HIGHLAND FALLS-FORT MONTGOMERY CENTRAL SCHOOL DISTRICT

District Level Emergency Response Plan 2025-2026 SY

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2025-2026 Safety Committee

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Overview

The District-wide School Safety Plan serves as a strategic foundation for a school district to identify and implement effective strategies in order to establish and uphold a safe and secure learning environment for all students. Created by the District-wide Safety Team, this plan offers overall guidance and direction for developing Building-level School Safety Plans for each school building within the district. While the District-wide School Safety Plan encompasses a broad range of activities, the building-level plan focuses more specifically on essential actions necessary to ensure the safety of students and staff in the event of an emergency. By working in conjunction, these district and building plans establish a comprehensive approach to addressing school safety and violence prevention, providing a framework for all individuals to clearly understand their roles and responsibilities in safeguarding the entire school community.

In order to enhance the District-wide School Safety Plan, feedback will be obtained from local law enforcement and emergency response agencies, who will participate in the annual evaluation of the plan. Additionally, the District will actively seek resources and assistance from other state and county agencies.

Plan Review and Public Comment

The District-wide School Safety Plan will undergo periodic review and will be managed by the District-wide School Safety Team. A copy of the plan will be accessible in the offices of the Superintendent and the District Clerk, as well as on the District's Website.

In accordance with Commissioner's Regulation 155.17 (e) (3), this plan has been open for public comment. The District-wide School Safety Plan will be formally approved by the Board of Education following at least one public hearing that allows for the input of school staff, parents, students, and other stakeholders. The plan will be officially adopted by the Board of Education.

While connected to the District-wide School Safety Plan, individual School Safety Plans will be kept confidential and will not be subject to disclosure under Article 6 of the Public Officers Law or any other legal provision, as outlined in Education Law Section 2801-a.

School Emergency Response Plans (ERPs) will be provided to local law enforcement agencies.

Planning Assumptions and Limitations

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

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

Distribution of the Safety Plan

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

Send District Level Safety Plans to:

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

Or by email to: info@safeschools.ny.gov

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

Copies of your ERP, 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.

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Training and Exercises

The district understands the importance of training, drills, and exercises. In being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

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. Drills and training will be conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; students and staff will be informed when a school is conducting a drill.

- Roles and Responsibilities-Deliver at the start of the 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 ICS Classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) . 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

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

- Section 807 of the Education Law mandates that it shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state, other than colleges or universities, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to respond appropriately in the shortest possible time and without confusion or panic. Such drills shall be held at least **twelve (12)** times in each school year, **eight (8)** of which required drills shall be held between September first and December thirty first of each year. **Eight (8)** of all such drills shall be evacuation drills, **four (4)** of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. **Four (4)** of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Pupils shall be instructed in the

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procedure to be followed in the even that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waved where a drill is held during summer school in buildings where summer school is conducted, and **one (1)** of such drills shall be held during the first week of summer school. In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

- 8 NYCRR Section 155.17 (e)(3)-each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 1-Lockdown drill- Announced (first marking period)
- 3-Lockdown drills- Unannounced (quarterly-following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff 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 will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident. (i.e. “may I have your attention, this is a drill-LOCKDOWN-this is a drill”) Additionally, a sign or notice will be placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS-PLEASE WAIT.”** This will serve to notify any uniformed parents or visitors and prevent unwarranted panic.

The specific dates of training and drills in each school shall be specified in each school’s ERP.

Purpose and Situation Overview

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

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

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

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

The table below provides a list of potential threats that schools should consider when conducting a threat/hazard assessment.

Threat and Hazard Types	**Examples**
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• 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:	• Pandemic or infectious diseases, such as COVID-19, extensively drug-resistant tuberculosis, *Staphylococcus aureus,* and meningitis, etc. • Contaminated food outbreaks, including *Salmonella,* botulism, and *E. coli*

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	• Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active Shooters • Criminal Threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

Implementation of the Incident Command System (ICS)

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

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire, or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

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

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all that 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

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qualifications. EAch staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. See Appendix A for a list of all administrators.

Superintendent of Schools

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

Principal

The principal (or their designee) will serve as the on-site **Incident Commander**, as designated by the Superintendent of Schools, and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

Teachers/Substitute Teachers/Student Teachers

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

Responsibilities include:

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

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Teaching Assistants

Responsibilities include assisting teachers as directed and actions to ensure the safety of students

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse/Health Assistant

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents

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- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers
Responsibilities include:
- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

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

Other Staff
Responsibilities include:
- Execute assignments as directed by the Incident Commander

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

Parents/Guardians
Responsibilities include:
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

Emergency Response Protocols (Functional Annexes)

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

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

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended. The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants.
A chart with these five emergency response protocols or functional annexes must be posted in every classroom, office, and meeting space (see Appendix D)

1. Hold
2. Secure
3. Lockdown
4. Evacuate
5. Shelter

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

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

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

- Accounting for All Persons
- Reunification
- Continuity of Operations

Hold

Hold is followed by the Directive: **"In Your Room or Area"** and is the protocol used when hallways need to be kept clear of occupants.

Secure

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Secure is followed by the Directive: **"Get Inside. Lock Outside Doors"** and is the protocol used to safeguard people within the building.

Lockdown

Lockdown is followed by "**Lockdown, Lockdown, Lockdown. Take appropriate action**" and is the protocol used to secure individual rooms and keep occupants quiet and in place.

Evacuate

Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.

Shelter

Shelter State the **Hazard** and **Safety Strategy** for group and self protection.

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

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

Communications
This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be

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included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i).

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

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform [and/or other means] described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

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

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

Communication between School Officials and Staff Members

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

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.

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- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

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Communication between School Officials and Students

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

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.

External Communications

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

Communication with Parents

- Before an incident occurs, the school will:
    - Inform parents on how to access alerts and incident information.
    - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
    - Information will be included in school PTA meetings and back to school events
    - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

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

Communication with the Media

In the event of an emergency situation, school closing, or delay, the automated notification system will be initiated by the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), who will coordinate with the public information officer and/or participate in a joint information effort. The District also posts emergency-related information on its website: https://www.hffmcsd.org/ The following radio and television stations are also notified:

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- Radio
  - WCBS: News Radio 1080 AM
  - WVOX: 1460 AM or 93.5 FM
  - WRRV: 92.7 FM; 96.9 FM
  - Radio Disney: 1340 AM; 1390 AM
  - WFAS: White Plains 1230 AM or 103.9 FM
  - WHUD: 100.7 FM
  - WPDH: 101.5 FM; 106.3 FM
  - MIX 97: 97 FM
  - WGCH: Greenwich 1490 AM
- Television
  - News 12
  - CBS Channel 2
  - NBC Channel 4
  - Fox Channel 5
  - ABC Channel 7

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

Accounting for All Persons
This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing

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

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

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

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardians and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging the media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assisting in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Continuity of Operations Plan (COOP)

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This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include the continuity of teaching and learning ,business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, and safety and security.

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

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

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

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

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

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

Active Shooter Threat

DRAFT 2025-2026

Purpose

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

Scope

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

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

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

Activating the Emergency Response Plan

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

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

Incident Commander Actions

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

Staff Actions

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

DRAFT 2025-2026

Bomb Threat

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

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

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

Core Functions

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

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

Functional Annexes That May Be Activated

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

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

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

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.

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- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

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

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

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Explosion
Purpose

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

Scope
This annex outlines procedures for an explosion.

Core Functions

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

In your immediate area:
- Immediately activate the fire alarm and call 8-911.
- Begin evacuation of the building using the closest, safest exit and close doors. Notify Principal.
- Principals are required to immediately contact the Superintendent's Office.

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

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Field Trip Accident or Unusual Event

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a field trip accident or unusual event.

Scope

This annex outlines procedures for a field trip accident tor unusual event.

Core Functions

- DO NOT leave students unsupervised.
- Call 911, if necessary.
- Notify Principal.
- Principals are required to contact the Superintendent's Office.
- Notify parent/guardian, if necessary.
- Staff to carry list of parents'/guardians' phone numbers.

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Fire Emergency Evacuation of Building

Purpose

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

Scope

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

Core Functions

- Immediately activate the fire alarm and notify the incident commander. A designated member of the office staff will call 911.
- Staff will evacuate the building as per the fire/emergency evacuation directions posted in each classroom. Teachers should note alternate exits as well.
- Any student who is physically unable to exit the building using the stairs is to have an evacuation plan in place. The evacuation plan shall include having an adult assigned to bring the student to one of the designated areas of refuge. The student and the adult will be evacuated from the area of refuge by the first responders.
- Any student who is not presently in a classroom should exit the building with the nearest adult.
- Teachers are to take their “Go Bags”, car keys, cell phone and once outside in a safe area, take attendance. Any student that is not accounted for should be reported to the principal.
- The incident commander and custodial staff will monitor the outside evacuation areas.
- Teachers will remain outside the building until instructions are given to return to the building or, if necessary, evacuate off campus.
- Upon arrival of first responders, advise them of the situation. Assist the fire department incident command with activities related to the incident; for example, accountability of building occupants, building plans (maps with building layout), and locations of utilities shut down, etc.
- Prepare public information release to the media, if necessary. If early dismissal is initiated, communicate information to parents, staff, etc.
- Resume, curtail, or cease building operation as advised by fire department officials. Notify staff, students,and parents.
- There will be 8 fire drills, 6 of which will be held before December 31. For each fire drill, the time will be noted and recorded.

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

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Gas Leak

Purpose

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

Scope

This annex outlines procedures for a gas leak.

Core Functions

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

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Hazardous Materials

Purpose

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

Scope

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

Core Functions

- Do not touch or move any potentially hazardous material nor disturb any location in question.
- Isolate the area and limit access to qualified response personnel only.
- Call 9-911. Be specific about the description of the problem.
- Notify Principal or main office.
- Principals are required to immediately contact the Superintendent's Office and the Director of Facilities.
- Listen for and follow directions.
- Refer to Materials Safety Data Sheet (MSDS) in Safety and Risk Management Office for first aid and decontamination procedures.
- Any individual who has come into contact with hazardous materials must be evaluated by the school nurse, who may decide to call 911.

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

DRAFT 2025-2026

Loss of Life

Purpose

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

Scope

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

Core Functions

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

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

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

Death of Student or Staff Member

If school is in session:

- SERT will mobilize immediately to review list, determine action, and carry out responsibilities.
- Principal will inform staff via hand-delivered note or in person.
- When appropriate, the principal will make an announcement and observe a moment of silence using PA.
- Students and staff needing counseling will be directed to a designated area. Grief counselors will be there to meet students and staff. Staff needing class coverage can notify the main office and coverage will be provided.
- Students emotionally impacted and not ready to attend class may still come to school for professional support and guidance. They will be directed to one of the counseling sites.

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If school is not in session:

- SERT will mobilize immediately to review list, determine action and carry out responsibilities.
- Faculty will be notified by Black Board Connect system when information is received. The school will hold a faculty meeting at 8:00 am the next school day.
- Students emotionally impacted and not ready to attend class may still come to school for professional support and guidance. They will be directed to one of the counseling sites.

Then follow process as if school is in session.

Administrator procedure:

1. Parent contact – establish district person for the family to contact. Contact person will keep parents informed of any activities at school pertaining to the deceased child.
2. District Office will notify all building administrators within the district
3. Sibling information obtained.
4. Flag lowered to half-staff.
5. Student database information is locked.
6. All club/athletic/activity advisors notified (those who had contact with the student).

Special considerations for a death on school grounds:

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

DRAFT 2025-2026

Natural Disasters

Purpose

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

Scope

This annex outlines procedures for a natural disaster.

Core Functions

Tornado

- After notification of a tornado watch or warning is issued, stop all outdoor activities.
- If an announcement is made to shelter the students, immediately:
    - Close the windows and blinds
    - Instruct the students to leave their personal belongings in the class
    - Classes on the main floor and those classes in the portables will move downstairs to designated areas in the hallway. Classes on the lower floor will move to a corner of the classroom away from the door and windows.
    - Instruct the students to remain silent
- Remain sheltered until the “all clear” is given.

Earthquake

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

Flood

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

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

Procedures:

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

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Pandemic

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to pandemics, such as COVID19, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis. Since each pandemic is unique in severity, scope, and duration, the components of this annex must be adapted to the circumstances of each pandemic.

Scope

This annex outlines protocols for pandemic response, consistent with the requirements of Education Law §2801-a. Core Functions Relying on guidance from the New York State Department of Health (NYSDOH) and the Orange County Department of Health (OCDOH), the District will enact a pandemic response plan that may include the follow components, subject to the severity, scope and duration of the threat posed by the particular pandemic:

- **Capacity**: Phasing and quantity of students, faculty, and staff allowed to attend school in-person, considering factors such as ability to maintain appropriate physical distance, personal protective equipment (PPE) availability, local medical capacity, and availability of safe transportation;
- **Physical Distancing**: Protocols and procedures for students, faculty, and staff to ensure appropriate physical distancing when on school grounds and in school facilities;
- **PPE and Masks**: Protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate PPE is used to protect against the transmission of the pandemic when in indoor school facilities. Plans for all students, faculty, and staff to have the required PPE (i.e., acceptable masks) before entering indoor school facilities or other indoor spaces owned or administered by the school or school district (e.g., school buses). The District will determine the number/type of PPE and masks that will be maintained in stock in the event of a future pandemic to avoid critical shortages;
- **Operational Activity**: Determinations on how classes, shared spaces, and activities may be adapted in various phases of learning and operations (e.g., identify which, if any, students will be offered alternate approaches, such as alternative schedules or hybrids of in-person and remote learning; how additional and alternative – school and non-school – spaces can be used for, or in support of, in-person instruction; how such schedules could be administered to create overlap for students from the same household; how shared spaces, such as cafeterias, libraries, and gymnasiums, will be modified and used, if and how cohorts will be implemented). Policies regarding field trips and visitors considering risks for pandemic transmission, as well as protocols and procedures for physical distancing, PPE usage, and cleaning and disinfection, which may include conducting virtual events, will be developed;
- **Restart Operations:** Plans to safely reopen facilities and grounds, such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components, as applicable;

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- **Essential Workers:** Depending on the severity and duration of the pandemic, the District may designate certain employees or categories of employees as essential workers to maintain the continuity of operations during a pandemic. For example, administrators may be designated as essential workers to ensure the safe and orderly operation of the schools and district offices; teachers may be designated as essential workers so that they can ensure the continuity of instructional services that cannot otherwise be provided remotely; buildings and grounds staff may be designated as essential workers so that they can maintain essential school infrastructure; food service workers may be designated as essential workers so that the district can provide food to students during a pandemic; nurses and health assistants may be designated as essential workers to provide health services to students, faculty and staff; aides and assistants may be designated as essential workers to provide in-person instructional support or supervision for students, or childcare services for the children of first responders; clerical and technology staff may be designated as essential workers to help ensure the continuity of operations including the technology infrastructure to support remote learning; and transportation staff may be designated as essential workers to deliver food and/or transport students who may require in-person instruction when the schools are closed or operating on a limited schedule.
- **Non-essential Workers:** Policies for non-essential workers who, depending on the severity and duration of the pandemic, may be designated to perform their job responsibilities remotely to avoid having unnecessary employees on-site during a pandemic (e.g., administrators, teachers, buildings and grounds staff, food service workers, nurses and health assistants, aides and assistants, clerical and technology staff, transportation staff). To the extent practicable, non-essential workers will be permitted to work remotely when school is closed and/or instruction occurs remotely, as determined by the district.
- **Employee Schedule Adjustments & Employee Leave Entitlements:** Policies for essential and nonessential workers who may have their hours or days of work adjusted to minimize the density of employees on-site (e.g. adjusted start/end times, split shifts, rotating shifts). Any such adjustments to hours or days of work will, to the extent necessary, be negotiated with relevant bargaining group(s). In the absence of NY State or Federal paid leave provisions for pandemic or communicable disease designations, staff may use their accumulated leave balances per provisions in their respective collective bargaining agreements. The District tracks daily attendance to report precise hours and work locations of employees quarantined due to emergency situations, as may be requested by NYSDOH.
- **Hygiene, Cleaning, and Disinfection**: Protocols and procedures for school-wide cleaning and disinfection of classrooms, restrooms, cafeterias, libraries, school buses, and all other school facilities, as well as training and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds;
- **Extracurricular Activities:** Policies regarding extracurricular programs and which activities will be allowed, considering physical distancing, PPE usage, and cleaning and disinfection, as well as risk of pandemic transmission. Policies should consider how to maintain cohorts, if applicable, or members of the same household.

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- **Before and Aftercare:** Policies regarding before and aftercare programs, considering physical distancing, PPE usage, and cleaning and disinfection requirements, as well as risk of pandemic transmission. Policies should consider how to maintain cohorts, if applicable, or group members of the same household;
- **Vulnerable Populations:** Policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe illness, and individuals who are at medical risk returning to an in-person educational environment, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. Responsible Parties must also identify and describe any modifications to physical distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize communicable disease such as COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible;
- **Transportation:** Consistent with State-issued public transit guidance, protocols and procedures, which may include that individuals must wear acceptable masks at all times on school buses (e.g., entering, exiting, and seated), and that individuals should maintain appropriate physical distancing, unless they are members of the same household. Responsible parties should maximize the distance between students on school buses (for example, seat children one child per row and skip rows), when possible. When safe, ventilation can be improved by opening windows. Responsible Parties should encourage parents/legal guardians to drop off or walk students to school to reduce density on buses. School districts should also consider engaging more buses to keep density low while supporting families who cannot bring students to school themselves. Protocols and procedures should include how school buses will be adapted to keep students and staff safe (e.g., how masks will be provided to students in need, how members of the same household will be seated together, how physical distancing will be conducted on buses, whether bus schedules will be adapted to accommodate reduced capacity, whether any health screening will be conducted at home before students board buses, how parents/legal guardians will be encouraged to drop off or walk students to reduce density on buses);
- **Food Services:** Protocols and procedures for onsite and remote food services for students, considering appropriate physical distancing and any modifications to service that may be necessary (e.g., providing meals in a combination of classrooms and cafeterias, staggering meal periods). Measures to protect students with food allergies if providing meals in spaces outside the cafeteria. Protocols and procedures must also include how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. Additionally, protocols and procedures must account for cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area (e.g., cafeteria);

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- **Mental Health, Behavioral, and Emotional Support Services and Programs**: Available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction (e.g., how they will identify and support students having difficulty with transitioning back into the school setting, especially given the changed school environment). Any training for faculty and staff on how to talk with, and support, students during and after the ongoing public health emergency, as well as information on developing coping and resilience skills for students, faculty, and staff;
- **Communication:** Communications plans for students, parents/legal guardians of students, faculty, staff and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Plans should describe how schools will communicate with students and families about preparing for the continuation of learning during the pandemic, which should include adapting to physical distancing requirements, properly wearing masks, and proper hand and respiratory hygiene. Consider developing webpages, text and email groups, and social media to disseminate information. Schools should develop communication plans in multiple languages, as necessary
- **Screening:** Protocols and procedures for mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may be sick or who may have been exposed to the contagious illness. Responsible Parties should consider limiting the number of visitors permitted on school grounds or in school facilities, and, if visitors are allowed, screening of such visitors;
- **Symptom Management & Isolation:** Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health office staff caring for the symptomatic individual. Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff.
- **Infected Individuals**: Requirements that persons who have tested positive complete isolation and have recovered and will not transmit the illness when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department

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Report or Observation of a Weapon or Use of a Weapon

Purpose

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

Scope

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

Core Functions

Report or Observation of a Weapon

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

Use of a Weapon

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

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Suicide Threat

Purpose

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

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a suicide threat. The building level support staff (guidance, social worker, psychologist) will assist with an individual that has made a threat.

Core Functions

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

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

DRAFT 2025-2026

Threats of Violence

Purpose

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

Scope

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

Core Functions

- **1. Identify and Report Threats:**
  Recognize and document any threats of harm, whether verbal, written, or through behavior.
- **2. Gather and Analyze Information:**
  A multidisciplinary team collects detailed information about the threat, including context, intent, and the student's background to understand the root cause.
- **3. Assess the Threat:**
  The team uses structured guidelines to determine if the threat is "transient" (low-level, easily resolved) or "substantive" (serious, demonstrating intent to harm).
- **4. Determine a Response:**
  - **Transient Threats:** Resolution often involves dialogue, apologies, clarification, or support.
  -
  - **Substantive Threats:** A tailored response plan is created, which may include mental health services, disciplinary action, or other safety measures.
- **5. Monitor and Support:**
  Ongoing monitoring ensures that interventions are effective and that no new risks emerge, with the goal of supporting the student and maintaining community safety.

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Key Principles:

Focus on Prevention:
The model emphasizes early intervention for problems like bullying and conflict to prevent escalation into violence.

Multidisciplinary Team Approach:
Educators, administrators, and mental health staff work together to evaluate and address threats.

Structured Decision-Making:
The 5-step process provides a decision-tree for consistent and effective threat assessment.

Safety Planning:
The process culminates in a safety plan designed to address the underlying issues of the threat.

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Transportation

Purpose

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

Scope

This annex outlines procedures for a transportation incident.

Core Functions

Aircraft Crash

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

Bus/Car Accident

- Driver notifies base (Bus Company).
- The Bus Company notifies local Police first and then the Transportation Office.
- The Transportation office notifies the Superintendent and School Principal.
- In the event of a bus accident, students remain with the bus until the situation is assessed by District personnel.
- In the event of a bus accident, the District personnel who reports to the scene takes attendance of the students present and identifies where students were sitting on the bus.
- Parents are notified by District personnel.
- If/when students return to school following a bus accident, students are evaluated by the school nurse, who refers students for additional medical care as needed.

Utility Failure

Purpose

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

Scope

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

Core Functions

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

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Weather Related or Unplanned Early Dismissal

Purpose

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

Scope

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

Core Functions

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

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Appendix A – Communications

Administrators & Secretaries

Name	Position	Phone	Secretary	Extension
Waterman, Crystal	Assistant Superintendent for CIT	446-9575	Lori Sheldon	X1600
Breitfeller, Thomas	JIO AP	446-9575	Jenice Aguire	X2500
Carballo, Christopher	Assistant Superintendent for Business	446-9575	NA	X1103
Haberman, Robin	JIO Principal	446-9575	Christine Toombs	X2500
Hordines, Beth	Director of Pupil Personnel Services	446-4761	Ruth Sandoval	X3611
Kirwan, Christopher	Director of Facilities	446-9575	NA	X1250
Femia, Charles	HFIS Principal	446-4761	Mary Papa	X3500
McElduff, Michael	Superintendent of Schools	446-9575	Dawn Storms	X1300
Rodriguez, Jacqueline	FMES Principal	446-1008	Mayra Santamaria	X4500
Earl, William	Athletic Director	446-9575	Jenice Aguire	X2880

Medically Trained Personnel

Name	Title or Location	Phone Number
Boston Children's Health Physicians	District Physician	
Donna Demarls	HFIS Nurse	446-4761
Rita Figueria	JIO Nurse	446-9575
Margaret Moscatello	FMES Nurse	446-1008
Kevin Sheamon	Athletic Trainer	446-9676

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Appendix B - School Incident Command System (ICS)

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

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As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning Section
Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:
• Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
• Document all activities

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Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

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.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

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Appendix C – Emergency Remote Instruction Plan

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Highland Falls-Fort Montgomery Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2025-2026 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2025-2026 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2025-2026 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

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Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school, an otherwise qualified teacher pursuant to Education Law §2854(3)(a1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

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UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day.

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Highland Falls-Fort Montgomery Central School District shall survey families to find out who has a reliable high-speed internet connection and the necessary technological devices required to access remote instruction. Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity. When students do not have internet access or necessary technological resources to access remote instruction, the district shall work with families to make the necessary technological and/or instructional resources available to support synchronous, asynchronous, and/or independent learning.

EMERGENCY CLOSURE REMOTE LEARNING PLAN

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REPORTING

Immediately Upon School Closure

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

Annually by June 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2025-2026, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

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BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

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Appendix D- Emergency Response Protocols (Functional Annexes)

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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