

DISTRICT-WIDE
SCHOOL SAFETY PLAN

"If children feel safe,
they can take risks,
ask questions, make
mistakes, learn to trust,
share their feelings,
and grow."

— ALFIE KOHN, AUTHOR



GREECE CENTRAL SCHOOL DISTRICT DISTRICT-WIDE SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

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 District-Wide School Safety Plan and each school's Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. 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. The Greece Central School District uses the New York State suggested planning format to assist schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns 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 in each Building ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures have been developed by the Greece Central School District based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training before an incident occurs. The Greece Central School District uses the recommended New York State Functional Annexes in order to standardize the terminology used by district employees and emergency responders during an emergency.

Functional annexes focus on critical operational functions and the courses of action developed to carry them out.

Actions and best practices are outlined in each of the district's Building Emergency Response Plans Threat/Hazard Annexes section and detail what to do in the event of various emergencies. These ERP's provide current information about school response team members, students and staff with special needs and any other information critical to each school building. The district has also identified appropriate staff to fill specific roles related to incident command and appropriate response teams. All of the district's building principals, assistant principals and other key members have been trained in the Incident Command System. The district has also appointed a Chief Emergency Officer as required in order to coordinate and communicate between staff and law enforcement and first responders. The Chief Emergency Officer is responsible for ensuring the completion and yearly update of the Building-Level Emergency Response Plans. All Building Level Emergency Response Plans are confidential but are submitted to New York State and local emergency responders for review. Appropriate training and drilling is required to ensure that all district personnel and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

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

- [155.17 \(b\)](#) Development of School Safety Plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district-wide school safety plan and building-level school safety plans regarding crisis intervention and emergency response and management.
- [155.17 \(e\)\(2\)](#) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:
 - [155.17 \(e\)\(2\)\(i\)](#) Policies and Procedures for Safe Evacuation
 - [155.17 \(e\)\(2\)\(ii\)](#) Designation of Response Teams
 - [155.17 \(e\)\(2\)\(iii\)](#) Procedures for Emergency Responder Access to Building Plans and Road Maps

- [155.17 \(e\)\(2\)\(iv\)](#) Communication in Emergencies
- [155.17 \(e\)\(2\)\(v\)](#) Definition of the Chain of Command Consistent with NIMS/ICS
- [155.17 \(e\)\(2\)\(vi\)](#) Coordinated Plan for Disaster Mental Health Services
- [155.17 \(e\)\(2\)\(vii\)](#) Procedures for Annual Review
- [155.17 \(e\)\(2\)\(vii\)](#) Procedures for the Conduct of Drills
- [155.17 \(e\)\(2\)\(viii\)](#) Procedures for Restricting Access to Crime Scenes
- [155.17 \(e\)\(3\)](#) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.
- [155.17 \(j\)](#) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building-level school safety plans, including sheltering or early dismissal.
- Per NYS Education Department Guideline 155.17 a new guideline established in 2019 states that the Greece Central School District will have an MOU with the Greece Police Department stating that the Greece Police Department delegates school discipline to the Greece Central School District. This MOU will be contained in the School Resource Officer Agreement.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

The administration of the Greece Central School District (GSCD) believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the Greece Schools that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Twilight Academies
- Anonymous 24-hour “Safe School Helpline” for reporting issues relative to school violence and safety
- School Resource Officer Program in cooperation with the Greece Police Department
- Truancy Reduction Program
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- Restorative Justice

B. Training, Drills, and Exercises

Training

The district understands the importance of training. All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident. The annual training will review the District-Wide School Safety Plan, individual ERP's, and brief staff on their roles and communication procedures during an emergency. The district also submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff will receive this training by September 15th of each school year.

Multi-Hazard Training

The district will provide annual multi-hazard school safety training for staff and students. The components of this training will be consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially threatening incident to include: early dismissal, lock down procedures, hold-in-place procedures, shelter-in-place procedures, lockout procedures, and evacuations. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

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

- Section 807 of the Education Law mandates twelve emergency drills each school year to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute requires that four of the twelve drills be lock-down drills. The remaining eight are evacuation drills. Eight of the required twelve drills must be completed in the first half of the school year (by December 31st).
- 8 NYCRR Section 155.17 (3) states each building-level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). The district will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan.
- 1 announced lockdown drill will be conducted in the 1st marking period and 3 lockdown drills will be unannounced (1 each quarter) following the first announced drill.
- Lockdown drills will be conducted internally to ensure that school staff have 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 is 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 service. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

C. Implementation of School Security

As described in the district's Code of Conduct, all members of each school's community share a responsibility in promoting and maintaining a safe and orderly school environment. Some of the more specific measures are expanded upon below.

Security Personnel – Hiring and Training

All Greece Central security guards are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills. The Greece Central School District is a licensed New York State Security Guard Training School and trains its own security guards.

Security Personnel – Responsibilities and Authority

The district employs security personnel to assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard the district's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the district's assets from theft and damage. Security personnel employed by the district are authorized to carry out this role consistent with the Policies and Regulations of the district, applicable New York State Law, Security Standard Operating Procedures and district training.

Security Guard Standard Operating Procedures

These district-wide security guidelines, procedures, and practices within the district are periodically updated to make sure best practices are followed.

Visitor Access

School access will be controlled during the regular school day by locking down the building and utilizing one point of entry and the buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with GCSD Board Policy and Code of Conduct, an approved visitor to a school will present valid government issued photo identification and be given a pass prior to gaining access to the building. All district employees are required to wear identification at all times.

Video Surveillance

All district school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use.

Intrusion Detection

The district's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

D. Vital Educational Agency Information

The district maintains certain information about each school building within the district including, but not limited to: school populations, transportation needs, and business and home telephone numbers of key personnel. In addition, similar information on other district departments as well as the assets that those departments could provide in the event of an emergency is also maintained at the district level.

E. Early Detection of Potentially Violent Behaviors

The district acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The district will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- We recognize that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the district has developed a bullying reporting process. Each Greece school has identified a DASA coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The district has established an anonymous 24-hour "Safe School Helpline" to provide another means for such information to be brought to the attention of those who need to know so that the situation can be addressed in a timely manner.
- The district has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

F. Hazard Identification

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each Building-Level Emergency Response Plan.

DISTRICT RESOURCES AND CONTACTS

A. Emergency Operations Group

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the district's Chief Emergency Officer. The district's Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the district's Chief Emergency Officer will be the Director of School Safety and Security.

B. Superintendent's Cabinet

The Superintendent's Cabinet includes all Assistant Superintendent's and the Deputy Superintendent. This group may be activated to provide assistance to any building in need.

C. Command Post

During an emergency, the Superintendent of Schools or their designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon additional cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

D. District Data and Contacts

An updated list of district data and contacts will be updated and made available to key personnel (including all building principals) but is not available to the general public.

E. District-Wide School Safety Team

The District-Wide School Safety Team will meet at least two times per year to discuss school safety issues under the direction of the Chief Emergency Officer/Director of School Safety and Security. The Team will consist of staff members from across the district, community members and emergency responders. This team will make recommendations to the Superintendent of Schools regarding school safety issues and develop the District-Wide School Safety Plan.

GENERAL RESPONSE PROCEDURES

GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every district employee to take those actions which are geared toward preserving the health and safety of all students and staff.

A. Concept of Operations

The overall strategy of the District-Wide School Safety Plan and Building ERP's is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff 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.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. [8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System.

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 Building ERP.

B. Organization and Assignment of Responsibilities

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building-Level Emergency Response Team and Safety Team will be used to delegate these tasks.

C. Direction, Control, and Coordination

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 to 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.

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Cabinet to help secure these resources.

D. Administration, Finance and Logistics

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. This is a function of the Assistant Superintendent of Finance and Administrative Services.

E. 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.
- 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.

F. Communications During Emergencies

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The School Incident Commander or Chief Emergency Officer work with the District's Community Relations Manager and emergency responders to coordinate the release of information to ensure that information is consistent, accurate and timely. Communication procedures are detailed further in the Building Level Emergency Response Plans.

G. Multi-Hazard Response

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it would be not be practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The principal or designee will provide leadership, organize activities and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

H. Emergency Notifications

Notification of significant events or events that required a call to 9-1-1 shall be made to the Director of School Safety and Security (via cell phone). The Director of School Safety and Security is the Chief Emergency Officer for the District. In their absence, notifications may be made to the Safety Coordinator or the Deputy Superintendent of Schools' office (during normal business hours). The Director of School Safety and Security Safety Coordinator or the Deputy Superintendent will notify the Superintendent of Schools immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The Superintendent, Safety Coordinator, Deputy Superintendent or Chief Emergency Officer will request the additional resources necessary to assist in the buildings issue. One of the possible options will be to activate the Emergency Operations Group and the Superintendent's Cabinet. The goal of the Emergency Operations Group and the Superintendent's Cabinet is to provide assistance and resources as needed to deal with the crisis at hand.

I. Responses to Acts of Violence: Implied or Direct Threats

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the district to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible. Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform building principal or designee of implied or direct threat or troubling behaviors or communications.
- Contact 9-1-1 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building principal or designee may initiate a threat assessment inquiry to attempt to determine the level of threat.
- If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor situation, adjust response as appropriate, and include the possible use of the counseling staff.
- Follow up with the appropriate procedures as outlined in the district's Code of Conduct.

J. Acts of Violence

When an act of violence has occurred, regardless of whom it involves, the principal or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk. General non-specific actions may include:

- Call 9-1-1 and notify security.
- Isolate the immediate area and initiate appropriate Functional Annex (e.g. lockdown) if necessary.
- Identify and separate the involved persons if possible.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Follow the districts designated notification process.

K. Specific Response Protocols

The district has established appropriate response actions to a variety of emergency situations. They are detailed in each building-level ERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

L. Obtaining Advice and Assistance from the Local Government

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will activate the Emergency Operations Group and the Superintendent's Cabinet to help provide needed assistance. The GCSD is partnered with the Town of Greece and its subdivisions (police, fire etc.) for these specific circumstances.

M. District Resources Available for Use in an Emergency

The district has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Operations Group and the Superintendent's Cabinet.

N. Functional Annexes

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the building-level ERP's and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all person, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section the District-Wide Safety Plan.

O. Crime Scene Management

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 are outlined in the Building-Level Emergency Response Plans.

P. Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their building-level emergency plan. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since building level ERP's are provided to local emergency responders, this information will be readily available during an emergency.

Q. Accounting for all persons

The Building Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated in the building.

R. Family Reunification Plans

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at the each buildings evacuation site and will require assigned personnel and plans that should be detailed in each Building-Level Emergency Response Plan.

S. Crisis's Occurring Outside of Normal School Hours

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The Building Principal will notify their immediate supervisor or the Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

T. Procedures for Informing Other Educational Agencies of an Emergency

1. The Chief Emergency Officer/Director of School Safety and Security will evaluate the impact of an emergency on other educational agencies within the school district.
2. If the impact is evident, the Chief Emergency Officer/Director of School Safety and Security will telephone the contact person at each affected educational agency and inform them of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Director of School Safety and Security will contact the Greece Police for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Director of School Safety and Security will make arrangements to implement this assistance.

U. Procedures for Sheltering Students, Staff, and Visitors

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the Building Principal or their designee will contact the Deputy Superintendent of Schools office or the Chief Emergency Officer/Director of School Safety and Security (via cell phone). The Deputy Superintendent of Schools or the Chief Emergency Officer/Director of School Safety and Security will notify the Superintendent of Schools. If it becomes apparent that district students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Director of School Safety and Security to inform appropriate police, Red Cross, and emergency preparedness officials.

The district has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

V. Continuity of Operations Plan (COOP)

As part of the COOP, The district will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of school.
- Allow the COOP to be activated at any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.

W. Recovery

District Support for Buildings

In addition to support during an emergency, the district will use all resources at its disposal to support the Emergency Operations Group, Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

Disaster Mental Health Services

In addition to district and Town of Greece Human Services Mental Health Services, district office staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

Review and Debriefing

The involved school's Building Emergency Response team will meet to review the specific incident to determine if the school's response plan was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

Post-Incident Response

The Greece Central School District has a "Responding to Tragedy and Crisis" Plan. The procedures are outlined in detail in Appendix #4. The Emergency Operations Group, Superintendents Cabinet, Trauma and Grief Team and the Building-Level Post-Incident Response Team will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the T.I.G Team, Building-Level School Safety Team, Building-Level Emergency Response Teams and the remainder of the school community.

- Convene at the earliest possible time following the crisis for a meeting to help the principal prepare a written statement for the staff to be presented at the Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident.

- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family and community. Feedback will be recorded on the Building-Level Emergency Response Plan feedback form for evaluation purposes.
- Meet after the passage of two to three weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Trauma and Grief Team (T.I.G.)

The district TIG team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating district crisis team activities.

BUILDING-LEVEL EMERGENCY RESPONSE PLAN

1. Introductory Material

Plan Development and Maintenance

Each Greece Central School District Building-Level Emergency Response Plan will be developed by the Building Emergency Response Team under the direction of the Director of School Safety and Security. [8 NYCRR Section 155.17 \(b\) and 155.17 \(c\)\(11\)](#) - requires that each school shall have a Building-Level Emergency Response 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. A Building-Level Response team and Post Incident Response team will also be appointed.

The Building-Level Emergency Response 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 are expected to work closely together to make recommendations for revising and enhancing the plan.

Distribution of the Plan

[8 NYCRR Section 155.17 \(e\)\(3\)](#) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

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

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.

THREAT AND HAZARD PLANNING GUIDELINES

A. Introduction

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

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

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

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

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

B. Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The District-Wide School Safety Plan and individual School ERP's are 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.

C. 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. General staff responsibilities are listed in the General Response section of this plan.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

MEDICAL EMERGENCIES AND MENTAL HEALTH

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The district does not expect unlicensed staff to provide medical care. The district does expect unlicensed staff to call for emergency assistance (e.g. 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each Building-Level Emergency Response Plan will designate Building-Level Response Teams that may be used to respond in a medical emergency.

The district has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

EMERGENCY CLOSINGS

A. District Closings

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The district may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the Town of Greece, police, weather bureau, and other district departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to www.greececsd.org. An automated phone call will also inform families of emergency closings whenever possible.

Whenever district schools close, all public, private, and parochial schools in the district are also closed. No transportation is provided for Greece students attending schools outside the district and all afternoon and evening activities will ordinarily be cancelled.

Parents, staff, and students should not call their neighborhood school, District Office, or radio and television stations to ask if schools are open. Telephone lines become tied up quickly, which prevents crucial calls from going through.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While the school district will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary widely among individual schools because the district is so large. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The communications manager is responsible for notifying the appropriate news agency to announce school closings or delays. The up to date list of news agencies notified will be maintained by the communications manager.

A. District Early Dismissal Procedures

1) If a building needs to evacuate to another location:

- As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
- Transportation will transport students to the building that is designated in the District's Emergency Response Plan unless directed to take the students to a different location by the Incident Commander.

2) If there is a potential for an evacuation to send students home the process is as follows:

- As soon as possible, the building will notify transportation that there is a possibility that the building needs to be evacuated and the district needs to transport the student's home.
- The Transportation Department will run PM routes, therefore both the Transportation Department and the building will print from MapNet the PM routing sheets in the event that the decision is made to send the students home.
- It is important to note that the PM route sheets contain all of the special needs, babysitter and PM drop information.
- All drivers will be given a copy of the PM route sheet prior to leaving for their specific route.
- The Transportation Department will attempt to send buses that correspond to the actual PM route or place temporary bus numbers on those buses that do not correspond to the actual route.
- Students who attend EduCare will be transported to the building that students would have been transported to if the decision were to evacuate a building to another school as outlined in the District's School Safety Plan.
- The District/Building will work with the Communications Manager to send a notice to parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

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