

SOUTHWEST CAREER AND TECHNICAL CENTER EMERGENCY RESPONSE PLAN  
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# Southwest Career and Technical Education Center

Building-Level

## Emergency Response Plan (ERP)



### 2018-2019 School Year

Date of Acceptance/Revision: September 6, 2018

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## THE BASIC PLAN

### 1. Introductory Material

#### **Plan Development and Maintenance**

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Emergency Response Team, appointed by the building Principal, the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Superintendent, as the District's designated Chief Emergency Officer, is responsible for ensuring completion and yearly update of building-level emergency response plans. This responsibility is delegated to the Building Level Emergency Response Team who will be responsible for the overall development, maintenance, and revision of the Building-Level Emergency Response Plan (ERP) [referred to hereafter as "School ERP, or "this ERP"].

**This ERP shall be kept confidential, and shall not be disclosed except to authorized department or school staff, and law enforcement officers.** The Building Level Emergency Response Team is also responsible for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Building Level Emergency Response Team Members are listed in **Appendix C – District-Wide School Safety Team/Building-Level Emergency Response Teams.**

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning includes written agreements to help coordinate services between the agencies and school. Memorandum of Understandings/Agreements (MOU/MOAs) created as a result of advanced planning efforts are maintained in **Appendix D – Memoranda of Understanding.** Advanced planning also specifies the type of communication and services provided by one entity to another.

#### **Distribution of the Plan**

8 NYCRR Section 155.17 (e)(3) Each district shall file a copy of its District-Wide School Safety Plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

The District-Wide School Safety Plan and/or any amendments or updates shall be posted on the school district website no later than 30 days after adoption, which satisfies the submission requirement to the commissioner.

A copy of this ERP and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15<sup>th</sup> each year.

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This ERP and/or any amendments or updates shall be filed with New York State Safe Schools (SafeSchoolsNY) via email to: [info@safeschools.ny.gov](mailto:info@safeschools.ny.gov) or online via an automated application accessed through the NYSED Business Portal.

Submission to SafeSchoolsNY in this manner will satisfy the submission requirement to the appropriate local law enforcement agency and with the State Police. Any copies of this ERP provided to local ambulance, fire officials, or other emergency response agencies as deemed appropriate by The Building Level Emergency Response Team shall be provided separately, **and with notice that it is to remain confidential and shall not be disclosed.**

**Record of Distribution**

Copies of this ERP, including appendices and annexes are to be distributed to the Building Level Emergency Response 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 Building Level Emergency Response Team.

**This ERP shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.**

Agency	Name of Receiving Party	Date
SafeSchoolsNY	info@safeschools.ny.gov	9/2018
New York State Police, Troop "B"	Sgt. James Gould	9/2018
St. Lawrence County Sheriff's Office	Sheriff Kevin Wells	9/2018
St. Lawrence County Office of Emergency Services	Mike Lecuyer, Director (315) 379-2240	9/2018
Gouverneur Fire and Rescue Department	Fire Chief Tom Conklin 315-287-1537	9/2018

**Plan Review and Updates**

**8 NYCRR Section 155.17 (a)** requires the School Safety Team to review this ERP annually and update it by September 1<sup>st</sup> as needed.

Revision/Update/ Amendment	Name	Date
Creation of ERP	District-Wide Building Level School Safety Team	9/25/17
Update of ERP	School-Wide Building Level School Safety Team	9/1/18
Adoption of ERP	Board of Education	

**Because of the confidentiality of this ERP as prescribed by law, annual review and approval of updates to the ERP by the Board of Education will be made during executive session.**

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## 2. 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.

Key points to remember when using this document are:

- This plan serves as a guideline for school staff and incident responders, intended to harmonize with existing District Policies and Procedures.
- This plan was developed with input from a multi-discipline group and is intended for use by all school staff and incident responders.
- The plan is flexible and can be adapted based on the situation. Experience and judgment should be applied in each emergency situation.
- The plan utilizes the Incident Command System (ICS) as a foundation and supports that the use of ICS at every incident or event is an absolute necessity.
- This plan is intended to harmonize with existing outside agency emergency plans, policies and procedures, and applicable laws.

*Disaster* means occurrence or imminent threat of widespread or severe damage, injury, or loss of life or property resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.

*Emergency* means a situation, including but not limited to a disaster that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

*Serious violent incident* means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to: riot, hostage-taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

The following page contains a list of potential threats considered when a threat/hazard assessment was conducted in the creation of this ERP and advanced planning by the Building Level School Safety Team:

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**Threat, Hazard Types, and Examples**

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

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**Planning Assumptions and Limitations**

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

- 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.***

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### 3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

#### **Implementation of the Incident Command System (ICS)**

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

**This chain of command is documented in the table included in [Appendix B - Incident Command System](#).**

#### **Initial Response**

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

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



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#### 4. 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 of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

##### **Superintendent of Schools**

The Superintendent of Schools (or their designee) will serve as the **Public Information Officer** and **Liaison Officer** and designate a minimum of two qualified individuals to serve as alternates in the event that the Superintendent is unable to serve in that role.

Responsibilities include:

- Coordinate with the Incident Commander if there are any limits on information release.
- Develop material for use in media briefings.
- Inform media and conduct media briefings.
- Arrange for tours and other interviews or briefings that may be required.
- Obtain media information that may be useful to incident planning.
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel.
- Be a contact point for Agency Representatives.
- Maintain a list of assisting and cooperating agencies and Agency Representatives.
- Assist in establishing and coordinating interagency contacts.
- Keep agencies supporting the incident aware of incident status.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

##### **Principal**

The principal (or their designee) will serve as the **Incident Commander** 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

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**Teachers / Substitute Teacher**

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 be moved
- Render first aid or CPR if certified and deemed necessary

**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

**Registered Nurse**

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

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**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
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- 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 facility 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.

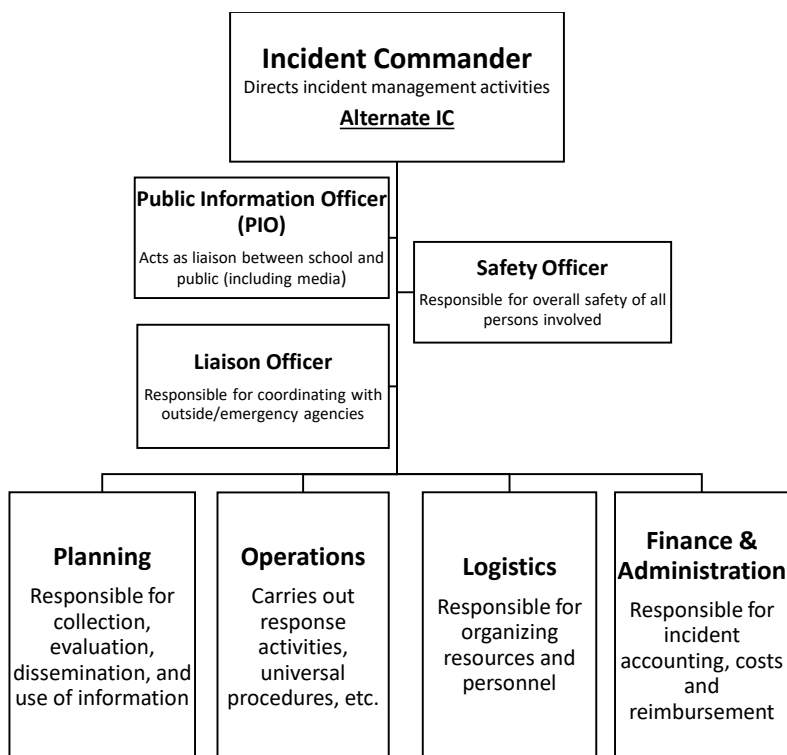
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## 5. Direction, Control, and Coordination

### Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles are pre-assigned based on training and qualifications. Depending on the situation, a basic ICS organization for school personnel could be instituted as follows:



See [Appendix B - Incident Command System](#) for a listing of individuals designated to fill the Command Staff and General Staff roles.

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**School Incident Command System (ICS) Roles Defined**

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

As needed, Emergency Response Teams may be activated within the Operations Section. [8 NYCRR Section 155.17 \(b\)\(15\)](#) requires the designation of individuals assigned to emergency response teams, which is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies.

**See Appendix C – District-Wide/Building-Level School Safety Team and Emergency Response Teams for those designated individuals.**

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### **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

### **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.

See also [Appendix D - Memoranda of Understanding](#)

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## **6. Information Collection, Analysis and Dissemination**

The School will collect, analyze, and disseminate information during and after an incident.

### **Types of Information**

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

### **Information Documentation**

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

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## 7. Training and Exercises

The school 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

8 NYCRR Section 155.17 (c)(1)(xiii) - All school staff must receive annual school safety and school violence prevention training that also includes training in mental health by September 15<sup>th</sup> of each year, or within 30 days of hire, whichever is sooner. Certification that staff has received this training will be collected as part of the Basic Educational Data System (BEDS) collection by the Superintendent.

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov) or by contacting St. Lawrence County Office of Emergency Services.
- 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 & Exercises

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

Section 807 (1) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic.

- 12 drills must be conducted each school year, with 8 of them to be conducted by December 31st:
  - 4 of the 12 drills must be lock-down drills
  - 8 of the 12 drills must be evacuation drills.
    - 4 of the 8 required evacuation drills must utilize fire escapes or use identified secondary means of egress.

8 NYCRR Section 155.17 (h) - At least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, one test of this ERP's emergency response procedures must be conducted, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. Such drills shall test the usefulness of the communications and transportation system during emergencies. Parents or persons in parental relation shall be notified at least one week prior to the drill.



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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 also 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 uninformed parents or visitors and prevent unwarranted panic.

The following table documents training and drills associated with this ERP including exercising of this ERP and informing faculty and staff of their roles within ICS:

[illegible]

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## **8. Administration, Finance and Logistics**

### **Agreements and Contracts**

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. **Copies of these agreements are located in Appendix D – Memoranda of Understanding.**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

### **Incident Costs**

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

### **Preservation of Records**

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

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## 9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE – [NYS Education Law - Title 2, Article 55, §2801-a](#)) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).

Refer to [Appendix B - Incident Command System](#) for the defined chain of command.

- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

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## 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.

The Functional Annexes within this section, provides a comprehensive set of guides for responding to and functioning during an emergency.

These Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended:

- Shelter-in-Place - sheltering as defined in [8 NYCRR Section 155.17 \(b\)\(9\)](#)
- Hold-in-Place – sheltering as defined in [8 NYCRR Section 155.17 \(b\)\(9\)](#)
- Evacuation – defined in [8 NYCRR Section 155.17 \(b\)\(8\)](#)
- Lock-out
- Lock-down – defined in [8 NYCRR Section 155.17 \(b\)\(10\)](#)

The following 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

Finally, the following annexes utilizing the recommended actions contained therein are recommended by The Building Level Emergency Response Team:

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

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## 1. Shelter-in-Place

### Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

### Actions

#### Initiate Shelter-in-Place

- **Shelter-in-Place** will be announced by Public Address (P.A.) System with instructions on how to proceed.

Announcement will be as follows:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

#### Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

#### Additional Actions for Shelter-In-Place

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex(es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

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## 2. Hold-in-Place

### Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

### Actions

#### Initiate Hold-in-Place

- **Hold-in-Place** will be announced by Public Address (P.A.) System with instructions on how to proceed.

Announcement will be as follows:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

#### Instructions

- Use clear, concise language to provide direction to the school based on the situation.

#### Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

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### 3. Evacuation

#### Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(b\)\(8\)](#).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

#### Actions

##### Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System.

Announcement will be as follows:

- **YOUR ATTENTION PLEASE.**
- **WE NEED TO EVACUATE THE BUILDING.**
- **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
- **TEACHERS TAKE YOUR CLASS ROSTER**
- **TAKE ATTENDANCE WHEN SAFE TO DO SO**
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate District staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annex(es) appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

##### Evacuation – Building Only

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans)
- Ensure all locations have designated secondary escape routes.
  - Designate alternate routes
  - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
  - Disabled/wheelchair accessible routes
  - Address needs of other disabilities: autism, blind, hearing impaired, etc.

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- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
  - Students self-evacuate through nearest evacuation route or exit.
  - Students report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you (Gotta Go Bags).
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

**Designated Evacuation Assembly Areas (On School Grounds)**

Building, Wing or Location	Assembly Area
Front classrooms (graphic communications, criminal justice, cosmetology, main offices, allied health/cna)	Front Parking Lot
Back Classrooms (building trades, metalworking, heavy equipment, auto tech, multi-occ, consultant teachers)	Back Parking Lot

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

**Evacuation – (Off School Grounds)**

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level Emergency Response Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location		Address	Facility Contact Name and Number
PRIMARY	Fowler Town Barns	87 Little York Road Gouverneur, NY 13642	Randy Durham 315-287-0045
Alternative	Gouverneur HS	113 East Barney Street Gouverneur, NY 13642	Iva Walrath 315-287-0650

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- Notify all assembly areas to evacuate to offsite location.
- Method of Travel: The students and staff walk to Fowler Town barns, supervised by staff. Busing from Gouverneur HS is possible for alternative locations.

**Evacuation – Return to Buildings or Grounds**

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

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#### **4. Lockout**

##### **Purpose**

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

##### **Actions**

###### **Initiate Lockout**

- **Lockout** will be announced by Public Address (P.A.) System

Announcement will be as follows:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
- **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

###### **Execute Lockout**

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

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## 5. Lockdown

### Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an **immediate threat of violence** in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

### Actions

#### Initiate Lockdown

- Where possible a **Lockdown** will be announced by Public Address (P.A.) System
- Contact 911
- In events where an **immediate** threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.

Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:

**LOCKDOWN! - LOCKDOWN! - LOCKDOWN!**

#### Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) FIRST, then have students/staff move to the designated safe area of the room, **\*\*REMAIN SILENT\*\***
- **IF SAFE**, turn off lights, cover door window(s), barricade door with furnishings or heavy objects. Leave outside window blinds/shades as they are.
- Consider arming oneself with a makeshift weapon if needed.
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
  - Do not allow anyone, under any circumstance, to leave your secured area.
  - Do not answer or communicate through your door or classroom phone.
  - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
  - **Do not respond to fire alarm unless actual signs of fire are observed.** Doing so could compromise the safety of those already secured.
  - Document and attend to any injuries to the best of your ability.
  - Take attendance and include additions and missing students' last known location.
  - Do not respond to Public Address (P.A.) system or other announcements.

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- If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
- Potential tactics include:
  - Moving about the room to lessen accuracy.
  - Throwing items (books, computers, phones, etc.) to create confusion.
  - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – FIGHT!
  - Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

**LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.**

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## 6. Crime Scene Management

### Purpose

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 \(c\)\(2\)\(viii\)](#).

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 remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

### Actions

#### Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

#### Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

#### Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

#### Protect

- Safeguard the scene – limit and document any people entering the area.
- Don't use phones or bathrooms within the crime scene area.
- Don't eat, drink or smoke in the crime scene area.

#### Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

#### Notify

- Call 911 if not already called or police are not on scene.

#### Document

- Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

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## **7. Communications**

### **Purpose**

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 \(c\)\(2\) \(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation ([8 NYCRR Section 155.17 \(c\)\(2\)\(i\)](#)).

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.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent of Schools and located in the Superintendent's Office.

### **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 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 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:

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

**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 will not be shared if they will impede the safe response to an incident.**
  - Information will be included in school newsletters and the school's website.
  - 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 by all available means 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.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

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**Communication with the Media**

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident have been pre-designated below:

**Pre-designated Media sites**

	Alternate Location	Address and description
LOW IMPACT	Fowler Town Barns	87 Little York Road Gouverneur, NY 13642
HIGH IMPACT	Gouverneur High School	113 East Barney Street Gouverneur, NY 13642

Commented [PS1]:

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

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## 8. Medical and Mental Health Emergencies

### Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) issues. Mental Health emergencies are addressed in the District's separate required Crisis Intervention Plan.

Signed instructions for emergencies from parents, guardians, and from school personnel should be on file in the guidance office and the school main office. These signed statements should include the name and age of the person (pupil or employee); name, address, and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address, and telephone number of the family physician (or Christian Science practitioner), family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached; religion of the victim; and any special condition which should require special handling.

### Actions

In a life-threatening medical emergency, the following steps should be taken:

When the Victim Is Conscious -

- Call 911 to alert outside EMS and medical transport.
- Alert the Main Office and/or School Nurse to request support.
- Directly request help from staff/colleagues.
- The Main Office staff will ensure that employee(s) will stand at the building entrances to help direct emergency service personnel to the exact location of the emergency.

When the Victim Is Unconscious -

- Follow procedures outlined above.
- Request help from trained staff and initiate the use of CPR and an AED, if necessary.
- Recognize in the case of a stroke or cardiac victim that time is a critical factor in survival.

In non-life threatening medical emergencies, the following procedures should be followed:

- For first aid assistance including small cuts, first degree burns, etc., request assistance from the School Nurse and/or staff knowledgeable about first aid.
- Staff can also independently access first aid kits that are available.
- Every accident or significant medical incident, whether or not resulting in injury, must be reported to the Building Principal

All students and school employees with special health problems are encouraged to wear visible emergency medical identification such as a bracelet or carry a wallet card that includes information about the special medical condition, known allergies, medications that are taken, and the name and phone number of their personal physician. This information can be of life-saving importance in the event of an emergency.

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*The District has a **separate** required Crisis Intervention Plan that is intended to:*

- Reduce the effects of crisis and trauma on the students and school staff by providing mental health and educational support services, as needed, as close to the time of the trauma as possible.
- Decrease the interference of emotional and behavioral issues in the educational process.
- Provide support for teachers and school staff in their own reactions to the crisis.
- Equip teachers, administrators and staff with the tools to provide support to students in times of crisis.
- Establish and strengthen liaisons between school and the community as indicated.

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## **9. Accounting for All Persons**

### **Purpose**

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.

### **Staff Actions**

- Student and Staff attendance lists and rosters shall be documented daily as per established Attendance Policy.
- Visitor, Student Sign-In, and Early Dismissal logs will be kept at the Guidance and Main Office.
- In the event of emergencies which necessitate relocation, appropriate staff will take attendance lists and rosters, and Main Office Logs with them to assembly points and/or off-site locations.
- Once at the assembly point and/or off-site location, staff will check attendance and report any missing students or employees to the building principal or designee.

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## 10. Reunification

### Purpose

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

### Actions

#### Pre-designated Off-School Reunification Sites

Location		Address	Name and Phone Number
PRIMARY	Fowler Town Barns	87 Little York Road, Gouverneur, NY 13642	Randy Dusharm 315-287-0045
SECONDARY	Gouverneur High School	113 East Barney Street Gouverneur, NY 13642	Lauren French, Superintendent 315-287-4870  Cory Wood Principal 315-287-1900  Iva Walrath Bus Garage 315-287-0650

### Assumptions

1. Some parents will refuse to cooperate with the student/parent reunification process.
2. Parents may be emotional when arriving at the school.
3. While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
4. Persons other than those on the student's emergency release form will try to pick up students during an emergency.
5. If the child/children is/are in the First Aid Area, the parent/guardian will be escorted to that area for reunification with their child/children.

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6. If the child/children is/are missing, the parent/guardian will be escorted to the area where the Mental Health or Crisis Counselors are located.
7. Mental Health or Crisis Counselors should be located close to the First Aid Area in the event they are needed.
8. Updated rosters should be stored in every classroom in an area easily identified by both teachers and substitutes. Additional copies of the rosters should be distributed to the Building Principal and placed in the "Gotta Go Bag." Student rosters should be updated at least twice a year.
9. Students WILL NOT be released to people not listed on the Emergency Release Card. A well-intentioned friend may offer to take a child/children home; however school staff must be certain that students are only released to the appropriate people so students' families will know where they are to be found.
10. Law Enforcement should be considered for Reunification Site Security. Some parents/guardians will refuse to cooperate with the Reunification Procedures process. This situation can be diminished, to some degree, if parents/guardians are informed about the School District/School Reunification Procedures before the incident occurs. They should be reminded that the safety of their child/children is of the utmost priority. This material can be distributed to parents/guardians at the beginning of the school year, and published on the school's website.

**Concept of Operations**

1. Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.
2. Seaway Career and Technical Center must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.
3. Seaway Career and Technical Center will use a dual-gate system. Student/Parent Reunification Team members will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area, will include both the "report point" and the "student release point" where adult care givers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another.
  - a. Holding Area Operations - Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.
  - b. Release Gate Operations - When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). When the staff member confirms the parent/guardian's identity and authority to pick up the student, the

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staff member will use a runner or a radio/cellular telephone to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form (Appendix 1-2) and the student(s) are released to the adult caregiver.

- c. If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by external counselors as needed.
- d. Notification Room Operations - The Principal will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:
  - Provide available information regarding the child(ren) in a sensitive way.
  - Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
  - Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
  - Will assist the parent/guardian with their trauma.
  - Will make available to the parent/guardian means for communicating with other family members and supporters.
  - Will shelter the parent/guardian from media representatives.
- e. At the end of the reunification process, the Principal or his/her designee will call all those parents/guardians who have not yet picked up their child(ren). If the parent cannot be reached, arrangements will be made by the school to care for the student until a parent or parent designated individual can pick up the child(ren).

**Student/Parent Reunification Considerations**

1. The Incident Commander/Local Law Enforcement shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:
  - a. How will parents and guardians be advised of what to do?
  - b. Where are the evacuation/alternate evacuation locations?
  - c. What do evacuees, teachers/students need to take with them?
  - d. What transportation support is needed?
  - e. What traffic control is needed?
  - f. How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

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### **Hazard Specific Reunification Planning**

Threats of violence or actions of an active shooter may require students to be evacuated and reunification take place at a location other than the school. These appendices will describe the reunification process for situations where reunification takes place inside the school or at a location other than the school building. Principals should also identify potential reunification areas and, where appropriate, transportation pickup points or assembly areas.

### **Traffic Control**

1. Traffic will be controlled by local law enforcement and fire department.
2. If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
3. Where time permits, traffic control devices, such as signs and barricades, will be provided by the NYS Department of Transportation or St. Lawrence County Highway Department upon request.

### **Warning & Public Information**

1. The Incident Commander will normally arrange for dissemination of information on the reunification process.
2. Reunification Notification
  - a. Reunification notification should be disseminated through all available warning systems.
3. Emergency Public Information
  - a. Warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The local school community/families will often require amplifying information on what to do during the reunification process. The Public Information Officer (PIO) will insure that such information is provided on a timely basis for further dissemination to the public.
  - b. All inquiries from the media will be referred to the PIO.
  - c. Amplifying instructions for reunification may include information on the location of the holding area, and specific traffic routes.
  - d. When the incident that generated the need for reunification is resolved, parents and guardians must be advised when schools will reopen.

### **Access Control & Security**

1. During reunification, the security of the holding area is extremely important. Staff and students must be removed from any and all danger as well as curious onlookers and the media. The Student/Parent Reunification Team and local law enforcement should establish access control points to limit entry into holding areas.

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**Assignment of Responsibilities**

1. The Principal will:
  - a. Approve release of instructions and other emergency public information relating to reunification.
  - b. Direct the opening of shelter and mass care facilities, if needed.
2. The Incident Commander/Local Law Enforcement Agency will:
  - a. Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
  - b. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
  - c. Activate the Student/Family Reunification Team to coordinate the reunification process.
3. Student/Parent Reunification Team will:
  - a. Develop materials specific for needs of school.
  - b. Staff the Holding and Release Areas.
  - c. Coordinate staffing for the Notification Room.
  - d. Follow all policies and procedures for reunification.
  - e. Supervise the reunification site.
  - f. Supervise releasing of students to their parents/guardians.
  - g. Communicate with Operations regarding number of students remaining in holding area.
  - h. Coordinate with transportation regarding transport of students whose parents or guardians are unable to pick up their child.
  - i. Make arrangements for shelter of students whose parents or guardians are unavailable to pick – up their child.
4. Release Point Team Leader will:
  - a. Direct team activities.
  - b. Interact with the Incident Commander to identify problems and report status.
  - c. Refer all outside requests for information to the Public Information Officer.

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5. Release Point Team Members will:
  - a. Greet parents, guardians, or designees.
  - b. Greet and direct parents, guardians, or designees to the notification room as appropriate.
  - c. Provide reassurance to parents, guardians, or designees.
  - d. Maintain order.
  - e. Issue a tag or other identifications only to an authorized person.
  - f. Dispatch runners to bring students to the release point.
6. Holding Area Team Leader will:
  - a. Report missing persons to the Incident Commander.
  - b. Direct team activities.
  - c. Interact with the Incident Command to identify problems and report status.
7. Holding Area Team Members will:
  - a. Maintain order.
  - b. Obtain reports of missing students.
  - c. Interact with the Holding Area Team Leader.
  - d. Verify release information when a student is requested.
  - e. Assist the reunion gate team.
8. Local Law Enforcement will:
  - a. Assist in reunification by providing traffic control.
  - b. Limit access to all areas of the school including reunification holding area.
  - c. Coordinate law enforcement activities with other emergency services.
  - d. Provide information to the PIO for news releases to the public on the reunification process.
9. The Public Information Officer (PIO) will:

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- a. Disseminate emergency information advising the public of reunification actions to be taken.
- b. Coordinate with area news media for news releases.

10. The NYS Department of Transportation and/or St. Lawrence County Highway Department will:

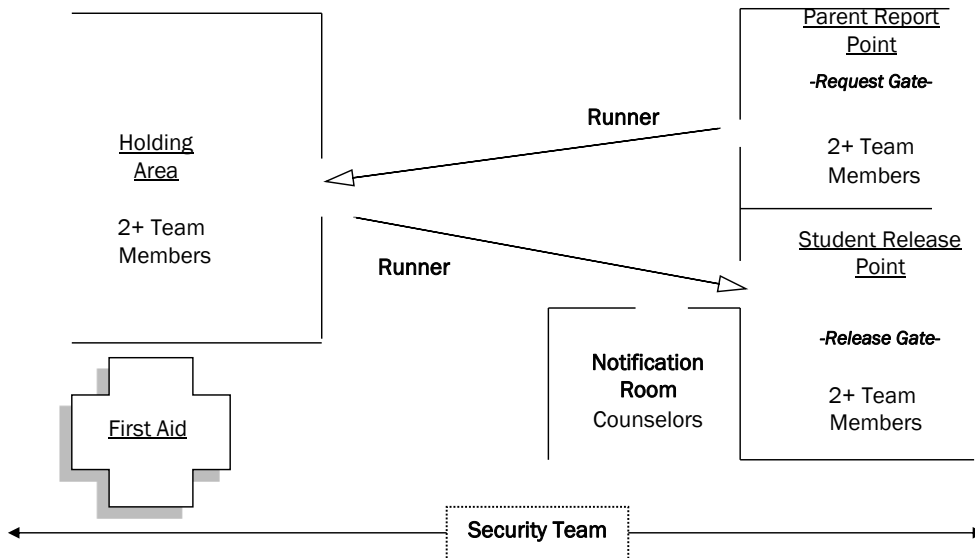
- a. Provide traffic control devices upon request.
- b. Assist in keeping traffic routes to reunification location open.
- c. Provide barricade and barrier to restrict entry to school and reunification areas and other areas where entry must be controlled.

11. The Transportation Officer will:

- a. Coordinate transportation for students whose parents or guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary.
- b. Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public.

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The Dual Gate system to be utilized when laying out the Student/Parent Reunification Site is depicted above. The parents or guardians picking up a student will report to the "Parent Report Point" at the upper right. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the "Parent Report Point." The arriving parents or guardians will be greeted by 2 or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the "Student Release Form" asking the parents or guardians to complete the first section. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student. A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The parents or guardians will be asked to step around to the "Student Release Point" and wait for the Runner to return.

[NOTE: The "Parent Reporting Point" and the "Student Release Point" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The Runner will deliver the "Student Release Form" to the 2 or more members of the Student/Family Reunification Team who are working at the entrance to the "Student Holding Area." The Team Members will have the requested student report to them, if the requested student is present in the holding area. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the "Student Release Form" and send the student

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with a Runner to the "Student Release Point." If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some "other" situation, or is missing, the Team Member will make the appropriate entry in third section of the "Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Student Release Point."

When the Runner delivers the "Student Release Form" and the student (if available) to the 2 or more Student/Family Reunification Team Members at the "Student Release Point," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form." The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions. Counselors should be available in this room if the need arises.

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**SEAWAY CAREER AND TECHNICAL CENTER STUDENT RELEASE/RUNNER FORM**  
*To Be Taken By Runner*

**1**

Completed by Parent/ Requester at Release Gate	Student Last Name _____ First Name _____
	School _____ Grade _____ Teacher (If Known) _____
	Name of Person Picking up Student _____
	Relationship to student: _____

**2**

Completed by Request Gate	Name on Release Form? (circle one) Yes No
	Photo ID/Driver's License Checked <input type="checkbox"/> or ok to verify at release gate by student _____ <input type="checkbox"/>
	Emergency Form / Box #1 Checked by (Staff Only) _____

**3**

Completed by Holding Area Staff	STUDENT STATUS: _____ SENT WITH RUNNER _____ ABSENT
	_____ First Aid _____ Missing
	Other Notes: _____

**4**

Completed by Release Gate	Name of Person Picking Up is same as Box #1 above <input type="checkbox"/> Yes
	Photo ID/Driver's License Checked <input type="checkbox"/> or verified as in Box #2 above by student _____ <input type="checkbox"/>
	Checked by Release Gate Personnel _____

**5** \*Parent – Requester Completes the Following:

Completed by Parent /Requester at Release Gate	Requester Signature _____
	Destination/Phone _____
	Address/Directions if Needed _____
	Time : _____ Date _____

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## **11. Continuity of Operations Plan (COOP)**

### **Purpose**

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 business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

### **Actions**

1. The Superintendent shall contact the State Education Department on potential relocation of school programs.
2. The Superintendent and Building Principal will relocate educational program(s) displaced by an emergency which renders all or parts of the building unusable for school purposes:
  - a. Surplus existing teaching areas:
    - within building
    - in separate school district(s).
  - b. Double session - obtain approval from State Education Department, Bureau of School Supervision, (518) 474-5894.
  - c. Temporary quarters - obtain approval from State Education Department, Bureau of Facilities Planning, (518) 474-3906, for building(s):
    - rented within a community
    - manufactured buildings rented or purchased.
3. Revise pupil transportation system as necessary.
4. Notify staff, parents and students.

### **Remedial Actions**

1. Assess damage - insurance company adjuster.
2. Clean-up - following insurance company concurrence.
3. Ascertain insurance settlement, if any.

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4. Develop architectural/engineering solution as needed (pursuant to State Education Department requirements) and cost estimates.
5. Develop instructions to contractors - plans and specifications; bid procedures, if not a formally declared emergency.
6. Progress work in accordance with procedures for any public capital construction project.

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## **THREAT AND 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.

The school should 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.

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## **1. Intruder, Active Shooter, Active Violent Incident 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 an intruder, active shooter, or other active violent actions on school grounds or in the school building.

### **Scope**

The annex outlines responsibilities and duties, as well as procedures for staff responding to an intruder, active shooter, or active violent actions 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**

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.

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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.

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## **2. 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 in to 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.
- 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.

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- 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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### **3. Fire Emergencies (Fire Alarm (actual or false), Fire, Smoke Condition, or Fire Drill)**

#### **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.

#### **Scope**

The annex outlines responsibilities and duties, as well as procedures for staff responding to a fire emergency that may occur within school buildings or on school grounds.

#### **Core Functions**

All employees should familiarize themselves to the location of exits from the building and the location of fire alarm pull boxes, and if properly trained in their use, the location of fire extinguishers and fire hoses. An emergency escape route map, utilizing building floor plans, are posted near/on each office/workspace entry door. The map indicates a primary and secondary exit or escape route in the event of emergency. The Building Principal is to insure that all employees are familiar with the primary and secondary routes of escape. Employees should also be aware of proper procedures in the event of a fire emergency and these procedures will be practiced through drills with full building evacuation following the activation of fire alarms under the direction of the Building Principal. At least twelve fire alarm drills will be held each year, eight between September and December.

It is expected that the school building will be fully evacuated within three minutes.

Smoke and toxic fumes are the most dangerous elements in school fire. It is for this reason that evacuation must take place quickly and orderly. Doors and windows must be closed to prevent the spread of smoke and gases during evacuation. Open doors cause drafts which accelerate the rate of fire extension and move smoke throughout the building.

Temperatures in a fire may exceed 1,200 degrees F at ceiling level. The best air is found about one foot off the floor. Crawling on all fours is an effective means of travel if caught in a fire. Heavier poisonous gases settle near the floor. Hot gases move toward the ceiling.

The Fire Chief or his delegate has complete jurisdiction at a fire alarm. School officials do not have the authority to return students or staff to a building where an alarm has been activated until the fire department permits them to do so.

#### **Functional Annexes That May Be Activated**

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

- Evacuation
- Accounting for All Persons
- Reunification

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- Communications

#### **Activating the Emergency Response Plan**

In the event of a fire, regardless of size or intensity, one should go to the nearest fire alarm pull station and pull the alarm. As a result of this action, the alarm and white strobe warning lights will be activated throughout the building. Following an alarm, building evacuation shall begin immediately. The Building Principal will direct the evacuation, and arrange for any special assistance in the evacuation of persons with disabilities or special needs. The fire should not be fought by staff.

In the event of a fire alarm system activation NOT initiated by a fire alarm pull station, the fire alarm annunciator will be referenced for the source of the alarm.

- During normal business hours, the Building Principal and Head Custodian will respond to the affected area to investigate the activation of the alarm.
- During non-business hours, the Head Custodian is notified by the alarm company, and will respond to the affected area to investigate.

#### **Incident Commander Actions**

- Activate evacuation and communications annexes.
- Coordinate with emergency responders at the command post; provide a site map and keys if needed.
- 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**

- Leave all lights on;
- Close all windows and doors;
- Take attendance list or roster outside with them;
- Walk with students to assigned area away from the building and off the driveway;
- Check attendance and report any missing students or employees to the building principal or designee.
- If students are away from their class when the fire alarm is sounded, they should join their class.

#### **Recovery Actions**

If building is cleared for re-entry by the Fire Chief, then students and staff will be permitted to re-enter and resume classes. If building has been damaged, damage will be assessed, and fire officials will make a determination whether any portion of the building can be occupied. If building must be closed for repair or rebuilding, The Superintendent and Building Principal will initiate the Continuity of Operations Plan (COOP) to make alternative plans for school housing until such time as the building is ready for service.

If a fire drill or false alarm, once "all clear" signal is given by the Head Custodian and/or Fire Chief, resume building operation - use the public address system to inform staff and students.

If false fire alarm, the Building Principal will institute administrative procedures to investigate who activated the alarm system.

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**Appendix A- Communications**

**External Contact Numbers (Non-Emergency)**

<b>Name</b>	<b>Location/Title</b>	<b>Primary Contact #</b>	<b>Alternate Contact #</b>
State Police	Gouverneur	315-287-2311	911
Sheriff	Canton	315-379-2222	911
Gouverneur Fire Department	Gouverneur	315-287-1537	911
State Education Department	P-12 Ed	518-474-3862	518-474-3852
Tom Burns	BOCES District Superintendent	315-386-4504 Ext. 10154	
Darin Saiff	BOCES Assistant Superintendent	315-386-4504 Ext. 15102	
Jane Akins	Director of Career & Technical Education(CTE)	315-386-4504 Ext. 10415	315-528-1307
Rebekah Grim	BOCES Communications	315-386-4504 Ext. 15108	
Lauren French	Gouverneur CSD Superintendent	315-287-4870	
Cory Wood	Gouverneur High School Principal	315-287-1900	
Maria Mesires	Gouverneur High School Ass't Principal	315-287-1900	
Iva Walrath	Gouverneur CSD Transportation	315-287-0650	
Erin Woods	Edwards-Knox Superintendent	315-562-8130 Ext 25510	
Amy Sykes	Edwards-Knox Principal	315-562-8131 Ext 25510	
Mark Rice	Edwards-Knox Transportation	315-562-8133 Ext 25530	
Robert Finster	Harrisville Superintendent	315-543-2707	
Eric Luther	Harrisville Principal	315-543-2707	
Colleen Bush	Harrisville Transportation	315-543-2250	
Regina Yeo	Clifton-Fine Superintendent	315-848-3333 Ext 190	
Rebecca Bascom	Clifton-Fine Principal	315-848-3333 Ext 188	
Scott Fenlong	Clifton-Fine Transportation	315-848-3333 ext 170	

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**SCHOOL COUNSELOR AND PSYCHOLOGIST DIRECTORY**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Contact #</b>	<b>Alternate #</b>
Brenda Thurman	Counselor	Northwest Technical Center	315-393-4570 Ext. 30225	
Zachary Dupray	Counselor (Half-Time)	Northwest Technical Center	315-393-4570 Ext. 30256	
Julie Stoner	Counselor	Seaway Technical Center	315-353-2293 Ext. 20107	
Tara Bartlett	Counselor	Seaway Technical Center	315-353-2293 Ext. 20134	
Traci Southwick	K-12 Counselor	Clifton-Fine Central School	315-848-3333 Ext. 104	315-848-3334
Leslie Hammontree	School Psychologist	Clifton-Fine Central School	315-848-3333 Ext.	315-848-3334
Kathleen Elmer	School Social Worker	Clifton-Fine Central School	315-848-3333 Ext. 112	315-848-3334
Linda Alford	Grade 7-12 Counselor	Edwards-Knox Central School	315-562-8131 Ext. 25521	
Sherry White	CSE Chair / School Psychologist	Edwards-Knox Central School	315-562-8131 Ext. 25519	
Patricia Bush	9-12 Counselor (K-Z)	Gouverneur Central School	315-287-4914 *ask for her	
Marcy Tyler	9-12 Counselor (A-J)	Gouverneur Central School	315-287-4914 *ask for her	
Jessica Anderson	School Psychologist (District Wide)	Gouverneur Central School	315-287-1900 *ask for her	
Kaitlin McGregor	School Psychologist (District Wide)	Gouverneur Central School	315-287-1900 *ask for her	
Jen Nichols	School Psychologist (Middle School)	Gouverneur Central School	315-287-1903 *ask for her	
Christie Warren	School Social Worker	Gouverneur Central School	315-287-1903	

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			*ask for her	
Monica Scott	Counselor (Grades 7 & 8)	Gouverneur Middle School	315-287-1903 *ask for her	
Shelly Carr	K-12 Counselor	Harrisville Central School	315-543-2592 Ext. 27910	
David Stevens	School Psychologist	Harrisville Central School	315-543-2592 Ext. 27918	
Marlene Parcell	7-12 Counselor	Harrisville Central School	315-347-3442 Ext.	
Andrew Gillie	School Psychologist	Hermon-DeKalb Central School	315-347-3442 Ext.	

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**Appendix A – Communications (Internal Staff List)**

Room Number	Name	Position	Ext. #	Cell Phone
108	Sheffield, Lori	Principal	50100	928-580-8597
104D	Barr, Amy	Secretary	50102	315-486-1195
127	Campbell, Coal	IT	50141	315-286-4288
101/132	Colburn, Nicki	Teacher	50143	315-486-0787
118	Cole, Dawn	Maintenance	50106	315-777-0832
154/160	Cornell, Christine	Teacher	50145	315-783-9322
208	Doerr, Jennifer	Teaching Assistant	50145	315-528-9980
109/112	Driscoll, Sara	Teacher	50142	315-528-1603
136	Easton, Edwin	Science Consultant	50108	315-854-1047
124	Gehret, Genine	ELA / Special Ed Consultant	50121	315-244-2103
120/121	Hathaway, Robert	Teacher	50109	315-807-9488
104C	Hosmer, Matthew	Guidance Counselor	50160	315-323-6839
120/121	Hughto, Marletha	Teaching Assistant	50109	315-408-0515
147/148	Knowlton, Tim	Teacher	50107	315-323-3128
208/209	Ladouceur, Molly	Teacher	50140	315-528-8700
104A	Larson, Ami	Guidance Counselor	50105	315-854-0379
104E	Lawrence, Michele	Guidance Secretary	50101	315-854-0677
109/112	McKendree, Carol	Teaching Assistant/RN	50103	315-347-3492
125/138	Mullaney, Eugene	Teacher	50118	315-771-0713
125/138	Palleschi, Phillip	Teacher	50117	315-528-6993
126/128	Prashaw, Jared	Teacher	50127	315-523-3024
147/148	Reynolds, Tara	Teaching Assistant	50107	315-854-6042

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208	Runner, Carrie	Special Ed / Math Consultant		315-777-0528
Gouverneur Elementary School	Sprague, Sue	Teacher	315- 287- 2260	315-286-1087
141	Stewart, Russell	Teacher	50110	315-528-0027
126/128	Weekes, Eva	Teaching Assistant	50127	315-955-5928
118	Weldon, Dan	Maintenance	50106	315-681-0450
202/207	Young, Stanley	Teacher	50119	315-276-8328

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## Appendix B – Incident Command System (ICS)

### COMMAND STAFF

#### Incident Commander

	Name	Title	Phone number
Primary	Lori Sheffield	Principal	928-580-8597
Alternate	Ami Larson	Counselor	315-854-0379
Alternate	Jane Akins	Director of CTE	315-386-4504
Alternate	Darin Saiff	BOCES Assistant Superintendent	315-386-4504

#### Safety Officer

	Name	Title	Phone number
Primary	Stan Young	Teacher Criminal Justice	315-276-8328
Alternate	Sara Driscoll	Teacher Allied Health/CNA	315-528-1603
Alternate	Gene Mullaney	Teacher Heavy Equipment	315-771-0713

#### Liaison Officer

	Name	Title	Phone number
Primary	Ami Larson	Guidance Counselor	315-854-0379
Alternate	Amy Barr	Principal Secretary	315-486-1195
Alternate	Michele Lawrence	Guidance Secretary	315-854-0677

#### Public Information Officer

	Name	Title	Phone number
Primary	Tom Burns	Superintendent	315-386-4504
Alternate	Darin Saiff	Asst. Superintendent	315-386-4504
Alternate	Jane Akins	Director of CTE	315-386-4504

### COMMAND POSTS

	Primary	Alternate	Alternate	
Interior	Principal's Office	Commons	Testing Room	
Exterior	Side Parking Lot	Fowler Town Barn Office	Gouverneur HS Office	

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## Appendix C – District-Wide School Safety Team/Building-Level Emergency Response Teams

**Building Level School Safety Team members:**

Name	Title	Agency	Contact Information
Lori Sheffield	Principal	Southwest Career and Tech Center	928-580-8597
Stan Young	Teacher Criminal Justice	Southwest Career and Tech Center	315-276-8328
Sara Driscoll	Teacher Allied Health	Southwest Career and Tech Center	315-528-1603
Ami Larson	Guidance Counselor	Southwest Career and Tech Center	315-854-0379
Amy Barr	Secretary Main Office	Southwest Career and Tech Center	315-486-1195
Gene Mullaney	Teacher Heavy Equipment	Southwest Career and Tech Center	315-771-0713
Marletha Hughto	Teacher Assistant Construction	Southwest Career and Tech Center	315-408-0515
Kevin Perreta	SLL BOCES Director of Buildings and Grounds	SLL BOCES	Ext 10278

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

**Emergency Response Team**

Name	Title	Primary Contact #	Alternate Contact #
Lori Sheffield	Principal	928-580-8597	315-287-3590 ext 50100
Stan Young	Teacher Criminal Justice	315-276-8328	315-287-3590 x 50119
Ami Larson	Guidance Counselor	315-854-0379	315-287-3590 X50105
Sara Driscoll	Allied Health	315-528-1603	315-287-3590 X50142
Gene Mullaney	Natural Resources Teacher	315-771-0713	315-287-3590 X50118

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Amy Barr	SWT Secretary	315-486-1195	315-287-3590 X50102
Danny Weldon	SWT Maintainance	315-681-0450	315-287-3590 X50106
Jane Akins	Director of CTE	315-386-4504	315-528-1307
Dawn Cole	Custodian	315-777-0832	315-287-3590 X50106
Kevin Perretta	SLL BOCES Maintainence Director	315-386-4504 X10278	315-600-1776
Michele Lawrence	Guidance Office Secretary	315-854-0677	315-287-3590 X50101

**Post Incident Response Team**

<b>Name</b>	<b>Title</b>	<b>Primary Contact #</b>	<b>Alternate Contact #</b>
Lori Sheffield	Principal	928-580-8597	315-287-3590 X50100
Kevin Perretta	Director Maintainance	315-386-4504 X10278	315-600-1776
Jane Akins	Director of CTE	315-386-4504	315-528-1307
Darin Saiff	BOCES Asst. Superintendent	315-386-4504	315-386-8340
Tom Burns	BOCES Superintendent	315-386-4504	

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**Appendix D - Memoranda of Understanding (MOU)**

INSERT MEMORANDA of UNDERSTANDING HERE

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**Appendix E - Master Class Schedule**

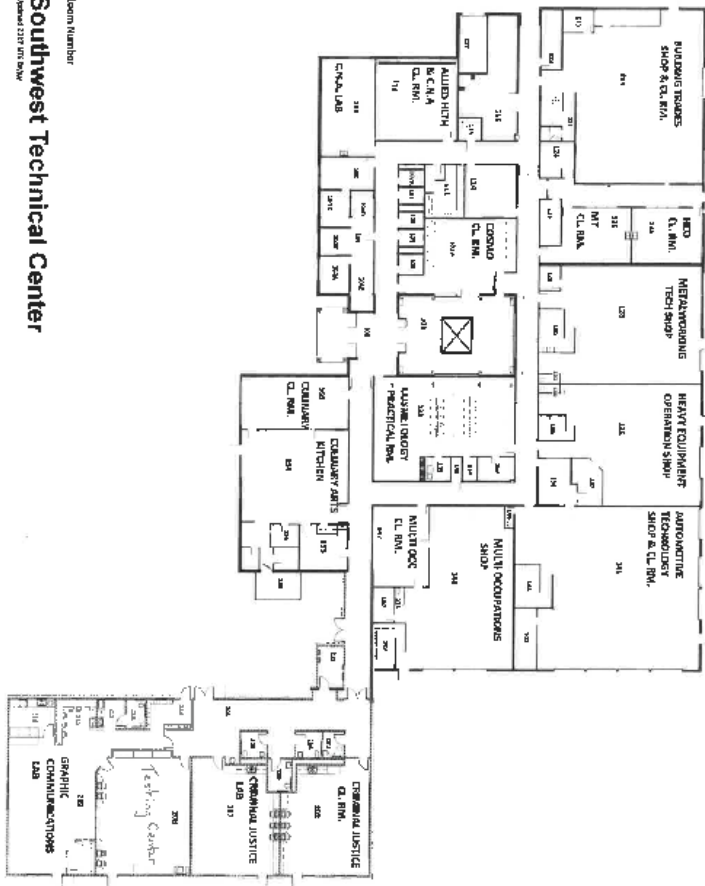
**Regular Class Schedule**

8:10 – Staff Arrives  
8:30 – 8:50 a.m. – Buses arrive from four different schools to drop off seniors  
8:35 a.m. – 11:05 a.m. – Classes in session for seniors  
11:00 a.m. = Bus picks up seniors Edwards-Knox  
11:05 – Buses pickup seniors Gouverneur, Harrisville and Clifton-Fine  
11:30 a.m. – 11:45 p.m. – Buses drop off Juniors for afternoon session  
2:10 p.m. – Dismissal for juniors from Gouverneur  
2:15 p.m. – Dismissal for juniors from Harrisville, Edwards-Knox and Clifton-Fine  
2:15 – 2:40 p.m. – Staff Planning Period  
2:40 p.m. – Staff dismissed

**Appendix F – Building/Grounds/Local Road Maps**

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Google Maps



<https://www.google.com/maps/@44.2918,-117.754030823,5z>

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Google Maps

Google Maps



Images ©2018 Google data ©2018 Google 100 ft Resolution

<https://www.google.com/maps/@44.2868959,-78.3917134,361m/data=!3m1!1e3>

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**Appendix G – Student/Staff/Guest with Special Needs**

**Student/Staff/Guest**

Room #	# With Special Needs	Description of needs

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