



**ELMIRA CITY SCHOOL  
DISTRICT  
DISTRICT-WIDE  
SAFETY & EMERGENCY  
RESPONSE PLAN**

**2021-2022**

# Elmira City School District



Office of the Superintendent  
Administration Building  
430 W. Washington Ave., Elmira, NY 14901  
Phone: (607) 735-3000 • Fax: (607) 735-3001

July 23, 2021

RE: District Emergency Response Plan for 2021-2022

Dear Elmira City School District Community,

Especially in today's climate, schools and districts across the nation are engaging in the most expeditious and effective ways to address school safety. This critical issue touches upon the highest priority for the Elmira City School District – the health and safety of our students, staff, parents and community.

Districts are required to develop a District-wide Safety Plan designed to prevent or minimize the effects of serious incidents and emergencies and to facilitate the coordination of a district with local and county resources in the event of such incidents. Staff, local law enforcement, Board of Education, and community members come together each year to develop our safety plans. Great care and consideration are put into the planning and we are especially grateful for our dedicate team who developed these plans. We care deeply about the safety of our school communities and in every capacity. We design our educational experience with safety as our first priority.

The District-wide plan is responsive to the needs of all schools within the Elmira City School District and is consistent with the more detailed emergency response plans required at the school building level. With questions regarding this plan, we encourage you to reach out to your school principal.

We thank our families, staff and community partners for continued collaboration and support regarding the safety of our schools.

Family, School, Community: Together We Succeed!

#GoExpress

A handwritten signature in cursive script, reading "Hillary J. Austin".

Hillary J. Austin  
Superintendent of Schools  
Elmira City School District

Updated: 8/19/2021

## Table of Contents

<b>THE BASIC PLAN .....</b>	<b>3</b>
1. Introductory Material .....	3
2. Purpose and Situational Overview .....	5
3. Concept of Operations .....	9
4. Organizational and Assignment of Responsibilities .....	10
5. Direction, Control and Coordination .....	14
6. Information collection, Analysis and Dissemination .....	18
7. Training and Exercises.....	18
8. Administration, Finance and Logistics.....	20
9. Authorities and References.....	20
 <b>Functional Annexes .....</b>	 <b>22</b>
1. Shelter in Place.....	22
2. Hold in Place .....	23
3. Evacuation .....	24
4. Lockout .....	27
5. Lockdown.....	27
6. Crime Scene Management .....	29
7. Communications.....	30
8. Medical and Mental Health Emergency Annex.....	34
9. Accountability for Personnel .....	35
10. Reunification .....	36
11. Continuity of Operations Plan (COOP) .....	37
 <b>Appendices .....</b>	 <b>39</b>
ECSD Policy #7532 Bullying: Peer abuse in the schools.....	39
ECSD Policy #5685 School Building Access Control .....	41
ECSD Policy #7570 Dignity for All Students .....	43
Implementation of School Security .....	48
Self-Harm Response .....	49
County Mental health Directors.....	50
Emergency Contact for ECSD.....	51
Resources for Obtaining Advice/Assistance for Emergencies .....	52
Record of Annual Notification.....	54
Change History.....	55

## 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 school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties to school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

The 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 Operations Plans (2013)". The organization of this guide supports two key practices being adopted in 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 Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Guide to School Emergency Response Planning provides for the development of annexes to meet each school's unique circumstances.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, we provide schools with standardized definition and suggested best practice of the following Functional Annexes:

- Shelter-In-Place

- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State. Additional examples of core Annexes to consider are provided with suggestions for planning consideration.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. Suggestions are provided to assist schools in the development of their own customized Annexes that best fit their School ERP. With this in mind, it is important to create and insert appropriate floor plans for each building and provide current information about school response team members, students and staff with special needs and any other information critical to each school building. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Once you have developed your school REP, appropriate training and drilling is required to ensure that all district personnel, and school personnel, and students understand the plan and their roles and responsibilities.

# THE BASIC PLAN

## Introductory Material

### 1.1 Plan Development and Maintenance

- 8 NYCRR Section 155.17 (b) and 155.17 (c) (11) – requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.
- The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members at Elmira City School District (ECSD) are expected to work closely together to make recommendations for revising and enhancing the plan. During an emergency, a District-Wide Emergency Response Team will form and be responsible for implementing the District-Wide Emergency Plan. The Team will be composed of the following.

Title	Agency	Contact Information
Superintendent of Schools/ Chief Emergency Officer	ECSD	607-735-3014
Director of Facilities III	ECSD	607-735-3980
HSE Compliance Specialist	GST BOCES	607-735-3992
Public Information Coordinator	ECSD	607-735-3091
District Business Official	ECSD	607-735-3057
Transportation Supervisor	ECSD	607-735-3950
Food Service Manager	GST BOCES	607-735-3236
District Legal Counsel	The Law Firm of Frank Miller	315-234-9900
Law Enforcement Personnel	Chemung County Sheriff's Office	607-737-2987
Teacher	ECSD	607-735-3010
Family and Community Outreach Coordinator	ECSD	607-735-3041

- Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If a Memorandum of Understandings (MOU) is created, a copy shall be maintained in Appendix D. Advanced planning should specify the type of communication and services provided by one agency to another.

## **1.2 Distribution of the Plan**

- 8 NYCRR Section 155.17 € (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. The District has contracted with GST BOCES educational services for our Health and Safety Compliance to fulfill this requirement.

**Send Building Level Safety Plans to:**

**New York State Police, Headquarters – Field Command**

**Attn: Safe Schools NY**

**1220 Washington Avenue, Building 22 Albany, NY 12226**

**Or by email to:**

**[info@safeschools.ny.gov](mailto: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.**

### **1.3 Record of Distribution**

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

- Distribution of the ERP shall be recorded in the following table.

<b>Agency</b>	<b>Name of Receiving Party</b>	<b>Date</b>
City of Elmira Fire Dept.	Chief, Joseph Martino	July, 2021
City of Elmira Police Dept.	Chief, Anthony Alvernaz	July, 2021
Chemung County Sheriff's Dept.	Bill Schrom	July, 2021
NYS Police, Horseheads Barracks	Captain - Vacant Lt. Lalonde	July, 2021
Chemung County Emergency Mgmt.	Jeffrey Gray	July, 2021
Chemung County Executive	Christopher Moss	July, 2021
Chemung County Health Dept.	Peter Buzzetti	July, 2021
Chemung County Highway/Public Works Dept.	Andrew Avery, P.E.	July, 2021
Chemung County Transit System	Panya Chhoeuy	July, 2021
Elmira City Water Board	Jay Boudreau	July, 2021
Chemung County Environmental Health Dept.	Lindsey Brown - water issues Jonathan Keough - Director	July, 2021
Local Emergency Planning Committee	Kristen Griffith	July, 2021
West Elmira Police Dept.	Robert Richards	July, 2021
West Elmira Fire Dept.	Bob Young	July, 2021
Southport Fire Dept.	Jim Allington	July, 2021
Pine City Fire Dept.	Bill Howe	July, 2021

## **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 Threat, Hazard Types, and Examples**

## ELMIRA CITY SCHOOL DISTRICT

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Tornadoes</li> <li>• Lightning</li> <li>• Severe wind</li> <li>• Hurricanes</li> <li>• Floods</li> <li>• Wildfires</li> <li>• Extreme temperatures</li> <li>• Landslides or mudslides</li> <li>• Winter precipitation</li> <li>• Wildlife</li> </ul>
Technological Hazards:	<ul style="list-style-type: none"> <li>• Explosions or accidental release of toxins from industrial plants</li> <li>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li> <li>• Hazardous materials releases from major highways or railroads</li> <li>• Radiological releases               <ul style="list-style-type: none"> <li>-Nuclear power plant accident</li> <li>-Dirty bombs</li> </ul> </li> <li>• Dam failure</li> <li>• Power failure</li> <li>• Water failure</li> </ul>
Biological Hazards:	<ul style="list-style-type: none"> <li>• Infectious diseases, such as Pandemic Influenza, Ebola, extensively drug-resistant tuberculosis, <i>Staphylococcus</i> MERSA, Aureus, and Meningitis</li> <li>• Contaminated food outbreaks, including Salmonella, Botulism, and E. Coli</li> <li>• Toxic materials present in school laboratories</li> </ul>
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> <li>• Fires</li> <li>• Active shooters</li> <li>• Criminal threats or actions</li> <li>• Terrorism</li> <li>• Abductions</li> <li>• Gang violence</li> <li>• Bomb threats</li> <li>• Domestic violence and abuse</li> <li>• Workplace violence Cyber attacks</li> <li>• Suicide</li> </ul>

The following threat assessments were accomplished in September of 2014 and are as follows.

### **Natural Disasters**

- Analysis of weather patterns and previous disasters indicates that the highest likelihood of a natural disaster impacting Elmira city 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**

- Elmira City School District Administration Office is located at 430 W. Washington Avenue, in a residential area north of the Chemung River. It is approximately 2.5 miles from Route 17, Clemens Center Parkway and from the Conrail New York to Chicago main 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 Kennedy Valve factory located just south of the District. District schools are downwind from the factory and may be susceptible to any toxic substance release from that source. We could also be potentially impacted by a release of chlorine gas from the Chemung County Sewage Disposal Plant and the Elmira Water Board. While there are other industries in the area none lists significant quantities of toxic chemicals.
- The Elmira-Corning Regional Airport, located approximately eleven miles from the school handles approximately 62,000 flights per year. Elmira City School District is not 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 and St. Joseph's Hospital house nuclear materials used in medical treatment and diagnostics. **(low to slightly moderate probability)**

### **Civil Disturbances**

- Elmira city 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 Elmira School District building as could a mass illness such as food poisoning. Therefore these possibilities will be included in the plan.

### **2.2 Planning Assumptions and Limitations**

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

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

## **3. Concept of Operations**

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly

to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

### **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. 8NYCRR Section 155.17 (e)(2)(v) 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

### **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 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.
- In the case of an emergency after work hours, weekends or when an event is being held at any Elmira City School, the night custodian will immediately take the appropriate actions. As soon as feasible, the 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 preassigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

#### **4.1 Superintendent of Schools**

- 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.

#### **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 the 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**

**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 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.

#### **4.7 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.

#### **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**

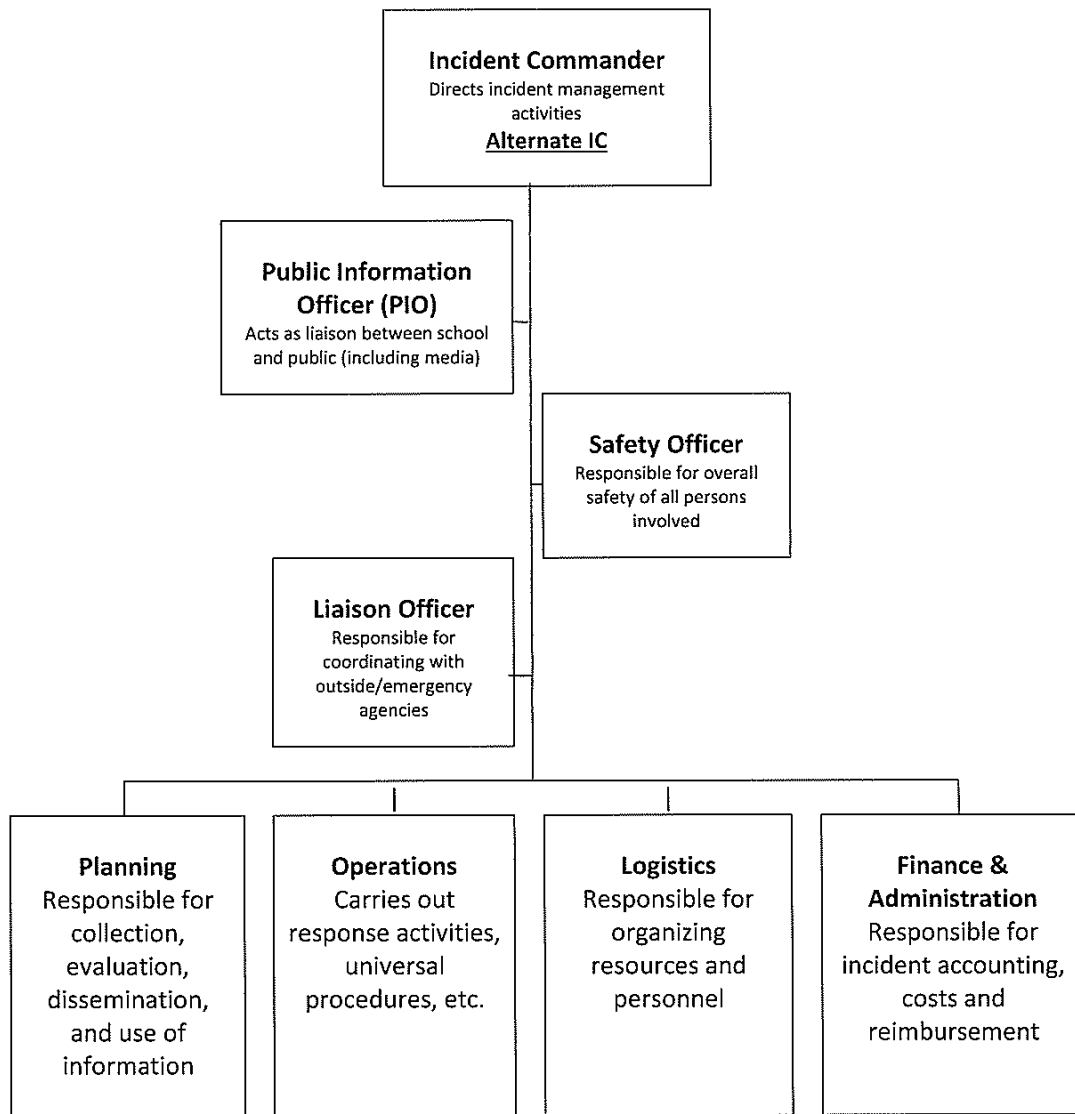
**Responsibilities include:**

- 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. The School ICS is organized as follows.



## **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**

**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 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams.

**See Appendix B, which includes tables for documenting those designated 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 School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency or another.

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

### **5.7 Source and Use of Resources**

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

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

## **6. Information Collection, Analysis and Dissemination**

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

- 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**

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

- Section 2801 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of **8 fire drills** each school year.
  - Fire Drills
    - September 1<sup>st</sup> – December 1<sup>st</sup> = **6** required
    - December 1<sup>st</sup> – Summer recess = **2** required
- 8 NYCRR Section 155.17 (e)(3) – each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). A minimum of **4 Lockdown Drills** must be conducted. The following is recommended:
  - 1 – Lockdown Drill – Announced (first marking period)
  - 3 – Lockdown Drills – Unannounced (quarterly – following first announced drill)
- Lockdown drills will be conducted internally to ensure that school staff has the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. **Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.**
- Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown.
- Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”).
- Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for services **“SAFETY DRILL IN PROGRESS – PLEASE WAIT.”** This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

## **8.0 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.

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

# FUNCTIONAL ANNEXES

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

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

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

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

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with New York State Law.

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

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

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

## 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).

### 1.2 Actions

### 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)**

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE!**
- **THERE IS A SITUATION REQUIRING YOU GO 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 should consider the following when reviewing the current plan 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:**

- 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.
- Notify all concerned parties when the Shelter-in-Place is lifted.

## 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.

## **2.2 Actions**

### **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)**

Consider using language similar to this in your announcement:

- **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 of the ALL CLEAR is given by the Principal

If remaining 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 (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.

## **3.2 Actions**

### **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.

Consider using language similar to this in your announcement:

- **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 (es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- 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.
- 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 area prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

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

Off Site Location		Address	Facility Contact Name and Number
PRIMARY	Elmira High School	777 South Main St. Elmira, NY 14901	Principal – Christopher Reger– (607) 735-3200
SECONDARY	EDA	933 Hoffman St. Elmira, NY 14905	Principal – Theresa Usack (607) 735-3100

- Notify all assembly areas to evacuate to offsite location.

#### **3.4.1 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. 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 secured in the school building away from the outside danger.

### 4.2 Actions

#### 4.2.1 Initiate Lockout

- **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**

Consider using language similar to this in your announcement:

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

#### 4.2.2 Execute 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 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 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 barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

## **5.2 Actions**

### **5.2.1 Initiate Lockdown**

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**
- 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\*\***
- **Leave lights on and blinds as they are. Do not cover door window.**
- 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:
  - Do not allow anyone, under any circumstance, to leave your secured area.
  - Do not answer or communicate through your door or classroom phone.
  - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
  - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
  - Document and attend to any injuries to the best of your ability.

- Take attendance and include additions and missing students' last know location.
- Do not respond to Public Address (P.A.) system or other announcements.
- 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.

#### 5.2.2.1 Potential Tactics Include:

- 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!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building.
- Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

**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 (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 for law enforcement personnel.

### 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 it 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 8NYCRR 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 (8NYCRR 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.

- 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 Coordinator and located at the Elmira City School District Administration Offices (Room A114)

**The Communication list is located in Appendix A.**

## **7.2 Types of Communications**

### **7.2.1 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.

### **7.2.2 Internal Communications:**

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to [add additional duties, as appropriate]:

- 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.

### **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

- 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:
  - Central Office- 4 portable units Direct Radio capability linked to BOCES Bush Campus
  - Maintenance Shop VHF system with base in main office servicing 18 portable and 3 mobile units.
  - Elmira Bus Garage VHF system with base in Bus Garage serving 63 mobile and 3 portable units.
- Manually tuned batter operated AM-FM commercial radio receiver at command post to be used for monitoring emergency broadcast system announcements.
- District Radio linked with GST BOCES, Bush Campus.
- 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.

#### **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:

- Test-Messaging System-E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive message 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:
  - Inform parents on how to access alerts and incident information
  - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
  - Parents of all students who attend Elmira City 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 status.
    - Distributing a letter out to parents to explain current school impacts.
  - 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:
  - 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.
  - Implement a plan to manager 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.
- 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 Elmira City School District employee will provide information to the media during or after an emergency unless specifically authorized to do so by the District Superintendent.

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 [list should be customized by school]:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  - 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.
  - 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.
- Provide regular updates to the media and school community
- 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. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8NYCRR 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.

### 8.2 Actions

All Elmira city 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 head custodian 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.

**8.2.1 Building Level School Safety Team**

- The District 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:**

- 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. Complete the Post Incident Response Team table in Appendix C 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.

**8.2.2 COVID-19**

- COVID-19 Plan- Re-Opening Plan and a Frequently Asked Questions document [www.elmiracityschools.com/thetrackback](http://www.elmiracityschools.com/thetrackback)

## **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.

### **9.2 Actions**

#### **9.2.1 Building Level 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:**

- 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.

### **10.2 Actions**

#### **10.2.1 Designate Reunification Site:**

- Use the table below to designate Primary and Secondary Reunification sites.

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:**

- 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 member.
- 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-guarding and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased students 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.

### **11.2 Actions**

11.2.1 The Elmira City 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. 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 maintain 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.

**SUBJECT: BULLYING: PEER ABUSE IN THE SCHOOLS**

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

- a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

The District also prohibits "Internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the Building Principal. The staff member/Building Principal to whom the report is made (or the staff member/Building Principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

**SUBJECT: BULLYING: PEER ABUSE IN THE SCHOOLS (Cont'd.)****Prohibition Against Retaliation**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the *District Code of Conduct* as enumerated above and may also be incorporated in staff and student handbooks.

NOTE: Refer also to Policies #3430 -- Code of Conduct on School Property  
#3430 -- Anti-Harassment in the School District  
#7531 -- Sexual Harassment of Students  
#7533 -- Hazing of Students  
*District Code of Conduct*

**SUBJECT: SCHOOL BUILDING ACCESS CONTROL**

Schools cannot always control the crises/safety issues that may impact them. However, through the development and implementation of school safety plans, the District Code of Conduct, and various policies that address school security issues, the District is continually taking steps to improve the safety and culture of the school community.

All school safety plans shall be implemented, reviewed and/or revised as necessary in accordance with applicable law and Commissioner's Regulations. Appropriate school safety training for staff and students, the conduct of drills and other exercises to test components of the emergency response plan, as well as procedures for review, will be provided as mandated by law and regulation. Any suspicious activity observed any staff or students should be reported to an administrator. Unauthorized persons will be asked to leave and police called if the situation warrants. Such suspicious activity may include, but is not limited to, unexplained presence of unauthorized persons in places where they should not be; discreet use of still cameras or video recorders; note-taking or the use of binoculars or maps near school locations; observation of security reaction drills or procedures; mobile surveillance from unauthorized vehicles on or around school grounds; the parking of a suspicious vehicle in the school's parking lot or in proximity to the school building, particularly for an extended period of time; and the discovery of an unattended package or object inside or around the premises of the school.

Visitors shall be directed to the Main Office for specific instructions regarding that building's procedures for visitors to the school.

***Possession and Use of Cell Phones and Other Handheld Communication Devices***

The Board recognizes that while carrying cell phones can be a safety measure for staff and students alike, problems arise when the inappropriate use of cell phones and other handheld communication devices interfere with the school's ability to maintain control in the school environment, giving rise to security as well as educational concerns. The use of cell phones and other handheld communication devices by visitors to the schools can also present a potential security concern.

Inappropriate or unauthorized use of cell phones can undermine (if not render inoperable due to system overload) the communication system in place per the school safety plans, impede evacuation plans if parents or other individuals are summoned to the school by non-designated persons, and potentially restrict the access of community emergency service providers to the site.

Use of cell phones and other handheld communication devices by students during the school day shall be governed by the District Code of Conduct.

**SUBJECT: SCHOOL BUILDING ACCESS CONTROL (Cont'd.)**

**Policy Implementation**

The Board directs that administration implement and review on a periodic basis building access control procedures, and provide IDs for staff and visitors as appropriate. Parents and students shall be informed of the school's access procedures; and visitors shall be required to follow the specific visitor procedures prescribed by that particular building and the District Code of Conduct.

This policy is intended to highlight our commitment to and planning for heightened security access to our schools. The policy shall be considered an adjunct to, not a replacement of, our school safety plans and the District Code of Conduct.

Adopted: 2/16/05  
Revised: 3/24/11

## **IMPLEMENTATION OF SCHOOL SECURITY**

School security devices are installed in key locations to monitor hallways, campus roads and office areas. Staff members are required to wear district identification badges, visitors are required to report to the main office to sign-in and obtain a visitor's badge, school personnel periodically perform campus traffic duty to monitor student and visitor vehicles. Keyless entry systems are used for exterior doors to enhance building and staff safety. Building entry access is limited to school personnel within the confines of the normal workday. Entry is monitored and can be reviewed if the need to do so is warranted. Signage is posted on all entry doors indicating visitors to report to specified offices to sign-in, report their purpose and receive a visitor's badge.

Elmira City School District has a close partnership with local enforcement agencies to assist with school security concerns.

The building principal or administrator assigns staff to monitor the halls. These duties are the responsibility of teachers and teacher aides dependent on program and academic needs. Some staff have been trained with proper techniques for restraining students.

### **The roles of these hall monitors are as follows:**

1. Check student passes.
2. Monitor the number of students in the restrooms at any given time.
3. Direct students to return to their classrooms if they are wandering through the halls.
4. Monitor student movement throughout the building.
5. Assist students to the nurse's office.
6. Assist and intervene with students who are having a problem/conflict with another student.
7. Direct and escort students to the Student Services Office.
8. Escort students to their proper rooms and areas if they are lost.
9. Provide emergency relief to classroom teachers if necessary.
10. Direct visitors to the main office and offer assistance to unfamiliar individuals.

**SUBJECT: DIGNITY FOR ALL STUDENTS**

The District seeks to create an environment free of harassment, bullying, and discrimination; to foster civility in its schools; and to prevent conduct that is inconsistent with its educational mission. The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or other students on school property and at school functions that take place at locations off school property. In addition, other acts of harassment, bullying, or discrimination that can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

**Dignity Act Coordinator**

In each of its schools, the District will designate at least one employee holding licenses or certifications as required by the Commissioner to serve as the Dignity Act Coordinator (DAC). Each DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex. Training will also be provided for DACs that addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

The District will widely disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents or persons in parental relation by:

- a) Listing it in the *Code of Conduct*, with updates posted on the District's website; and
- b) Including it in the *Code of Conduct's* plain-language summary provided to all parents or persons in parental relation to students before the beginning of each school year; and
- c) Providing it to parents or persons in parental relation in at least one District or school mailing or other method of distribution, including, but not limited to, electronic communication or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution, as soon as practicable thereafter; and

(Continued)

**SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**

- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates his or her position, the District will immediately designate an interim DAC, pending approval from the Board within 30 days. In the event a DAC is unable to perform his or her duties for an extended period of time, the District will immediately designate an interim DAC, pending the return of the previous individual to the position.

**Training and Awareness**

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and discrimination. This training may be provided in conjunction with existing professional development, will be conducted consistent with guidelines approved by the Board, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- b) Address social patterns of harassment, bullying, and discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of harassment, bullying, and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and discrimination;
- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

(Continued)

**SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**

Rules against harassment, bullying, and discrimination will be included in the *Code of Conduct*, publicized District-wide, and disseminated to all staff and parents or persons in parental relation. Any amendments to the *Code of Conduct* will be disseminated as soon as practicable following their adoption. The District will provide new employees with a complete copy of the current *Code of Conduct* upon beginning their employment, and distribute an age-appropriate summary to all students at a school assembly at the beginning of each school year.

**Reports and Investigations of Harassment, Bullying, or Discrimination**

The District encourages and expects students who have been subjected to harassment, bullying, or discrimination; parents or persons in parental relation whose children have been subjected to this behavior; other students who observe or are told of this behavior; and all District staff who become aware of this behavior to timely report it to the principal, Superintendent, DAC, or designee.

The principal, Superintendent, DAC, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying, and discrimination. The DAC or other individual conducting the investigation may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remedying complaints.

In the event an investigation verifies that harassment, bullying, or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed.

The Superintendent, principal, DAC, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct.

The District will timely collect information related to incidents involving harassment, bullying, and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

(Continued)

**SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**

**Prohibition of Retaliatory Behavior (Whistle-Blower Protection)**

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on school grounds or at a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner of Education, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

**Publication of District Policy**

At least once during each school year, all school employees, students, and parents or persons in parental relation will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or persons in parental relation, and school employees may report harassment, bullying, or discrimination. Additionally, the District will strive to maintain a current version of this policy on its website at all times.

**Application**

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law, or regulation, including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Education Law §§ 10-18, 801-a, 2801, and 3214  
8 NYCRR § 100.2

(Continued)

**SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board of Education  
#3410 -- Code of Conduct on School Property  
#3420 -- Non-Discrimination and Anti-Harassment in the District #5670 -- Records Management  
#6471 -- Email Acceptable Use and Responsibilities #7551 -- Sexual Harassment of Students  
#7553 -- Hazing of Students  
#8213 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Adopted: 6/20/12

Revised: 10/2/13, 5/6/15, 1/17/18

## Self-Harm Response

There are three responses to an investigation of a situation where a student informs they intend to harm themselves.

1. The investigation reveals no credible threat.
2. There is deemed to be a credible threat and the SRO gets involved and makes a mental health arrest or
3. The threat is deemed imminent and life threatening. A call is made to the Crisis center for further evaluation/treatment.

In all three cases the parents/guardians are contacted. The typical process is:

- Information is reported to a staff member or another student that a student intends to harm themselves.
- The Principal is notified and works with the Social Workers to develop a response action based on evaluation of the student.
- The response action can include:
  - A suicide assessment done by the Social Workers, Principal, SRO.
  - Student checked by School Nurse.
  - Contact with the Home Schools' Counselor (or Home School Administrator if counselor is unavailable).
  - A meeting with the parents/guardians, the student, Home School Counselor and Social Workers to establish a safety plan for the student.
  - The SRO's involvement (mental health arrest) and/or a call to the Crisis Center if the Social Workers deem further assessment is needed.
  - The Crisis center decides where the student should have the evaluation (at the hospital/psych center, etc.)
  - A transportation plan for student-typically the parents transport for further evaluation, but the student could be transported by ambulance or alternative transportation if necessary.

## **COUNTY MENTAL HEALTH DIRECTORS**

### **ALLEGHANY**

Robert W. Anderson, Ph.D., Director  
Alleghany County Community Services Counseling  
Center 45 North Broad St.,  
Wellsville, NY 14895  
(585) 593-1991

### **CHEMUNG**

Brian Hart, LCSW-R  
Director of Community Services  
425 Pennsylvania Ave.  
Elmira, NY 14902-0588  
(607)737-5501

### **SCHUYLER**

Shawn Rosno LCSW-R  
Director of Community Services  
106 South Perry  
St., Suite 4  
Watkins Glen, NY 14891  
(607) 535-8288

### **STEUBEN**

Henry Chapman, Psy. D.,  
Director  
Steuben County Community Services  
115 Liberty St.  
Bath, NY 14810  
(607) 664-2255

### **TIOGA**

Lori Morgan LCSW-R  
Director of Community Services  
1062 State Route 38  
P. O. Box 177  
Owego, NY  
13827 (607) 689-  
8139 (Director's  
office)  
Main Office (607)  
687-0200

For the Elmira City School District, the scheduling of the debriefing sessions shall be the responsibility of the Emergency Response Coordinator or his designee.

**EMERGENCY CONTACTS  
FOR ELMIRA CITY SCHOOL DISTRICT  
EMERGENCIES**

<b>EMERGENCY</b>	<b>AGENCY</b>	<b>PHONE</b>
Aircraft Crash	Fire Department	8-911 or 911
Armed Person	State Police/Sheriff	8-911 or 911
Bomb Threat	State Police/Sheriff	
Bus Accident	State Police/Sheriff & Fire Dept.	
Chemical Accident	Fire Dept.	
Child Abduction	State Police/Sheriff	8-911 or 911
Civil Disobedience	State Police Department	8-911 or 911
Earthquake	Depends on scope of problem (monitor Emergency Broadcast Station or Scanner)	
Electric Power Failure*	NYSEG	796-0222
Explosion/Fire	Fire Dept./NYSEG	
Flood/Flash Flood	Monitor Weather Radio & Scanner	
Food Poisoning	Fire Dept./Local Hospital/ Dept. Of Health	733-6589/ 737-4194
Gas Leak	Fire Dept./NYSEG	
Hazardous Spill	Monitor Scanner, EMO	8-911 or 911
Radiological Emergency	Monitor EBS and Scanner, EMO	8-911 or 911
Tornado	EMO (Fire Dept. if injuries)	
Water Line Leak	Water Board	733-9179
Winter Storm EMO		737-2096 <b>or</b> 756-8600
DEC		
DEC (Horseheads Office)		739-0809
DEC (Bath)		776-2165
DEC (Reg. 8) `		(585)226-6706

\*Electric power-related problem shall be reported  
by the Operations & Maintenance Department.

Each Building-Level Safety Plan includes an energy contact directory.

**RESOURCES FOR OBTAINING ADVICE AND ASSISTANCE FOR  
EMERGENCIES, DIAL 8-911 or 911**

Elmira Heights Fire Dept.	Administrative calls 733-6580
Chemung County Sheriff's Dept.	Non-emergency calls 735-8600
NYS Police, Horseheads Barracks	776-3356
American Red Cross	734-3317
Chemtrec - Emergency Information	800-424-9300 800-262-8200
Chemung County Emergency Management	737-2096 732-4225 (Home)
Chemung County Executive	737-2912 733-1098 (Home)
Chemung County Health Department	737-2068
Chemung County Highway Dept./Public Works Garage & Night Number Office	739-3898 739-3896
Chemung County Transit System	734-5211
Elmira Water Board, Office	733-9179
Chemung County Environmental Health Services	737-2019 733-8089 (Home)
Erway Ambulance, Emergency Calls Administrative Calls	734-9141 734-5017
Hospitals: Emergency Arnot Ogden Hospital St. Joseph's Hospital	737-4194 737-7806

West Elmira Police Dept.	734-2031
West Elmira Fire Dept.	734-2204
Southport Fire Dept.	733-7599
Pine City Fire Dept.	733-6941
NYS Electric & Gas Emergencies	1-800-572-1131 (gas problem) 1-800-572-1137 (electric problem) Finger
Lakes Regional Poison Control Center	1-800-333-0542
Town of Horseheads	739-8783 (Office)
Homeland Security Advisory System	
<a href="http://www.emsc.nysed.gov/deputy/documents/alerts/cover-Toc">www.emsc.nysed.gov/deputy/documents/alerts/cover-Toc</a> .	

**RECORD OF ANNUAL NOTIFICATION**

<b>Year</b>	<b>Date Notification Sent</b>	<b>Notes</b>
2009		Notification of availability of the plan included in newsletter
2013		Notification of availability of the plan on ELMIRA CITY SCHOOL DISTRICT website
2016	9-2-2016	Notification of availability of the plan on ELMIRA CITY SCHOOL DISTRICT website
2018		Notification of availability of the plan on ECSD website.
2019		Comment Period posted to website
2019	8/28/2019	Board of Education Approval
2019	8/29/2019	Plan available on website

### CHANGE HISTORY

<b>Date Change</b>	<b>of</b>	<b>Notes</b>
6/19/2001		Created DWS Plan
3/12/2010		Updated DWS & BL Plans.
1/23/2013		Updated DWS Plan for posting on SED Website
4/2014		Updated DWS Plan
8/30/16		Updated DWS Plan. Removed names/left titles. Notification of availability of plan on ELMIRA CITY SCHOOL DISTRICT website.