



# District-Wide Safety Plan

(Updated 6/3/26 by M. Belle-Isle, Chief Emergency Ofcr. & District Safety Committee)

**Amherst Central School District**  
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**Amherst, NY 14226**  
**(716) 362-3000**

**Amherst Central High School**  
4301 Main Street  
**Amherst, NY 14226**  
**362-8100**

**Amherst Middle School**  
**55 Kings Highway**  
**Amherst, NY 14226**  
**362-7100**

**Smallwood Drive Elementary School**  
**300 Smallwood Dr.**  
**Amherst, NY 14226**  
**362-2100**

**Windermere Boulevard Elementary School**  
**291 Windermere Blvd.**  
**Amherst, NY 14226**  
**362-4100**

Approved by the Board of Education - TBD

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# **Section 1: Introduction**

## **1.1 Purpose, Scope and Relationship to Other Plans**

This emergency operations plan details how the school district will operate during critical incidents affecting students, faculty, staff or facilities. It is designed to provide guidance for personnel who discover or are notified of any emergency situation. The plan also aids in the resolution of the events by structuring levels of potential responses, each designed to address a corresponding level of threat. The emergency operations plan does not replace existing contingency plans. Rather, it supplements those plans by providing a means for "operationalizing" them quickly and efficiently.

## **1.2 Incident Command System**

The emergency operations plan is based on the nationally-recognized Incident Command System (ICS). ICS provides flexibility and adaptability to a wide variety of situations. It does this by establishing common standards in organization, procedures, communications and terminology. The system calls for the appointment of an incident Coordinator (IC), a person responsible for the overall coordination of a situation. An Incident Management Team (IMT) is also appointed to help manage a response. The IMT serves under the direction of the IC.

This plan recognizes the need to ensure direction and control for an incident affecting more than one site or school district. When such a situation exists, a unified command structure will be used under the direction of one IC. The concept of unified command means that all agencies and organizations having responsibility and authority at an incident will contribute to the process of:

- Determining overall response objectives
- Selecting response strategies
- Ensuring joint application of tactical activities
- Maximizing the use of available resources

## **1.3 How Incidents will be Managed**

Generally, emergency incidents will be managed and progress through the following steps:

- The IC determines the level of threat and sets proper response actions into motion. The IC notifies the members of the Incident Management Team (IMT) and consults with them as the situation and time permit.
- The IC directs faculty and staff on-scene to take additional steps in line with the level of threat.
- Faculty and staff follow the directives of the IC.
- When other sites, districts or agencies are involved, a unified command structure is employed.

#### **1.4 Role and Authority of Incident Coordinator and Incident Management Team**

By adopting this emergency operations plan, the school district empowers the Incident Coordinator and Incident Management Team to take action as appropriate to protect students, faculty, staff, visitors, facilities and equipment during all critical incidents. The IC and IMT are authorized representatives of the Superintendent; their directives are to be followed.

#### **1.5 Chief Emergency Officer**

Each year at the School District Reorganization meeting the Board of Education will assign a Chief Emergency Officer who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The Chief Emergency Officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.

An annual multi-hazard school safety training is provided to all employees by the Chief Emergency Officer, typically during Superintendent's Conference Days, prior to September 15<sup>th</sup>. New employees are trained using the same interactive electronic presentation within 30 days of hire and are required to acknowledge their understanding of the multi-hazard school safety training.

#### **1.6 Procedures for Student Threats of Violence and Suicide**

To comply with recently enacted New York State legislation the District has developed procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide. These procedures are included in the school building emergency response plans.

## **Section 2: Classifying the Level of Threat**

### **2.1 “All Hazards” Approach**

This emergency operations plan uses an “all hazards” approach, allowing it to be effective in any emergency situation. An “all hazards” approach calls for an initial response based on the threat passed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential levels of threat are often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

### **2.2 Levels of Threat**

The emergency operations plan uses three levels of threat to structure the district’s response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

#### **Level I – Monitor**

A Level I situation is one where a minor event occurs or may occur that could negatively affect one or more district facilities, students, faculty and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

#### **Examples of a Level I situation include**

- A severe storm watch issued by the National Weather Service
- A fire or hazardous materials incident within the district or within two (2) miles of a district facility
- A minor building system problem
- A local power outage

#### **Level II – Standby**

A level II situation is one where a risk exists or is about to occur that will impact one or more district facilities, students, faculty, or staff. This risk requires that a preparatory status be adopted. Level II is characterized by the following:

- The potential danger is real; district personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

### **Examples of a Level II situation may include**

- A severe storm warning by the National Weather Service
- A major fire or hazardous materials incident within one-half (1/2) mile of a district facility
- A major building system failure
- An incident at a district facility that, although being handled by the appropriate administration, may need additional district resources such as personnel, transportation, supplies, notifications, etc.

### **Level III – Emergency**

Level III recognizes that a risk is real and requires a response by the district. It is characterized by the following:

- Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on district property, or it is off district property but close enough to affect a facility or involves district students or personnel.
- The situation requires the coordination of district resources or coordination with outside agencies.

### **Examples of a Level III situation include**

- A fire or hazardous materials incident occurring at a district facility
- A major storm or weather event that is causing or has caused injury/damage
- A traffic accident involving students and/or district personnel
- Notification by competent authority that action is required due to a fire, hazardous materials incident or other emergency in or near a district facility

## **2.3 Determining the Level of Threat**

The process for determining the level of threat for any incident will be as follows:

- The IC, upon being notified of an incident, will determine the level of threat.
- The IC, either personally or through the IMT, will communicate the level of threat to those who need to know.
- The IC may modify the classification up or down as more information becomes available or as the situation changes.
- Any reclassification of the level of threat will be communicated by the IC, either personally or through the IMT.

## **Section 3: General Response Options**

### **3.1 Limited Options Rationale**

The nature of any response taken by the school district will be limited. This is because the ones who will be responsible for resolving the most serious incidents are police, fire, and emergency medical, emergency management and utilities personnel. The district's primary responsibility is to protect students, faculty, and staff:

### **3.2 Options**

There are six general response options available to the district in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities and procedures.

#### **Cancel School Prior to Start**

Canceling school prior to start means notifying students, faculty, staff, transportation and facility managers that school will not be open on a specific day. A variation of this option is to notify students and personnel that reporting times for a specific day has been changed. This option is available whenever district buildings are unoccupied and the time of day allows sufficient time for notifications. Procedures are as follows:

- The IC, with the concurrence of the Superintendent, will notify the IMT that school is to be canceled or that reporting times have been changed.
- The IC and/or IMT will utilize digital communication resources (i.e Robocall) to notify individuals.
- All parents and students should monitor the communication resources for announcements.

#### **Early Dismissal**

Early dismissal refers to releasing student, faculty and staff prior to normal dismissal times. This option assumes there is a need to clear buildings while school is in session. This planning and coordination of transportation needs will be important. Early dismissal should be used only when it is safe to do so. Students, faculty and staff should not be released if they will be exposed to more danger by leaving school facilities than they would if they remained under the district's control.

Procedures are as follows:

- The IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC and/or IMT will utilize digital communication resources (i.e Robocall) to notify individuals.
- All parents and students should monitor the communication resources for announcements.
- The IC and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for telephoning parents as needed.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

#### **Shelter-in-place**

Shelter-in-place refers to protecting students, faculty and staff within the buildings where they currently reside.

This option can be used in two types of situations. First, there is no immediate threat to the structure of the facility itself, so all people can remain safe by staying inside. Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger that they would face by staying put. This option would most likely be used during a hazardous materials incident, such as the escape of a gas that could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or firefighting activity in the area. Procedures are as follows:

- The IC or public safety authorities will direct on-site administration to implement the shelter-in- place option.
- On-site administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off A/C and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

### **Hold-in-place**

Hold-in-place refers to restricting movement of students and staff within the building while dealing with short-term emergencies. Procedures are as follows:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.

### **Evacuation**

Evacuation is the removal of all students, faculty and staff from district facilities. Designated safe areas for each facility should be pre-established with primary and secondary sites being identified. Routes to get to those designated safe areas should also be pre-established.

Procedures are as follows:

- A directive to evacuate can be issued by the IC or public safety authorities, in concurrence with the Superintendent.
- Evacuate students to the primary safe area unless directed to go to a secondary location or to a congregate care center established by public safety authorities.
- All persons will leave the facilities by moving along assigned routes.
- Remain calm and keep students as calm as possible.
- Close all doors behind you. **DO NOT LOCK DOORS.**

- A 100% accounting of students, faculty and staff will be completed and verified.
- All students shall remain under the control and authority of the school district.
- All buses and cars will be moved as necessary to allow the access of emergency equipment.
- All persons will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility. **DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN; IT MIGHT BE A MALFUNCTION.**

### **Relocation**

Relocation is very similar to evacuation in that it is the process of vacating district facilities. It could occur during an incident that does not directly threaten the school but where public safety authorities wish to use the premises as an emergency center. Procedures are as follows:

- A directive to relocate can be issued by the IC, in concurrence with the Superintendent (All public safety requests for relocation must go through the IC.)
- The IC will determine the location to where students will be moved following the school's management procedures in consultation with the IMT.
- Moving procedures are the same as for evacuation.

### **Secure lockout**

Secure lockout refers to students and staff remaining inside a locked school building during incidents that pose an imminent concern outside of the school.. Procedures are as follows:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedures for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

### **Lockdown**

Lockdown is protecting students, faculty and staff from an internal or external threat, such as a violent person, by excluding or isolation that threat. This option requires the ability to quickly secure classrooms, exterior doors and the physical plant. Movement of students and school personnel should be limited; protective cover should be sought.

Procedures as follows:

- A lock down may be initiated by any staff member who believes that there is an immediate threat to the safety of the buildings occupants by calling the main office extensions, **HS 8100, MS 7100, SDS 2100 or WBS 4100.**
- The lock down code, “ \_\_\_\_\_ ”, will be announced over the PA system.
- Onsite administrators will oversee the lockdown and, if possible notify the IC when the procedure is completed.
- All students, faculty and staff should move into isolated sections of classrooms and reduce exposure to

outside windows and doors.

- A 100% accounting of students will be completed and verified.
- When possible, the IC and/or a member of the IMT will inform public safety authorities of the lockdown and ensure that appropriate public safety personnel.






### Quick Reference - Emergency Response Terms:

## NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME:

911 ADDRESS:

				
<p style="text-align: center;"><b>SHELTER-IN-PLACE/SHELTER</b></p> <p style="font-size: x-small;">SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.</p> <p><b>RECOMMENDED ACTIONS:</b></p> <ul style="list-style-type: none"><li>• Listen for instructions.</li><li>• Students in hallways should return to assigned classroom, if possible.</li><li>• Take attendance.</li><li>• Staff assist students as needed.</li><li>• Move away from windows if situation warrants.</li><li>• If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.</li><li>• Stay together at all times.</li><li>• Listen for updates.</li></ul>	<p style="text-align: center;"><b>HOLD-IN-PLACE/HOLD</b></p> <p style="font-size: x-small;">RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.</p> <p><b>RECOMMENDED ACTIONS:</b></p> <ul style="list-style-type: none"><li>• Listen for instructions.</li><li>• Students in hallways should return to assigned classroom, if possible.</li><li>• Take attendance.</li><li>• Staff assist students as needed.</li><li>• Listen for updates.</li></ul>	<p style="text-align: center;"><b>EVACUATE</b></p> <p style="font-size: x-small;">EVACUATE STUDENTS AND STAFF FROM THE BUILDING.</p> <p><b>RECOMMENDED ACTIONS:</b></p> <ul style="list-style-type: none"><li>• Listen for instructions.</li><li>• Lead students to designated assembly area. Use secondary route, if necessary.</li><li>• Students in hallways should evacuate through the nearest exit.</li><li>• Bring attendance list and class roster.</li><li>• Close the classroom door after exiting.</li><li>• Take attendance when safe to do so.</li><li>• If evacuating off site, take attendance before moving from and upon arrival at off-site location.</li><li>• Listen for updates.</li></ul>	<p style="text-align: center;"><b>SECURE LOCKOUT</b></p> <p style="font-size: x-small;">STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.</p> <p><b>RECOMMENDED ACTIONS:</b></p> <ul style="list-style-type: none"><li>• Listen for instructions.</li><li>• Lock all exterior doors and windows.</li><li>• Follow school procedure for blinds/lights.</li><li>• Take attendance.</li><li>• Classroom instruction continues as normal.</li><li>• All outdoor activities are terminated.</li><li>• Listen for updates.</li></ul>	<p style="text-align: center;"><b>LOCKDOWN</b></p> <p style="font-size: x-small;">SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.</p> <p><b>RECOMMENDED ACTIONS:</b></p> <ul style="list-style-type: none"><li>• LOCKDOWN announced - move quickly.</li><li>• If safe, gather students from hallways and common areas near your classroom.</li><li>• Lock the door. Barricade if necessary.</li><li>• Move students to a safe area in the classroom out of sight of the door.</li><li>• Follow school procedure for windows/blinds/lights.</li><li>• Keep everyone quiet. Silence cell phones.</li><li>• Take attendance, if possible.</li><li>• Do not communicate through door or answer room phone.</li><li>• Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).</li><li>• Stay hidden until physically released by law enforcement personnel.</li></ul>

## Section 4: Faculty/Staff

### Initial Actions and Response

#### 4.1 Initial Actions: “What to do if You Discover an Incident”

Typically, incidents involving schools will come to the attention of a faculty or staff member by observation or telephone notification. The district has the use of silent panic alarms.

The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Call police, fire or EMS if needed. The local emergency number is **911**. The district's security system has automated communication to the Amherst Police Department and district personnel, but the phone call is still recommended. It is also recommended that these calls be placed from a school phone due to the interconnectedness with the computer system.
2. Activate the emergency system – Notify the IC, providing the following information:
  - Your name
  - Nature and location of property damage
  - Severity of injuries or property damage
  - Telephone number (as a call back)

- Any other information that would assist with initial response
3. Take action to protect students, faculty, staff and property. This might include
- Moving people away
  - Isolation and securing the area
  - Providing assistance as needed to students and personnel
  - Directing public safety responders to the scene

The district recognizes that catastrophic events can occur with little or no warning. Events such as earthquakes, tornadoes and explosions may require taking action to protect lives prior to notifying the IC. Among the actions that might be taken is duck and cover.

#### **Procedures for Duck and Cover**

- If inside, use a desk or piece of furniture as a shield.
  - ~ Drop to knees with your back to the window.
  - ~ Make body as small as possible.
  - ~ Bury face in arms.
  - ~ Keep eyes closed and ears covered.
- If outside, try to get behind any solid object.
  - ~ Lie prone with face away from source of event.
  - ~ Cover head, face and as much skin surface as possible
  - ~ Keep eyes closed and ears covered

#### **4.2 Executing Decisions of IC and/or IMT**

The school district has empowered and authorized the Incident Coordinator and Incident Management Team to direct the district's response to emergency situations. The IC will classify the levels of threat for all incidents and determine the appropriate actions based on the level assigned. On-site administrators may be notified of actions to take by either the IC or another member of the IMT, most likely the person serving as Operations. District personnel will follow and execute all directions and orders from the IC and/or IMT.

#### **4.3 Prevention Strategies**

The district engages in the following prevention strategies:

- Has an ongoing agreement with the Amherst Police Department that began on January 22, 2019 which maintains a School Resource Officer in the district. The agreement can be found [HERE](#).
- Provides nonviolent conflict resolution programs to students during suitable classes at developmentally appropriate levels.
- Provides annual training to all employees, and necessary safety drills with employees and students.

##### **4.3.1 Trauma Informed Drills**

## Definitions:

- Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

School Safety Plans and Building-level Emergency Response Plans will ensure:

1. Drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner;
2. Drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; unless the drill is properly trauma informed; and
3. Students and staff be informed when a school is conducting a drill

The District will:

- Notify of parents or persons in parental relation regarding drills via weekly communication, including newsletters
- Will obtain written consent for students to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials on non-school days when school activities such as athletics are not occurring on school grounds

## **4.4 Remote Instruction**

The district ensures and reports on student access to computing devices and access to internet connectivity. The district shall utilize an Emergency Remote Instruction Plan, as needed. This includes:

- Survey and reporting on availability of devices and internet access
- Expectations for time spent in remote instruction
- Description of instruction when remote instruction is not available or appropriate
- Provision of special education and related services

## Section 5: Incident Coordinator

### 5.1 Authorized Personnel and Responsibilities

The role of the Incident Coordinator (IC) is to manage and coordinate the school district's response to incidents affecting students, faculty, staff and facilities. In that capacity, the IC may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident. The following individuals are authorized to assume the position of IC:

- **Primary IC Superintendent (Anthony Panella)**  
**PHONE 716.362.3050 or 716.362.3051**
  
- **Backup IC Asst Superintendent for Curriculum, Instruction and Technology (Lynn Shanahan)**  
**PHONE 716.362.3058**

Once a person has assumed command of an incident, that person will remain the IC until relieved by choice or by the Superintendent. The responsibilities of the IC are as follows:

- Assume command.
- Classify level of threat by matching situation facts to threat criteria.
- Take protective action to stabilize the scene.
- Select and establish an appropriate command post.
- Activate appropriate ICS functions.
- Establish a unified command structure with responding agencies, if necessary.
- Conduct initial briefing of the IMT.
- Set specific objectives and direct that incident action plans be developed.
- Brief all command post personnel on incident action plans.
- Continually review and update incident action plans with the IMT.
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

### 5.2 Initial Steps upon Notifications

Upon being notified of an event, the IC will take the following initial actions:

1. Assume command.
  - State they will serve as IC.
  - Gather all available information.
  - Ensure that emergency notifications have been made.
  - Ensure that initial protective actions have been taken.
2. Classify level of threat by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

### 5.3 Build and Maintain a Command Organization

As the incident continues and becomes more complex, the IC will need to delegate duties to others. This is done by activating the ICS functions that comprise the Incident Management Team.

Which functions are activated and when that takes place will depend on the nature of the event confronting the district.

Specific actions to be taken by the IC are as follows:

- **Level I – Monitor**

1. Identify the command post (CP).
2. Notify the IMT, directing them to keep a minimum response capability to the CP.
3. Monitor the situation, updating the IMT as necessary and others as appropriate.

- **Level II – Standby**

1. Identify the command post (CP).
2. Notify the IMT, directing them to report to the CP.
3. Activate positions and assign duties as needed.
4. Develop incident action plans.
5. Take action as conditions dictate.

- **Level III – Emergency**

6. Identify the command post (CP).
7. Notify the IMT, directing them to report to the CP.
8. Activate positions and assign duties as needed.
9. Evaluate initial response options.
10. Order and execute actions.
11. Develop and implement action plans for incident resolution

### 5.4 Change of Command Procedures

As stated earlier, once a person has assumed command of an incident, that person will remain as IC until he/she requests that another person take that role or until the Superintendent directs that another person will become the IC.

Should either of those events occur the change of command procedures for the Incident Coordinator will be as follows:

1. The IC will remain in command until relieved, either by choice or the Superintendent.
2. The person being relieved will brief the person assuming command (face-to-face if possible) and address at least the following issues:
  - a. Incident conditions
  - b. Safety considerations
  - c. Status of incident action plans
  - d. Deployment of personnel and equipment

- e. Progress toward completion of tactical objectives
- f. Need for additional resources

## **5.5 Unified Command**

The district recognizes the need to ensure direction and control for an incident involving more than one site or school district and involving multiple responding agencies. When such a situation exists, a unified command structure will be used. A unified command structure means that all agencies and organizations that have responsibility and authority at an incident will contribute to its resolution.

The process for a unified command structure is as follows:

1. All authorized response agencies and organizations will contribute to:
  - a. Determining overall response objectives
  - b. Selecting response strategies
  - c. Ensuring joint planning and application of tactical activities
  - d. Maximizing use of available resources
2. There will be only one IC. When public safety agencies are on-scene, one will assume command. The school district's IC will brief public safety authorities in the same manner as a district change of command.
3. The school district will be a valuable resource and will assist public safety authorities wherever possible.
4. The school district will retain authority over students, faculty and staff.

## **Section 6: Incident Management Team**

### **6.1 Role of the Incident Management Team**

The Incident Management Team (IMT) will be responsible for carrying out the directives of the Incident Commander (IC). The principal IMT functions are listed below, along with the contract numbers for the people designated to fill them. Additional functions can be created and activated as needed.

- **Operations: Asst. Supt. for Curriculum/Instr. & Tech. (Lynn Shanahan)**  
**Phone 716.362.3058**
- **Logistics: Senior Network Manager (Andrew Vilella)**  
**Phone 716.362.3037**
- **Plan & Intel: Asst. Supt. for Student & Staff Services (Michael Belle-Isle)**  
**Phone 716.362.3060**
- **Adm/Finance: Asst. Supt. for Finance & Operations (Laura Bosinski)**  
**Phone 716.362.3040**
- **Public Information: Secretary to Superintendent (Deb Custodi)**  
**Phone 716.362.3051**
- **Safety: Director of Facilities (Mark Rampado)**  
**Phone 716.362.8151**
- **Liaison: Director of Special Education (Maria Oddo)**  
**Phone 716.362.3063**
- **Incident Log/Scribe: Office of Curriculum Secretary (Wendy Fiorelli)**  
**Phone 716.362.3058**

### **6.2 Operations**

Operations manage all tactical operations of the incident, directing the implementation of action plans and strategies developed by the IC and IMT. The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations section.

- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the IC.
- Advise the IC of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the IC.
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to the incident action plans based on field developments (with the concurrence of the IC.)
- Provide the IC with frequent incident status updates.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Operations will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I – Monitor**

1. Get briefing from the IC.
2. Maintain a minimum response capability to the command post (CP).
3. Get periodic updates.

- **Level II – Standby**

1. Get briefing from the IC.
2. Report to the CP.
3. Provide input on operation needs of incident action plans.
4. Be prepared to initiate tasks if directed by IC.

- **Level III – Emergency**

1. Get briefing from the IC.
2. Report to the CP.
3. Provide input on the evaluation of options.
4. Execute actions as directed by the IC.

### 6.3 Logistics

Logistics provides personnel, facilities, services and other resources required for the incident.

The responsibilities of Logistics as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics section.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services required by the

Operations section.

- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate and process requests for additional resources.
- Assign security for command post, staging areas and other sensitive areas as required.
- Maintain a visible chart of resources requested and advise the IC and Operations when resources are available for deployment.
- Direct that meals and refreshments will be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics will carry out these responsibilities by performing the following activities for each level of threat.

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Get periodic updates.
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Check communications capabilities.
  4. Provide input on logistical issues of incident action plans.
  5. Be prepared to initiate tasks if directed by IC.
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Operationalize full emergency communications system.
  4. Stage resources.
  5. Call up resources as needed for tactical operations.

#### **6.4 Planning & Intelligence**

Planning & Intelligence collects, evaluates and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the school district. The responsibilities of Planning & Intelligence are as follows:

- Provide briefing on incident size and scope to all personnel.
- Deploy and supervise personnel as needed to gather and assess intelligence information.
- Participate in planning sessions, concentrating on obtaining the information needed for decision making.

- Prepare estimates of incident escalation or de-escalation.
- Report to Safety and condition observed which may cause danger or be a safety hazard to personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Planning & Intelligence will carry out these responsibilities by performing the following activities for each level of threat:

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Get periodic updates.
  
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Assess incident information.
  4. Be prepared to collect, evaluate and disseminate any additional information needed for incident action planning.
  
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Activate all planning & intelligence functions.
  4. Collect, evaluate and disseminate information as the situation dictates.

## **6.5 Administration/Finance**

Administration/Finance handles the cost and financial matters of the incident. This generally includes overseeing the district's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process of filing claims for loss, compensation, etc. The responsibilities of Administration/Finance are as follows:

- Participate in planning sessions, concentrating on financial and cost analysis issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the IC.
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Administration/Finance will carry out these responsibilities by performing the following activities for each level of threat:

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Get periodic updates.
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Assess potential cost/financial impact of incident action plans.
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Provide cost/financial input on the evaluation of options.
  4. Document all procurement, compensation, claims and other costs of operations.

## **6.6 Public Information**

Public Information is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel. The person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. All information and briefing material should be approved by the IC prior to being released. The responsibilities of Public Information are as follows:

- Establish a media information center.
- Obtain copies of all media releases and post them in the CP for review.
- Prepare information summary on media coverage for command post personnel.
- Obtain approval from the IC for release of information to the news media.
- Provide press briefings and news releases as appropriate.
- Arrange for meetings between news media and incident personnel as directed by the IC.
- Provide escort service for the media and other officials as necessary.
- Maintain a log of all activities.

Public Information will carry out these responsibilities by performing the following activities for each level of threat.

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Get periodic updates.

- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Assess information needs of the media and other appropriate agencies.
  4. Be prepared to release information as directed by IC.
  
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Activate media information center.
  4. Prepare press releases.
  5. Coordinate and release information as directed by the IC.

## 6.7 Safety

Safety's mission is to help prevent injuries from occurring to anyone involved in the incident.

The person serving in this function is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary. The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.

Safety will carry out these responsibilities by performing the following activities for each level of threat:

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Review applicable safety regulations and procedures.
  4. Get periodic updates.
  
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Be prepared to provide input on safety issues related to incident action plans.
  
- Level III – Emergency

1. Get briefing from the IC.
2. Report to the CP.
3. Assist in formulation of incident action plans.
4. Monitor activities, assessing potential danger and unsafe acts.
5. Exercise EMERGENCY AUTHORITY to stop unsafe acts when necessary.

## 6.8 Liaison

Liaison serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representative, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the district and sent to other command/operations posts to coordinate activities there. The responsibilities of Liaison are as follows:

- Identify representative from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from command post personnel for inter-organizational contacts.
- Monitor operations to identify current/potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Liaison will carry out these responsibilities by performing the following activities for each level of threat:

- Level I – Monitor
  1. Get briefing from the IC.
  2. Maintain a minimum response capability to the command post (CP).
  3. Cross-check contact names and numbers of anticipated agencies that may respond.
  4. Get periodic updates.
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Verify contact information as potential responding agencies are identified.
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Identify agency representatives from each responding organization.
  4. Coordinate with IC and Operations on implementation of incident action plans.

5. Handle requests for inter-organizational contacts.
6. Monitor operations to identify current/potential inter-organizational conflicts.

## 6.9 Incident Log/Scribe

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate command post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serves as the cornerstone for analysis and training that will aid the district's response to future events. The responsibilities of Incident Log/Scribe are as follows:

- Maintain a command post journal, including minutes from command post briefings.
- Periodically distribute "situation reports" to command post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.

Incident Log/Scribe will carry out these responsibilities by performing the following activities for each level of threat:

- Level I-Monitor
  1. Get briefing from the IC, recording initial assessment of situation and times.
  2. Maintain a minimum response capability to the command post (CP).
  3. Gather appropriate logs, forms and supplies that could be used.
  4. Get periodic updates, recording current assessment, activities and times.
  
- Level II – Standby
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Maintain a journal of significant events and decisions, including times and other important data.
  4. Make pertinent information available to command post personnel as they arrive.
  
- Level III – Emergency
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Maintain a journal of significant events and decisions, including times and other important data.
  4. Distribute a "situation report" at the direction of the IC to other CP personnel.
  5. Refer pertinent information to Public Information.

6. Maintain custody of important documents and resources that are used in the CP.

#### **6.10 Change of Command Procedures for the IMT.**

The change of command procedures for the Incident Management Team will be as follows:

- A person serving in an IMT function will continue to do so until the IC directs a change of command.
- The person being relieved will brief the individual assuming command, face-to-face, if possible. This briefing should address at least the following issues:
  1. Incident conditions
  2. Safety conditions
  3. Status of incident action plans
  4. Assignment and deployment of personnel and equipment under the direction of that IMT function
  5. Appraisal of need for additional resources
  6. Any other issue applicable to that IMT function

## **APPENDICES**

### **Appendix 1 – District-Wide Communicable Disease Continuity of Operations Plan**

**The Plan can be found [HERE\(hyperlink\)](#)**

### **Appendix 2 – District-Wide Remote Instruction Plan**

**The Plan can be found [HERE\(hyperlink\)](#)**

### **Appendix 3 – District-Wide Cardiac Emergency Response Plan & Protocol**

**The Plan can be found [HERE\(hyperlink\)](#)**