

SCIO CENTRAL SCHOOL DISTRICT-LEVEL



EMERGENCY MANAGEMENT PLAN OVERVIEW

REVISED October, 2018

Safety Plan Purpose and Overview

Emergencies and violent incidents in school districts are critical issues that must be addressed in an efficient and effective manner. Districts are required by NYS Project SAVE (Safe Schools Against Violence in Education) to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The Scio CSD District-Wide School Safety Plan was developed pursuant to Education Law Section 2801-a, and 8 NYCRR 155.17. This plan is designed to provide overview guidance to the Building-Level School Safety Teams as well as district-level administrators before, during, and after an emergency and describes the general roles and responsibilities of the members. It identifies who will coordinate an incident and the procedures that may be employed. Detailed guidance is outlined in the Building-Level Emergency Plans.

Public Information

In any situation where, normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the District is responding to it.

Scio School District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent of Schools is designated as the public relations contact for the District who will be responsible for organizing information that is transmitted to the media and to parents during emergencies. The overall functions of the public information designee will be:

1. To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and what the School District is doing in response;
2. To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of the official information;
3. To act as a liaison between the media/public and School District officials who are involved in decision making and the operational response to the emergency;
4. To organize the District's response to parents.

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:

1. The school community will continue to be exposed and subject to threats/hazards and vulnerabilities (examples given in chart), as well as lesser threats/hazards that may develop in the future.
2. An emergency or 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.
3. 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.
4. 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.
5. 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.
6. Actions taken before an incident can stop or reduce incident-related losses.
7. Maintaining the District 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.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none">• Earthquakes• Tornadoes• Lightning• Severe wind• Hurricanes• Floods• Wildfires• Extreme temperatures• Landslides or mudslides• Winter precipitation• Wildlife
Technological Hazards:	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railroads• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards:	<ul style="list-style-type: none">• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis• Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i>• Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none">• Fire• Active shooters• Criminal threats or actions• Gang violence• Bomb threats• Domestic violence and abuse• Cyber attacks• Suicide

Common Language Used for Emergencies

Shelter-in-Place

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).

Evacuation

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.

Lockout

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.

Lockdown

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.

Drills and Training

In accordance with NYS regulation, the Scio CSD will conduct a minimum of twelve (12) emergency drills including 4 lockdown drills and 8 evacuation drills per school year. The building level emergency response plan will also be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The district may also conduct additional drills as deemed necessary for training. All drills will be document for review with the safety team.

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.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - 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

Implementation of the Incident Command System (ICS)

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

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 Superintendent, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

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

Reunification

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

Reunification Procedure: Students will be reunited with their parents/guardians, post incident, according to the Reunification Procedure listed below:

The area students are located is secured by available faculty/staff as well as law enforcement and emergency personnel.

1. Police tape is used to close area to the public.
2. Parent Reunification area is set up by Main Office and PPO Secretaries.
3. Reunification area is located away from students.
4. When notified by Incident Command that reunification can start - 9 parents (only one parent/guardian per family) at a time are allowed to pass into the secured area. Parents must present ID and sign the student out.
5. When those parents leave with the child, 9 more may enter.
6. Only individuals on the school's emergency contact form may sign a student out.