45 PM

Appendix D

MEDICALLY TRAINED PERSONNEL

<u>NAME</u>	<u>ROOM/LOCATION</u>	<u>TYPE OF CERTIFICATION</u>
Sonia Apker	131B	First Aid/CPR
Mary Ann Hanratty	Clinic	First Aid/CPR/AED
Lori LaMontagne	Clinic	First Aid/CPR/AED
Kim Austin	Clinic	First Aid/CPR/AED
Seth Montgomery	Boscowitz	First Aid/CPR/AED
Brandy Moorehouse	Clinic	First Aid/CPR/AED

Appendix E

TELEPHONE THREAT INFORMATION SHEET

Questions to ask:

- ✦ When is bomb going to explode?
- ✦ Where is it right now?
- ✦ What does it look like?
- ✦ What kind of bomb is it?
- ✦ What will cause it to explode?
- ✦ Did you place the bomb?
- ✦ Why?
- ✦ What is your address?
- ✦ What is your name?

Exact wording of the threat:

Sex of caller: _____ Race: _____ Age: _____ Length of call: _____

Time of call: _____ Date: _____

Caller's Voice: (Circle)

Loud High Intoxicated Calm Fast Stutter Distinct Accent
Soft Deep Disguised Angry Low Nasal Slurred

Background Sounds: (Circle)

Voices Quiet Animals Street Traffic Office Machinery
Airplanes Trains Music Factory Machinery

Threat Language: (Circle)

Well-spoken/educated Foul Irrational Incoherent
Taped Message read by threat maker

Appendix F

CONTACT PROCEDURES

The District's Safety/Compliance Officer is the representative on the Local Emergency Planning Committee (LEPC) which supplies input on the plan from government officials, law enforcement and fire. This is an ongoing process.

Emergency Personnel Contacts

Medical Emergency - Nurse contact 911

Bomb Threat - Building Administrator contacts law enforcement

Fire - Pull station, smoke or heat detector directly notify 911

Dangerous Person - Building Administrator contacts law enforcement

Inclement Weather - Superintendent of Schools contacts radio & TV stations

Spill - Superintendent of Buildings & Grounds contact 911

Systems Failure - Superintendent of Building & Grounds contacts appropriate utility

Threats of Violence - Principal notifies law enforcement

Parents or persons in Parental Relation

Principal directs contact.

The Superintendent's office shall coordinate informing all leadership within the agency.

Appendix G

DISTRICT RESOURCES AVAILABLE IN AN EMERGENCY

Resources	School
Telephone	X
Fire Alarm	X
P.A. System	X
Nurse's Office	X
Two Way Radio	X
Public Transit	X
Food Storage	X
Portable Water	X
Gasoline/Diesel	X
Floor Plans	X
Kitchen	X
Fire Extinguishers	X
Trucks/Plows	X
Flashlights	X
National Weather Service Radio's	X

The use of the district resources shall be directed by the Superintendent in consultation with the Director of Business and Finance, Superintendent of Buildings and Grounds, the Transportation Supervisor, Building Principals and other staff as required in response to the emergency.

APPENDIX H
CHAIN OF COMMAND

COMMAND CENTER: Main Office

ALTERNATE COMMAND CENTER: Patio Conference Room Chopnick Administration Building

NAME/PHONE	ALTERNATE/PHONE	DUTIES
Sonia Apker/ 844-6323	Tom Watts/ 844- 6356	Commander and District Spokesperson
Larry Lipfert/ 844-6479	Tyler Coakley/ 844-6452	WGA Coordinates Buildings and Grounds
Helen Hulings / 844-6214	/844-6243	WGA Executive Director – Coordinates Agency Support
Scott Jackson/ 844-6333	Bob Daniels/844-6381	WGA Coordinates Food Services and Staffing
Mary Ann Hanratty/ 844-6260	Lori LaMontagne / 844-6471	Coordinates Medical and First Aide Staff
Tom Brown / 844-6204	AOD/ 844-6860	WGA Coordinates Support Services
Stacy Burns/ 844-6311/844-6365	Connie Miller/ 844-6315	Maintains Log of Communications and Activities During Incidents

APPENDIX I

DISTRICT RESPONSE TEAM (As needed by emergency)

Title	Name	Phone
Superintendent	Sonia Apker	844-6323
Assistant Superintendent	Tom Watts	844- 6356
Principal		844-6350
Curriculum Coordinator	Christina Sanford	844-6368
Behavior Specialist	Dana Twigg	844-6316
Business Manager	Anita fowler	844-6210
WGA Executive Director	Helen Hulings	844-6214
WGA Director of Operations	Danielle Chase	844-6393
WGA Director of Buildings and Grounds	Larry Lipfert	844-6479
Nursing Supervisor/ Medical Clinic Manager	Mary Ann Hanratty	844-6260
Director of Food Services	Scott Jackson	844-6333

