



**SCIENCE ACADEMIES  
OF NEW YORK**

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

**Commissioner's Regulation 155.17**

**Revised August 2017**

## MISSION STATEMENT

SANY schools will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The schools seek to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.

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## **INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Schools are required to develop a 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 school-wide plan is responsive to the needs of all schools within the charter school affiliation and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The SANY schools support the SAVE legislation, and intend to engage in an ongoing planning and review process to ensure the safety of staff and students in its schools. No plan or guideline answers all questions during an emergency and pre-incident planning offers guidance only. It is in effect an operational guideline, not a standard operating procedure. The major source of success will be measured by the resourcefulness and ingenuity of the parties involved during each emergency.

### ***Section I: General Considerations and Planning Guidelines***

#### **A. Purpose**

The SANY District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the School District's Board of Education, the Superintendent of the Schools appointed a Chief Emergency Officer and charged them with the development and maintenance of the District-Wide Safety Plan.

#### **B. Identification of School Teams**

The Charter School has appointed a School Safety Team consisting of, but not limited to, representatives of the administrators, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

**SYRACUSE SCHOOL SAFETY TEAM**

Name	Title	Business Tel.	Home Tel.
[REDACTED]	[REDACTED]	[REDACTED]	

**UTICA SCHOOL SAFETY TEAM**

Name	Title	Business Tel.	Home Tel.
[REDACTED]	[REDACTED]	[REDACTED]	

**Responsibilities of Safety Team:**

- Will notify and convene the School Safety Team.
- Will inform faculty of known facts at initial faculty meeting.
- Will instruct faculty to meet at the end of the first day following a crisis.
- Will coordinate with teachers and school counselor to address classrooms if needed.
- Will consider and plan appropriate closure activities with team input.

**Responsibilities of School Counselor and School Nurse:**

- Will have counseling responsibilities with individuals and groups of students.
- Will coordinate support of additional school psychologists if needed.

Responsibilities of Office Secretaries and Teacher Representative:

- Will serve as liaison with family, friends, and staff.
- Will contact outside agencies to assist if needed.

## C. Concept of Operations

The School-wide Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.

During such emergencies or violent incidents, district personnel shall limit their responses to the scope of the training they have received to properly respond to said emergencies. This is for the safety and protection of all involved.

Upon activation of the School Emergency Response Team, the Superintendent of Schools or his designee will be notified and, where appropriate, local emergency officials such as the NY State Police, the Onondaga or Oneida County Sheriff's Department and area fire and emergency medical organizations may also be called upon for assistance (*See Appendix 4 for details*).

## Section II: Risk Reduction/Prevention and Intervention

### A. Prevention/Intervention Strategies

A safe school begins with a verifiably safe staff and staff training. The process for hiring staff, including safety personnel such as the Deans of Students and Hall Monitors, at Syracuse and Utica Academies of Science will comply with New York State regulations for certified and non-certified staff. The process will include:

- Reference checks on all personnel
- Fingerprinting in compliance with the Commissioner's regulations
- Training and in-service on school protocols for emergency response procedures

In addition, at least two staff members at each school facility are certified in first aid and CPR training. *See Appendix 3 for details.*

#### Program Initiatives

The SANY Schools are committed to promoting and improving communication among students and between students and staff that will encourage the reporting of potentially violent incidents. The following organizations and programs currently established in the district support the concepts as described above:

- Anti-Bullying Clubs in each school, special speakers regarding anti-bullying during the school year, and training for all staff
- Bi-weekly grade chair meetings, during which any signs of bullying or violence are discussed, and action plans created and executed
- Advisory Program
- Student Assistance Counselor/Guidance Counselors/Social Worker
- Youth Leadership Program

Periodic assessments will be made to determine what additional measures are necessary to maintain a safe learning environment for students.

### Training, Drills and Exercises

Safety drills and exercises will be conducted periodically throughout the school year. These drills and exercises include but are not limited to:

- Emergency Fire and Evacuation Drills
- Hold-in-place Drills
- Lockdown Drills
- Emergency Go-home Drills

The effectiveness and efficiency of these drills will be reviewed and assessed by the School Safety Committee.

### **Emergency Fire & Evacuation Drills**

Pursuant to the 1984 New York State Uniform Fire Prevention and Building Code, the school buildings will be subjected to an annual fire inspection before December 1 of each year. Twelve (12) fire drills will also be conducted annually. Eight drills will be held between September 1 and December 1 of each school year. Fire drills require the cooperation of all students to exit the building quickly, quietly and safely.

Signal: A series of flashing lights and siren sounds. (An agreed up signal will be given to return to the building.)

#### Procedures for Students:

1. Walk rapidly, without running, in single file to the exits as posted in each room.
2. Maintain silence so that vocal instructions may be heard.
3. Move at least 100 yards from the building and remain in line.
4. All windows should be closed.
5. The last person leaving the classroom must close the door (reduces spreading of fire).

#### Teacher Responsibilities:

1. Supervise and enforce above procedures. Periodically review procedures with students.
2. Particular attention should be paid to maintaining quiet and orderliness during drills.
3. A teacher is responsible for seeing that all students in her/his group are accounted for:
4. Take attendance cards, or the record of attendance, with you.

## Lockdown

This procedure is to be used if there is an intruder, shooter in the building, a person with a weapon, or other dangerous situation affecting everyone's life safety

1. A known (to the staff) but ambiguous (to the intruder) announcement will be made over the public address system that informs the teachers that a lockdown is in effect.
2. Teachers are to clear the halls (clear students from hallway quickly into either their assigned classrooms or have them stay in the nearest available classroom. DO NOT allow students to leave the room. DO NOT issue passes.), hold students in place, lock doors, turn out lights, lower blinds (leaving one up), stay quiet and out of sight, and disregard the fire alarm until further notice. Verify attendance of students, add any students from the hall.
3. Turn off the bell system
4. Exterior doors will be locked by custodian.
5. Disregard period change bells and fire alarm until further notice. If a fire evacuation is needed it will be announced by the PA.
6. Explain to students that a security procedure is in effect and it is believed there is a hazard. Explain you will stay in the classroom until the police determine it is safe. Disregard the fire alarm unless it is announced.
7. If the fire alarm is activated, Main office staff will immediately silence the bells
8. DO NOT allow anyone else to enter.
9. Await further instructions. DO NOT open doors or release students until it is announced that it is safe be PA or direct contact by Police or School Administrator.

## Hold In-Place Drill

This procedure is to be used if there is a need to hold students in classrooms due to: custodial cleanup in the hallways; maintenance work in the hallways; blocked hallway due to a delivery; emergency personnel taking a patient from the nurse's office, classroom or hallway; drug search; and assembly program running overtime; bus or transportation delay, or other reasons why classes would need to be held without a direct life threat. Hallways will be cleared but exterior doors DO NOT need to be locked or secured.

1. A known (to the staff) but ambiguous (to the students) announcement will be made over the public address system that informs the teachers that a hold in place drill is in effect.
2. Turn off bell system.
3. Check hallway, close classroom door. DO NOT allow students to leave the room. DO NOT issue passes. Teachers verify attendance of students.

4. Disregard period change bells until further notice.
5. Termination of this procedure will be announced by PA announcement.

### **EMERGENCY GO-HOME POLICY, CLOSING AND EARLY DISMISSAL OF SCHOOL**

On the rare occasion that it may be necessary to close SANY Schools prior to the normally scheduled end of the school day, the school requests that the parents and children have a mutually agreed on safe place for the child to stay until the parents return home. At the beginning of each school year, parents are asked to complete the Emergency Contact Form (*See Appendix 4*).

Announcements of early closings will be on several TV and Radio Channels.

- Syracuse Stations are:
  - Television
    - CNY Central (Channels 3 & 5)
    - NewsChannel 9
    - YNN (Channel 10)
  - Radio:
    - Clear Channel Radio (FM Band: 104, 106, 105, 107, Y94; AM Band: 570, 620)
    - 89.9 FM
- Utica Stations are:
  - Television
    - WKTV – NBC 2, NewsChannel 2
    - WUTR – ABC, Channel 20
    - YNN (Channel 10)

Response to an emergency where appropriate: school cancellation, early dismissal, evacuation, and sheltering. Examples of actions include the following and could be made in cooperation with local emergency responders:

- School cancellation
  - monitor any situation that may warrant a school cancellation
  - make determination
- Early dismissal
  - monitor situation
  - if conditions warrant, close school
  - contact bus companies to arrange transportation
  - contact local media to inform parents of early dismissal
  - set up an information center so that parents may make inquiries as to the situation
  - retain appropriate personnel until all students have been returned home.
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes).
  - determine the level of threat – Director/designee
  - contact bus companies to arrange transportation- designee
  - clear all evacuation routes and sites prior to evacuation
  - evacuate all staff and students to pre-arranged sites
  - account for all student and staff population
  - report any missing staff or students to office manager
  - make determination regarding early dismissal – designee
  - if determination was made to dismiss early, contact local media to inform parents of early dismissal
  - ensure adult supervision or continued school supervision/security
  - set up an information center so that parents may make inquires as to the situation

- retain appropriate school personnel until all students have been returned home.
- Sheltering sites (External)
  - determine the level of threat – Director/designee
  - determine location of sheltering depending on nature of incident
  - account for all students and staff
  - report any missing staff or students to designee
  - determine other occupants in the building
  - make appropriate arrangements for human needs
  - take appropriate safety precautions
  - establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
  - retain appropriate school personnel until all students have been returned home

### Implementation of School Security

Parents, guardians and visitors are always welcome at SANY Schools. Each school building is locked at all times and monitored by a closed circuit TV. Upon entry and when leaving the building, visitors are asked to sign in and out in each school's main office. Security measures adopted by the schools include surveillance cameras posted in key locations outside the school buildings, cameras in all hallways, at all entry and exit points, and in all classrooms; roving hall monitors in the elementary, middle and high school buildings; and the requirement that all visitors must report to the administrative offices upon arrival sign in and obtain a visitor's pass.

### Vital Educational Agency Information

The schools maintain information on: school population, number of staff, transportation routing, and telephone numbers of key officials. This information is readily available in case of emergency and on file with local police agencies. In addition, in Syracuse, each school will maintain a copy the information in one another's locations.

## **B. Early Detection of Potentially Violent Behavior**

Faculty and staff in-service programs are under development for violence prevention training and early identification of potentially violent students.

Information regarding the early identification of potentially violent behavior has been made

available to all students, staff and parents. These materials are disseminated through the offices of each school building and notice of their availability has been made through the building newsletters, and the schools' web pages.

### **C. Responses to Acts of Violence: Implied and Direct Threats**

The following types of procedures could be used by SANY personnel for implied or direct threats of violence by students, teachers, other school personnel and visitors to the school:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform the School Director of the implied or direct threat
- Determine level of threat with Directors
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the School Safety Team

### **D. Hazard Identification**

The following is a list of our supervised buildings and sites where potential emergencies could occur:

Within the Syracuse High School Area:

- NY 5 Hazardous Materials Trucking
- Flooding

Within the Syracuse Elementary School Area:

- Rte 173 Hazardous Materials Trucking
- South Salina Street Hazardous Materials Trucking
- Flooding

Within the Syracuse Citizenship Elementary School Area:

- Rte 173 Hazardous Materials Trucking
- South Salina Street Hazardous Materials Trucking
- Flooding

Within the Utica School Area:

- Arterial Highway Hazardous Materials Trucking
- Flooding

Within the School Grounds:

- Elementary School and adjacent playgrounds

Within the School Buildings:

- Contained within the Confidential Building Level Plans Floor Plans.

***See Appendix 1 (Protocols for Disaster Responses) and Appendix 5 (Bomb Threat Identification) for additional information***

## Section III: Response

### A. Notification and Activation (Internal and External Communications)

The schools have the necessary procedures in place for contacting appropriate law enforcement authorities in the event of a violent incident, with agency phone numbers posted in all building offices. Additionally, notification of a disaster or act of violence may be made throughout the schools or act of violence may be made throughout the schools via the public address system, telephone, e-mail, fax or the local media. Parents of students are contacted using the above noted resources.

### B. Situational Response

#### Multi-Hazard Response

Plans for taking action in various emergency situations are outlined in *Appendix 1 – Protocols for Disaster Responses*.

#### Responses to Acts of Violence: Implied or Direct Threats

The following procedures will be used in response to implied or direct threats of violence:

- Staff trained in de-escalation of violence or other strategies used to diffuse violent situations will be called upon as necessary.
- Building principals will be notified of implied or direct threats,
- The superintendent or his designee will be consulted and a determination of the level of the threat will be made.
- Appropriate law enforcement officials will be contacted, if necessary.
- The situation will be monitored and the response modified, as appropriate.

*See Appendix 1 Protocols for Disaster Responses for additional information.*

#### Acts of Violence

Response to acts of violence by students, teachers, other school personnel and visitors to the school will be as follows:

- The building principal/superintendent will be informed.
- The Superintendent or his designee will make a determination of the level of threat.
- If appropriate, the immediate area will be isolated and evacuated, and/or a lockdown procedure will take place.
- Local law enforcement agencies will be contacted for assistance.
- The situation will be monitored and procedures adjusted, as appropriate.

#### Response Protocols

Response protocols are outlined in *Appendix 1 - Protocols for Disaster Responses*.

### Arrangements for Obtaining Emergency Assistance from Local Government

Emergency assistance from local agencies will be summoned by the superintendent/designee when necessary and appropriate.

The superintendent/designee will contact the emergency management coordinator and/or the highest ranking local government official for obtaining advice and assistance, when necessary, especially during prolonged emergency situations.

Potential emergency response resources include: local fire departments, police agencies, local ambulance corps and emergency medical technicians, and local clergy.

### District Resources Available for Use in an Emergency

Syracuse Academy of Science Charter School and Utica Academy of Science Charter School are small, independent schools in a large school district. Our resources are somewhat limited.

School buildings, vehicles, (buses, trucks, plows), equipment (generators, tools) drinking water, grounds fields parking lots are all available if needed during emergency situations.

### Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies

The following school officials have the authorization to deploy manpower and approve the use of facilities and equipment during an emergency situation

School Personnel - Superintendent/Business Administrators

Facilities/Equipment - Superintendent/Business Administrator/Supervisor of Buildings and Grounds

***See Appendix 1 - Protocols for Disaster Responses for additional information***

### Protective Action Options

The following actions will be taken in response to emergency situations:

#### *School Cancellation*

- Monitor any situation that may warrant a school cancellation - Superintendent/team.
- Make determination – Superintendent
- Contact local media - Superintendent

### *Early Dismissal*

- Monitor situation - Superintendent
- If conditions warrant, close school - Superintendent
- Contact Director of Transportation to arrange transportation - Superintendent
- Contact local media to inform parents of early dismissal - Superintendent
- Set up an information center so that parents may make inquiries as to the situation.
- Retain appropriate district personnel until all students have been returned home.

### *Evacuation (before, during and after school hours, including security during evacuation and evacuation routes).*

- Determine the level of threat - Superintendent/Designee.
- Contact Director of Transportation to arrange transportation - Superintendent/Designee.
- Clear all evacuation routes and sites prior to evacuation.
- Evacuate all staff and students to pre-arranged evacuation sites.
  - Syracuse Elementary: basement level of main school building
  - Syracuse Citizenship Elementary: basement level of main school building
  - Syracuse JH/HS: basement level of main school building
  - Utica: 1<sup>st</sup> floor of building
- Account for all student and staff population. Report any missing staff or students to Building Dean.
- Make determination regarding early dismissal - Superintendent/Designee.
- If determination was made to dismiss early, contact local media to inform parents of early dismissal - Superintendent/Designee
- Ensure adult supervision or continued school supervision/security.
- Set up an information center so that parents may make inquiries as to the situation.
- Retain appropriate district personnel until all students have been returned home.

### *Sheltering sites (internal and external)*

- Determine the level of threat - Superintendent/Designee
- Determine location of sheltering depending on nature of incident
- Account for all students and staff. Report any missing staff or students to designee.
- Determine other occupants in the building
- Make appropriate arrangements for human needs.
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- Retain appropriate district personnel until all students have been returned home.

***See Appendix 1- Protocols for Disaster Responses for additional information.***

## Section IV Recovery

Syracuse and Utica Academies of Science shall conduct drills and other exercises to test and evaluate the effectiveness of the school emergency response plans. The drills shall be coordinated with and include the participation of local emergency response providers. The results of such drills and exercises shall be reported to the Board of Trustees as needed.

The results of such drills and exercises will also provide an evaluation of emergency systems and provide recommendations for improvement of emergency response as necessary. School and community resources will be mobilized during and after a crisis to develop a specific plan of action which will respond to the physical and emotional needs of students, staff, parent, and/or community members. *Refer to Appendix 8 - Crisis Intervention Plan for more details.*

## Appendix 1 Protocols for Disaster Response

### Responses to Multi-Hazard Emergencies

#### Incident Command

The concept of Incident Command ensures that someone or some group is indeed in charge of an incident, especially one that requires multi-agency response. The system is required by NYS Executive Order #26 of 1996 during such multi-agency operations. The Incident Commander (IC) is a person or persons with authority to make decisions. While some incidents require specific single IC's, (fire = fire officer, police = police officer) others require flexibility and expendability. For example, a building collapse may require the assistance of fire, EMS, police and school authorities to be able to deal with several issues simultaneously. The IC may actually be made up of representatives from each of these agencies. The system however is setup to expand and contract as needed. The system is the only way to ensure that all questions are answered, all resources are distributed and that all personnel follow the same course of action.

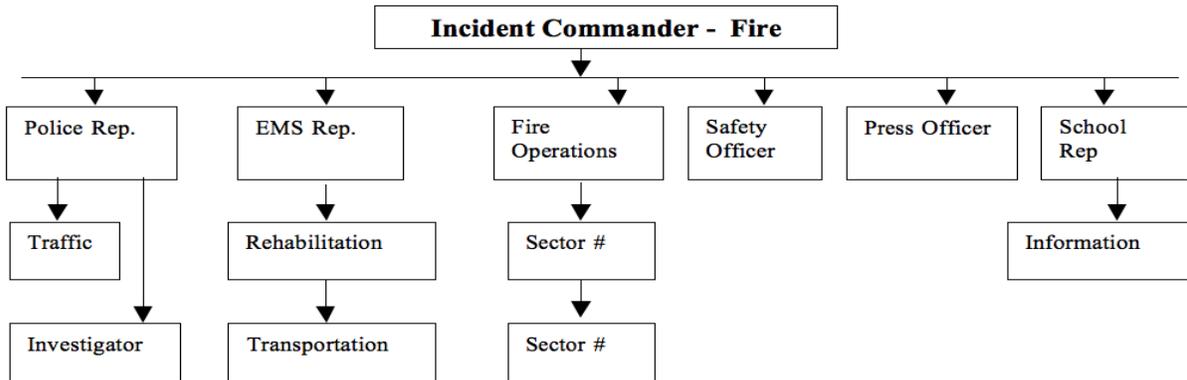
#### Functions of Command

1. Provide a plan of operation
2. Provide coordination between agencies
3. Secure adequate personnel
4. Logistics: Secure adequate resources (may include those for immediate use or those for long term use, such as food, lodging, etc.)
5. Financial: Who will pay bills? (may mean securing purchase orders, or contracts)
6. Press information.

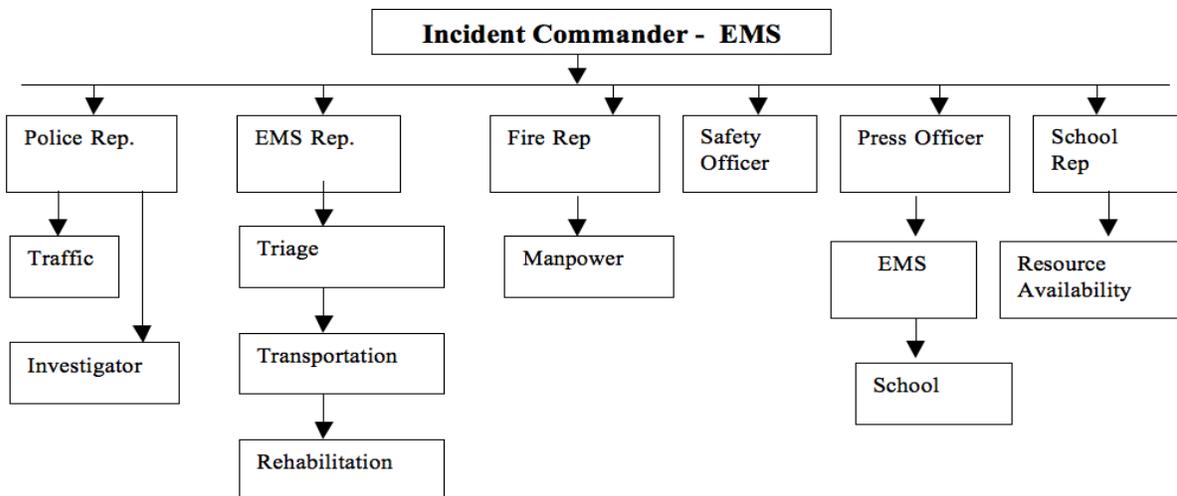
#### Command Set-Up

Command will be set up in one specific place, which does not move unless absolutely necessary. This "center" could be located in a building, emergency services vehicle or simply in a marked off designated area. Location of the command post must be communicated to all respondents, must be clearly marked and must be kept off limits to non-command personnel. It is most important that each agency establish clearly defined lines of authority so that only the person in charge locates to the command post.

The following is a sample command structure for a fire:



The following is a sample command structure for a bus accident or mass casualty incident (MCI) without fire or hazardous materials release:



## PROTOCOLS FOR ENVIRONMENTAL DISASTERS

In the case of all disasters listed below, the building level designees will immediately notify the Board of Trustees and the Charter School. In the unlikely event that students have to go home, we will follow our go-home policy.

1. Air Pollution
  - a. Preparation: Maintain emergency go-home plans.
  - b. Response:
    - i. To extent possible, follow recommendations of agencies issuing alerts.
    - ii. Follow directions of government agencies having authority as to curtailment,

early dismissal, or cancellation of school sessions.

- c. Recovery: Resume school as authorized by government agencies.

## 2. Drought

### a. Preparation:

- i. Be prepared to follow guidelines of jurisdictional government agencies.
- ii. Update list of emergency water suppliers on annual basis.

### b. Response:

- i. Follow local guidelines for drought as developed and presented by local or county agencies.
- ii. Close schools if ordered to do so.

- c. Recovery: Resume normal schedule once emergency ends or alternative plans can be established.

## 3. Earthquakes

### a. Preparation:

- i. Become familiar with response portion of this guide.
- ii. Maintain emergency go home plans.

### b. Response:

#### i. During Earthquake

1. Inside: Move to safest areas possible – away from objects that could fall, move to areas under desks, tables, etc. Stay away from windows, mirrors, heavy objects hung on walls.
2. Outside: Move to open areas away from buildings, power poles, underground utility lines (if known or if ruptured)
3. In vehicles: Stop vehicle in open area if possible, but remain in vehicle.

#### ii. Following Earthquake

1. Local emergency plans call for emergency crews to check on local conditions. However, due to scope of disaster, the school should plan to operate on its own for varying periods of time.
2. Establish Command Posts. The school safety team must establish its own CP. Each

3. Incident Commander should be the highest-ranking person from the building's chain of command list.
4. IC should appoint appropriate persons to keep building population calm and together.
5. IC to appoint person with highest EMS training to set up a treatment area (sector) for those who may be injured. Triage if necessary. Maintain records of EMS actions.
6. School to appoint appropriate persons to minimize problem areas such as shutting down gas lines if leaking, extinguishing fires if possible or moving building population to safer areas.
7. School to appoint appropriate persons to establish an evaluation area.
8. Parents/relatives/guardians who may be able to arrive to evacuate students should do so through this area. Maintain list of persons leaving and who they left with, and the time of evacuation.
9. Attempt to maintain contact with local authorities if phone system is operational. Cellular may be of assistance, however this system may be down or overwhelmed. Tune in to the Emergency Broadcast Station (EBS) radio for information and further directions.
10. Turn over School to local authorities once they arrive. NOTE: they may only make contact and leave action in hands of building population.
11. Terminate building command once all students have been evacuated to parents/relatives/ guardians/ or government shelters.

iii. Recovery:

1. Dependent on scope of Earthquake, governmental states of emergency, etc., return to normal sessions following repairs.
2. May need to establish a crisis intervention network for students and/or staff.

4. Epidemics

- a. Preparations: Maintain School Health Emergency guidelines.
- b. Response:
  - i. Establish that a possible problem exists by notifying school nurse.
  - ii. If problem is suspected or identified, school nurse to notify school physician and directors.

- iii. School physician to notify appropriate public health officials.
- iv. Follow directions of school physician and public health officials.
- v. Directors to notify staff, parents and students when normal school sessions can resume.

## 5. Flood

### a. Preparation:

- i. Become familiar with floodplain areas.
- ii. Plan for alternate transportation routes.
- iii. Maintain emergency go home plans.

### b. Response:

- i. Directors to monitor NOAA weather Radio, EBS and/or AM/FM radios for flood watch and warning information.
- ii. Directors to monitor areas around respective buildings for developing water problems.
- iii. Move affected building's occupants to safe areas as dictated by developing conditions.
- iv. Early dismissal or school cancellations will be made in the usual fashion.
- v. Travel on roadways will be dictated by local conditions.

### c. Recovery:

- i. Resume normal school sessions following notification of safe travel and safe conditions by local officials.

## 6. Storms – Blizzards, Wind, Hurricanes, Tornadoes

### a. Preparation:

- i. 1. Monitor weather conditions and forecasts on ongoing basis.
- ii. 2. Maintain emergency go home plans.

### b. Response:

- i. Follow directions of local authorities.
- ii. For storm conditions with adequate warning, cancel or dismiss school according to established school procedures.

- iii. Curtain outdoor activities.
- iv. Secure outside objects which could be blown away.
- v. For sudden storm possibilities, such as tornadoes:
  - 1. Directors to appoint someone to monitor outside weather conditions.
  - 2. Should such an event occur, move building occupants to lowest possible portions of building, avoiding windows and large rooms (auditoriums, gymnasiums, cafeterias, etc).
  - 3. For tornadoes, staff should be instructed to open windows before leaving their areas (this reduces chance of building collapse).
- vi. Should conditions damage building, or injuries occur, contact local authorities via 9-1-1.
  - 1. Local emergency plans call for emergency crews to check on local conditions. However, due to scope of this disaster, each building should plan to operate on its own for varying periods of time.
  - 2. Establish Command Post(s)
  - 3. IC should appoint appropriate persons to keep building population calm and together.
  - 4. IC to appoint person with highest EMS training to set up a treatment area (sector) for those who may be injured. Triage if necessary. Maintain records of EMS actions.
  - 5. IC to appoint appropriate persons to minimize problem areas such as shutting down gas lines if leaking, extinguishing fires if possible or moving building population to safer areas.
  - 6. IC to appoint appropriate persons to establish an evacuation area. Parents/relatives/ guardians who may be able to arrive to evacuate students should do so through this area. Maintain list of persons leaving and who they left with, and the time of evacuation.
  - 7. Attempt to maintain contact with local authorities if phone system is operational. The cellular system may be down or overwhelmed. At least tune in to EBS radio for information and further directions.
  - 8. Turn over IC to local authorities once they arrive. NOTE: they may only make contact and leave action in hands of building population.
  - 9. Terminate building command once all students have been evacuated to parents/relatives/ guardians or government shelters.

- c. Recovery:
  - i. If no damage has been sustained by the building, resume normal school sessions.
  - ii. If local authorities make special requests, follow requests. May include ending school sessions so that schools may be used as emergency shelters for persons from other areas. Should such requests be made follow normal early dismissal procedures.
  - iii. Directors to contact the Board of Trustees and the Charter School Institute.

## 7. Radiological

- a. Preparation:
  - i. Unless brought into a building, this is a very remote possibility.
  - ii. Maintain emergency go home plans.
- b. Response:
  - i. Remove all personnel from suspected radiological source.
  - ii. Directors to contact 9-1-1. Follow their directions.
  - iii. Directors to contact the Trustees and the Charter School Institute.
- c. Recovery:
  - i. Resume school sessions once advised to by appropriate authorities.

## 8. Water Contamination

- a. Preparation:
  - i. Update list of emergency water suppliers on annual basis.
  - ii. Maintain emergency go home plans.
- b. Response:
  - i. Directors to contact the Trustees and the Charter School Institute.
  - ii. Building occupants to be instructed not to consume water until problem can be declared unfounded or corrected.
  - iii. Directors to notify Oneida or Onondaga County Health Department (see Appendix 4).
  - iv. Emergency water supplies to be brought to affected building.

- c. Recovery:
  - i. 1.Complete any repairs or actions as required by County Health Dept.
  - ii. 2.Notify building personnel of return to normal situation.

## **MAN-MADE DISASTERS**

### **1. Bombs and Bomb Threats**

- a. Preparation:
  - i. Train call takers in listening techniques (see Appendix 5).
  - ii. Maintain emergency go home plans.
- b. Response:
  - i. Directors to determine validity of call.
  - ii. If threat is believed to be real:
  - iii. Contact local authorities via 911.
  - iv. Evacuate building/ areas as necessary.
  - v. Follow directions of local authorities.
- c. Recovery:
  - i. Once danger has passed, resume normal school sessions.

### **2. Collapse**

- a. Preparation:
  - i. Maintain familiarity of response section of this guide.
  - ii. Maintain emergency go home plans.
- b. Response:
  - i. Curtail or cease building/component (bleachers, wing, etc.) use immediately.
  - ii. Assess need for immediate action – evacuation.
- c. Directors to establish action plan.
- d. Directors contact Board of Trustees and Charter School Institute.
- e. Should collapse occur
  - i. Evacuate building/area to extent possible/necessary. bNotify local emergency

services via 9-1-1.

- ii. Follow directions of local emergency services.
- iii. Directors to provide appropriate liaison to the emergency services command post.
- iv. Directors to establish an EOC to coordinate operations, including contacting transportation for emergency sheltering or early dismissal, sending personnel to the affected building to assist, preparing press releases.

f. Recovery:

- i. EOC will continue to monitor evacuations and notifications.
- ii. Establish short term and long term action plan as dictated by event.

3. Explosions

a. Preparation:

- i. Maintain familiarity of response section of this guide.
- ii. Maintain emergency go home plans.

b. Response:

- i. Sound building fire alarm and evacuate all personnel.
- ii. Contact local authorities via 9-1-1.

c. Effect emergency operations as possible – fire extinguishment, first aid, etc.

d. Directors to provide appropriate liaison to the emergency services command post.

e. Contact Trustees and Charter School Institute.

f. Directors to establish an EOC to coordinate operations, including contacting transportation for emergency sheltering or early dismissal, sending personnel from other buildings to the affected area to assist, preparing press releases.

g. Recovery:

- i. EOC will continue to monitor evacuations and notifications.
- ii. Establish short term and long term action plan as dictated by event.
- iii. Cooperate with jurisdictional authorities in any necessary investigations.

4. Fire

a. Preparation:

- i. Establish plan in conjunction with local fire department.
- ii. Maintain fire alarm system and PA system within each building.
- iii. Maintain fire extinguishers within each building.
- iv. Cooperate with fire inspectors – town fire dept., insurance.
- v. Staff training to include: fire prevention, fire extinguishers, fire alarm procedures.
- vi. Maintain emergency go home plans.

b. Response:

i. Immediate

1. Person discovering fire or fire situation to notify building via fire alarm, internal phone or directly to any authority.
2. Building procedures (evacuation, extinguishment) set in motion.
3. Main office to contact local Fire Department via 9-1-1. In event that the main office is unable to do so, building back up phone plan should be maintained, i.e., different phone within building, cell phone, neighbor.
4. Advise fire department of situation, turn over operations to FD.

ii. Subsequent

1. Building Director to notify Trustees and Charter School Institute.
2. If necessary, Directors to establish EOC to begin early dismissal, prepare press release should one be needed and assist in whatever ways are necessary.

c. Recovery:

- i. Resume building operations when advised to by FD.
- ii. Curtail use of building if needed.
- iii. Cease school operations if necessary. Should this be necessary, follow district early dismissal policy.

5. Gas Leak or Odors

a. Preparation:

- i. Maintain maps of gas lines into and within buildings.
- ii. Maintain backup plan for evacuation that does utilize fire alarm system.
- iii. Maintain emergency to home plans.

b. Response:

- i. Building Directors to contact emergency services via 9-1-1.
- ii. If deemed necessary to evacuate, do so WITHOUT using fire alarm system (fire alarm systems can ignite gas vapors).
- iii. Building Director to notify Trustees and Charter School Institute.
- iv. If problem appears to be lengthy to resolve, Directors to establish EOC to contact transportation supervisor for buses to shelter or for early dismissal, prepare press releases, and aid in whatever way necessary.

c. Recovery:

- i. Once building has been declared safe by Fire Department and/or gas supplier, resume regular school sessions.

6. Hazardous Materials

a. Preparation:

- i. Follow all appropriate hazardous materials regulations of insurance company, OSHA, NIOSH, CFR.
- ii. Maintain emergency go home plans.

b. Response:

- i. Upon discovery of spill, leak or release of a suspected hazardous material, including petroleum products, notify emergency authorities via 911.
- ii. Keep all persons away from suspected hazmat material.
- iii. Building Director to notify Trustees and Charter School Institute.
- iv. Establish action plan in conjunction with emergency authorities.
- v. Should problem be substantial, Directors to establish EOC to begin early dismissal, prepare press release should one be needed and assist in whatever way necessary.

c. Recovery:

- i. Once building has been declared safe by Fire Department and/or appropriate

authorities, resume regular school sessions.

## 7. Hostages

### a. Preparation:

- i. Maintain familiarity of response section of this guide.

### b. Response:

- i. Identify that a possible hostage situation exists.
- ii. Secure assistance of others in the immediate area.
- iii. Notify Directors.
- iv. Directors to contact emergency authorities via 9-1-1.
- v. Building Director to notify SAS Trustees and Charter School Institute.
- vi. Directors to establish EOC to assist by contacting needed parent(s) of victims, spouse of victims, preparation of press releases, and in whatever ways possible.
- vii. If practical, move those in the immediate vicinity of the possible hostage situation away from the danger area.
- viii. Maintain surveillance while waiting for police to arrive.
- ix. Make reports to police and follow their directions.

### c. Recovery:

- i. Once situation has been declared safe by police, resume regular school sessions.

## 8. Intruders

### a. Preparation:

- i. Maintain familiarity of response section of this guide.

### b. Response:

- i. If an intruder is suspected, contact Directors.
- ii. Directors to establish that there is indeed an intruder. "When in doubt, check them out."
- iii. Person observing intruder should obtain assistance of other adults nearby.

- iv. If comfortable with encountering possible intruder, staff members should request that the person(s) report to the main office. The possible intruder should be escorted by staff.
  - v. If NOT comfortable with encountering possible intruder, maintain surveillance and wait for assistance from Directors.
  - vi. Directors should determine whether police presence is needed. However, if intruder is violent or
  - vii. threatening prior to arrival of Directors, police should be called by any available staff member.
  - viii. Prior to arrival of police, isolate as many persons as possible from the intruder.
  - ix. If necessary for emergency notification of staff, a prearranged coded announcement is to be made. "Mrs. Holden is in the building." Repeat the announcement. This announcement alerts the staff to the presence of the intruder without alarming students or the intruder(s). Staff should then keep students confined to their classrooms at this point.
  - x. Do nothing to anger or threaten the intruder.
  - xi. Once police arrive, make report to police, and follow their instructions.
- c. Recovery:
  - d. Return to normal school sessions upon removal of intruder(s).

## 9. Kidnapping

- a. Preparation:
  - i. Maintain familiarity of response section of this guide.
  - ii. Response:
  - iii. Notification to Directors upon possible kidnapping or potential kidnapping.
  - iv. Police to be called by Directors via 9-1-1 call.
  - v. Level of involvement by staff is one of personal judgment.
  - vi. Note as much information as possible (i.e. video footage from internal surveillance cameras, descriptions of person(s), clothing, vehicles, license numbers, etc.)
  - vii. Report information to police.
  - viii. Building Director to notify Trustees and Charter School Institute

- ix. In conjunction with police, notify parent(s) or spouse(s).
- x. Directors to prepare press releases.

b. Recovery:

- i. Return to normal school sessions upon removal of intruder(s).

## 10. Power Failures

a. Preparation:

- i. Maintain building emergency lights.
- ii. Maintain emergency go home plans.

b. Response:

- i. Directors to contact local utility to report failure and to determine, to extent possible, duration of the problem.
- ii. Directors will take necessary action needed to mitigate damage to building or its contents.
- iii. Directors will contact Police Department to determine if problem is local or city-wide.
- iv. Short term problem: maintain school in session, IF vital services can be maintained. These services to include: phones, heat, water and others as deemed necessary by the building administrators.
- v. Long term with passable roads: Emergency early dismissal.
- vi. Long term with impassable roads:
- vii. Notify staff and students, instructing all to remain calm.
- viii. Make contact with local emergency authorities to advise them of situation.
- ix. Assess all persons as to any special needs (i.e. medications, dietary, etc.). Attempt to address these needs. Local authorities may be able to assist in this area.
- x. Attempt to keep track of those who leave building.
- xi. Dismiss students as soon as conditions allow.

Recovery:

- a. Re-establish building operations.

- b. Resume school schedule.

## 11. Weapons

### a. Preparation:

- i. District should instruct school population of zero tolerance for weapons on school property.
- ii. Maintain familiarity of response section of this guide.

### b. Response:

- i. In this difficult situation, circumstances and persons involved will force split-second decisions that will vary from person to person and incident to incident. Generalizations can however be made.
- ii. **NON-THREATENING WEAPONS:** (observed in bags, coats, vehicles, or by rumor, etc.)
  - 1. Notify school directors as soon as possible.
  - 2. Directors will contact police via 9-1-1.
  - 3. Inform other adults in the area.
  - 4. Attempt to maintain surveillance of person with possible weapon. eTurn over information to police upon the arrival.
  - 5. Turn over weapon to police upon their arrival.
  - 6. Building Director to notify SAS Trustees and Charter School Institute.
- iii. **THREATENING WEAPONS IN NON-CLASSROOM AREAS** (areas such as halls, cafeterias, parking lots, etc.)
  - 1. Notify Building administrator ASAP.
  - 2. Building Administrator to contact police via 9-1-1.
  - 3. Inform other adults in the area.
  - 4. Attempt to maintain calm among those in the area.
  - 5. Attempt to remove as many persons from the danger area as possible.
  - 6. Make no threatening moves toward person(s) with weapon(s).
  - 7. If unable to leave area of weapon, follow directions or armed person(s).

8. Follow directions of police upon their arrival.
9. If announcement is needed, broadcast coded announcement. Repeat 3 times. The area portion of the announcement alerts staff as to where the problem might be. Staff is to then avoid this area, and to keep students in their areas.
10. Building Director to notify Trustees and Charter School Institute.
11. Directors to establish EOC. Monitor situation and establish district action plan as conditions warrant.

## APPENDIX 2: EMERGENCY EARLY CLOSING FORM

Dear Parents:

In the event of an emergency early dismissal, it is vitally important that each student knows what to do and where to go. Therefore, we ask that you make arrangements for such an event and review the go-home procedures you have made with your child. Please complete the form below and bring it into school. We appreciate your cooperation.

Child's name: \_\_\_\_\_

Grade: \_\_\_\_\_

For children who walk to school:

My child will be picked up by \_\_\_\_\_ (parent or other designated adult)

For children who ride a school bus to school: My child will ride the regular school bus to:

\_\_\_\_\_  
(Home address or that of neighbor on same bus route)

\_\_\_\_\_  
Parent's Signature

### APPENDIX 3: STAFF FIRST AIDERS & LOCAL POLICE, FIRE & EMS AGENCIES

[REDACTED]	[REDACTED]

All emergency numbers are 9-1-1.

Non-Emergency numbers of each agency are:

Department:	Phone Numbers
Syracuse Police Department	(315) 442-5111 315-442-5111
Syracuse State Police	(315) 455-2826
Syracuse Fire and Rescue Department	(315) 473-5525
Syracuse Animal Control	(315) 473-6608
Syracuse Community Police	(315) 448-8650
Public Safety	(315) 473-5525
Public Utilities	(315) 825-7235
Public Works	(315) 448-2489
Child Protective Services	Syracuse - 211 Utica - (315) 798-5632
Centro Bus	(315) 442-3333
American Red Cross	1 800-733-2767
SCSD Transportation Department	(315) 435-4260
Upstate Pediatric Emergency Room	(315) 464-5437

## APPENDIX 4: BOMB THREAT CALL IDENTIFICATION

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Call Taker: \_\_\_\_\_ Phone: \_\_\_\_\_ Exact words of caller:

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Try to get answers to: (Don't expect much cooperation)

When is the bomb going to explode? \_\_\_\_\_

Where is the bomb? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What does it look like? \_\_\_\_\_

Why did you place the bomb? \_\_\_\_\_

Voice Description

Male: \_\_\_ Female: \_\_\_

Age: Young \_\_\_ Middle \_\_\_ Old: \_\_\_

Tone: (seriousness): \_

Accent: \_

Background Noise: \_

Familiar? \_

\_\_\_ If yes, who did it sound like? \_\_\_\_\_

Remarks: \_\_\_\_\_

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## APPENDIX 5: GLOSSARY OF TERMS

**ALS** Advanced Life Support. High level of emergency medical care provided in the field, up to maintenance of basic body function. Does not include drug administration, Bureau of Alcohol, Tobacco and Firearms (ATTF), federal agency having jurisdiction of incidents involving explosive devices.

**BLEVE** Boiling Liquid Expanding Vapor Explosion; eruption of a closed vessel under heat that creates an explosive fire or fire ball upon rupture.

**BLS** Basic Life Support. Most basic level of emergency medical care provided in the field; administered by EMTs.

**BRANCH** An organizational term designating a particular function or segment of incident operations (i.e. finance or logistics).

**CAD** Computer Aided Dispatch; designed to enhance the speed and accuracy of dispatching equipment to emergencies.

**CHEMTREC** Chemical Transportation Emergency Center. An advisory group that aids in the identification of hazardous materials and in dealing with emergencies involving hazardous materials.

**CIVIL DISTURBANCE COMMAND POST COMMAND STAFF**

**COMPANY** Any piece of equipment having a full complement of personnel.

**EBS** Emergency Broadcast System. Public emergency radio and television broadcasts alerting the public to impending dangers and giving advice and direction before, during and after a public emergency.

**EMS** Emergency Medical Service. Includes first aiders, first responders, EMTs, technicians, and all others assigned to provide immediate care and treatment of injured parties.

**EMT** A level of first aid provided authorized to treat up to the administration of medications. Main staff members of Basic Life Support (BLS) Ambulances.

**EOC** Emergency Operations Center. A facility that serves as a multi-agency command point for coordination of activities during disasters. May be located away from the disaster site.

**EPA** Environmental Protection Agency. A federal agency with jurisdiction over environmental disasters.

FEMA Federal Emergency Management Administration. Federal agency providing assistance during periods of major disaster.

HAZ MAT Hazardous materials. Any substance that poses an extraordinary risk to health, safety, property or the environment.

IC Incident Commander. The individual responsible for the management of all incident operations. IAP Incident Action Plan. The operational plan for the incident. The plan establishing the general control objectives, setting incident strategy and establishing rescue, suppression and control

actions.

RACES Radio Amateur Civil Emergency Service. Amateur radio operators providing backup radio capabilities during disasters.

REHAB Rehabilitation. Area where personnel are sent for refreshment and/or medical surveillance following a assignment during a disaster.

SECTOR A geographic area or functional area of a disaster under the control of a single person, a sector commander, EMS

STAGING The location where non-assigned incident personnel and equipment are located in a state of readiness for deployment.

STATE OF EMERGENCY An order of a local government official granting greater authority to incident commanders and allowing outside resources to be utilized. This state authorizes activation of various state or federal emergency response plans.

TRIAGE Area where large numbers of casualties are sent for evaluation into three groups. Those who will not survive regardless of treatment, those who have a chance of survival if treated, those who will survive without treatment. Those in the second group are given the first priority.

WARNING A team used by the National Weather Service meaning that a certain type of severe weather has actually been detected.

WATCH A term used by the National Weather Service meaning that the conditions are right for the formation of a certain type of severe weather pattern.