

EMERGENCY

OPERATIONS PLAN

School Name: Global Concepts Charter School

School Addresses:

K-8 Building: 1001 Ridge Road, Lackawanna, NY 14218

High School Building: 30 Johnson St., Lackawanna, NY
14218

Fine Arts Building: 168 Roland Ave., Lackawanna, NY 14218

Last Updated: SEPTEMBER 01, 2023

Date adopted/effective [MM/DD/YYYY]

Introductions

Emergencies and violent incidents in schools are critical issues that must be addressed in a quick and effective manner. This emergency operations plan addresses Global Concepts Charter High School (GCCHS) planned response to extraordinary emergency situations. It is the principle guide for mitigating emergencies and incidents; ensuring protection of life, health, safety and property, and aiding in the recovery operations to ensure that the school returns to pre-emergency operation. This plan is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

Purpose

The Global Concepts Charter School, School Wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Global Concepts Board of Education, the District CEO appointed a school safety committee and charged it with the development, maintenance, and update of the school safety plan.

Identification of the School Teams

The school building team is consistent with a cross section of the school personnel.

High School and Fine Arts Team			
Name	Position	ICS Role	Office Number
Tralina Middlebrooks	HS Principal	Incident Commander	716-821-1903 X3000
Christina Evans	Assistant Principal	2nd Commander	716-821-1903 X8956
Ilana Conmy	Office Manager	3rd Commander / Liaison Officer	716-821-1903 X3001
Nancy Galus	School Nurse	Team Member	716-821-1903 X3008
Joelle Dyer	School Counselor	Team Member	716-821-1903 X3007
Jennifer Peasland	Teacher	Team Member	716-821-1903 X3101
John Klein	Teacher	Team Member / Liaison Officer	716-821-1903 X3202
Mary Schroeder	Teacher	Team Member	716-821-1903 X3201
Deanna Maley	Human Resources Specialist	Public Information Officer	716-821-1903 X1010

Scott Lawson	Maintenance Facility Specialist	Team Member	716-821-1903 X1006
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K-8 Building Team			
Name	Position	ICS Role	Office Number
Barry Schaub	K-8 Principal	Incident Commander	716-821-1903 X 2000
Emily Jones	K-4 Assistant Principal	2nd Commander	716-821-1903 X 2302
Michal Fessel	5-8 Assistant Principal	3rd Commander	716-821-1903 X 2005
Jill Boals	K-8 School Counselor	Team Member	716-821-1903 X 2321
Walter Stewart	K-8 Facilities	Team Member	716-821-1903 X 2204
Samantha Button	K-8 School Counselor	Team Member	716-821-1903 X 2320
Scott Lawson	Maintenance Facility Specialist	Team Member	716-821-1903 X 1006
Deanna Maley	Human Resources Specialist	Public Information Officer	716-821-1903 X 1010
Jennifer Fuhrman	Elementary Spec. Ed.	Team Member	716-821-1903 X 2007
Nicole Pena	Administrative Support, Parent	Liaison Officer	716-821-1903 X 2002
Kareen Dent	Elementary Teacher, Parent	Team Member	716-821-1903 X 2111
Tim Mondello	Elementary P.E. & Health	Team Member	716-821-1903 X 2407
Candace Schlager	Elementary Teacher	Team Member	716-821-1903 X 2109
Rebecca Tallman	6th Grade Spec. Ed.	Team Member	716-821-1903 X 8993
Laurie Sander	Elementary Teacher	Team Member	716-821-1903 X 2103
Nancy Hajduk	Elementary Teacher	Team Member	716-821-1903 X 2106

Risk Reduction, Prevention, and Intervention

Risk reduction, prevention, and intervention are composed of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence or reduce the impact of an emergency should it appear.

Program Initiatives

- School Clubs
- Mentoring
- Safe and Civil Schools Behavioral Support
- Mental health support
- Crisis prevention training
- Anonymous Bullying Reporting System
- Orientation and New Student Support

Training

- GCCS completes training for all staff and students on what to do in an emergency. The school completes 12 fire drills a year, including blocked exits and hallways. The school also completes 3 shelter in place drills, and 1 lockdown drill each year.
- Staff is trained yearly on expectations and then in turn the staff teaches the students the procedures.
- We hold Dignity for All (DASA) training each year for all staff. The DASA Coordinator for the high school, Mrs. Love provides the training in August.

Security

Currently we do not maintain a resource officer on the premises. Law enforcement is contacted directly if a safety or legal concern arises whereas the Administration or other authorized staff member communicates directly with all personnel involved.

The building is secured throughout the day in that all exits are alarmed to alert staff/teachers if emergency exits are opened at any time. During the day only the front/main entrance is used for entering or leaving the building. Office staff must buzz anyone into the building through a set of double doors to ensure no unwanted persons can enter the building unbeknownst.

During the transition between classes, staff is positioned at the doors of the main building and the art annex to ensure students transition safely and no one else may enter the building. If a student must transition during class time, staff radios over to the other building to let the office/teacher know a student is in transition so they are monitored for safety and security.

During end-of-the-day dismissal, multiple staff members are assigned by doors, parking lot, bus lanes, and roadways outside to monitor students walking safely on sidewalks, crossing roads safely, and direct cars picking up students to ensure vehicles are traveling at safe

speeds.

Prohibited items are kept out of the school, but enforcing that all students utilize only clear or other see-through bags throughout the buildings. If any prohibited items are discovered, administration is notified immediately.

Information is shared with officers or other personnel via the safety plan that authorizes key identified staff members as liaisons between the school and law enforcement or other safety response teams.

Shelter-In-Place- Shelter in Place

PURPOSE

The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency. Supplies are in the classroom for students to use while sheltering in place including water, snacks, first aid, and toilet amenities.

II. RESPONSIBILITIES

School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION, PLEASE. Shelter in Place. Shelter in Place. Shelter in Place.

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify the district office the school is SHELTERING-IN-PLACE.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "All Clear."

- Locate students not in the correct areas, or missing students.

2. **Teachers**

- Move students into designated safe areas such as inside rooms with no exposed windows, bathrooms, and utility closets or hallway doors.
- Teachers may resume classes at a quiet level.
- Student cell phones should be put away.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.
- Take attendance and be prepared to notify the Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Any suspicious activity should be called in the main office immediately.

3. **Custodians**

- Shut off utilities as directed by the School Incident Commander/Principal or public safety official.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.

- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring.
- Any suspicious activity should be reported to the main office immediately.

Reverse evacuation- Shelter in Place

I. PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- Notify the district office of the situation.
- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.

B. Teachers/Staff

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building.

- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Monitor the main entries until the “All Clear” is given.

Evacuation ANNEX- Evacuation

Students will be removed to a remote, secure location. Location has been disclosed to parents.

PURPOSE

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

Students and staff will walk to the designated evacuation area using either the primary or secondary routes. Staff will bring copies of their first aid kits, emergency supplies, and attendance in order to account for all students and student needs.

RESPONSIBILITIES

1. School Incident Commander/Principal

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- 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 or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE ARE EVACUATING. PLEASE FOLLOW

YOUR EVACUATION ROUTE.

- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- 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.

2. Teachers/Staff

- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.
- Students and staff will walk to the designated area (either on campus or off)
- Help those needing special assistance. Students and Staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.

- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- Wait for additional instructions.

3. Office Staff

- Take visitor log and student sign out sheet to evacuation assembly area.
- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

Deny entry/lockDown annex- Lockdown

PURPOSE

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. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise. Staff and students should do whatever is necessary to keep safe should an intruder enter a locked room including throwing objects, hiding, and possibly safely leaving the room to move to another secure location.

Communication may be done silently via cell phone or the REMIND app.

RESPONSIBILITIES

A. School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION PLEASE. Lockdown Lockdown lockdown

- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify the contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify the district office.

B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors.
- Take attendance and be prepared to notify the Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage). Either administration or law enforcement will release you.

C. Office Staff

- Stay by the phones to wait for additional procedures from the district office and Incident Commander.

- Remotely check the status of classrooms via telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.

D. Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location, either main building or the fine arts building.

Communications and notification annex

PURPOSE

Communication is a critical part of incident management. This section outlines GCCHS's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media. All staff is trained in how to use the two way radios, text messages, mass emails, and the bull horns. We also have a Spanish interpreter as well as an arabic interpreter on the staff to help families who speak another language.

Templates for statements/ press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the CEO and Public Relations Officer and located at the Central Office.

RESPONSIBILITIES

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone:** Phone calls from school administration to staff and faculty may be used when direct communication is necessary:
- **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.
- **School Email:** When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- **Mass Notification System:** SchoolMessenger/PowerSchool
- **Staff Meetings**
- **Bullhorns and megaphones:** A battery-powered bullhorn to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district website.
- **Fax machines:** Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Public Address System:** A PA system may be used to distribute information of a threat

or hazard situation to a large crowd at a school.

I. B. 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 receive clear and concise messages from GCCHS about the incident, what is being done and the safety of the children and staff.

II. C. Communication with Parents

Before an incident occurs, GCCHS will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the School's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information will be available at the Main Office.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, GCCHS will:

- Disseminate information through SchoolMessenger via phone and email to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can

receive updated incident information.

- Keep parents informed about when and where school will resume.

After an incident, GCCHS administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

The following practices will be utilized to disseminate information externally when appropriate:

- **Mass Communication System**
- **Social Media:** Social Media may be used to disseminate information of a hazard or threat situation to students, parents, and the surrounding community.
- **Standard telephone:** GCCHS has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district website.
- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **School Email:** When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents as necessary.

MEDICAL AND MENTAL HEALTH ANNEX-SHELTER IN PLACE

MEDICAL EMERGENCY

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

RESPONSIBILITIES**A. School Staff**

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Immediately notify the School Incident Commander/Principal.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device. (Nurse, Coaches, Safety Team Member)

B. School Incident Commander/ Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the

hospital.

- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

MENTAL HEALTH AND HEALING

PURPOSE

Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses, professional counselors and social workers should participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

RESPONSIBILITIES

A. Principal or District Authority Should Implement the Following Actions.

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo training to learn how to assist in

managing stress due to trauma.

- Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately after a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred for counseling.
- Restore regular school functions as efficiently and as quickly as possible.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Teacher and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.

- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

OTHER SPECIAL PROCEDURES

A. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.
- Donate all remaining memorial items to charity.

Security Annex

I. PURPOSE

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

II. PROCEDURES

GCCHS encourages all staff, faculty and students to be an active participant in building security and crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access (e.g. badging system, cameras, tip-lines, etc.)

- ID Badges worn by all staff
- Visitor passes to all visitors in the building
- Students receiving training in mutual respect, celebrating diversity, character building, personal safety through various curriculums
- Cameras monitor the buildings
- Practice drills throughout the year, including fire drills, early release drill, and lockdown drills
- Emergency panic buttons
- Staff training on emergency drills

RESPONSIBILITIES

A. Principal

- Ensure that there is a security policy to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building to the office where they will sign in and out.

B. Teachers/Staff

- Make sure that the classroom door is able to be locked from the inside and is functioning normally daily.
- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to

them.

C. Office Staff

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.

D. Facilities/Maintenance

- Maintain all doors, windows, and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school principal in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building.

E. Students

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member.
- Students will not permit or allow unauthorized persons to enter the building by opening any locked doors.

F. General Responsibilities

- All entrances, except the main entrance are locked during hours of operation.
- Students and Staff are trained not to provide unauthorized access to the building.

Rapid ASSESSMENT ANNEX

PURPOSE

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation.

PROCEDURES

Assessment of Information/ Rapid Assessment

When information is received that indicates a threat, potential threat, or other hazard the senior school administrator along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continued observation of the threat or hazard.
- Determination that the information requires activation of the School EOP or a portion of the School EOP.

School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local public safety agencies.
- Information received by school teachers, staff, students or parents.

All information, assessment activities and decisions taken by school officials will be documented.

Family Reunification

PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed. Parents are made aware of our off site evacuation, as well as robocalls, and mass emails that can be translated in the case of an emergency. Teachers, staff,

and students are all instructed to not speak with the media. The public relations officer will handle any press.

RESPONSIBILITIES

A. School Incident Commander/Principal

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow predetermined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for the arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).
- Follow predetermined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Lead

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parents/guardians and sign out.
- Set up a mental health area and direct staff to escort parent/guardians of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing

a student Release Form.

- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers

- Provide a list of evacuated students to the reunification site staff upon arrival.
- If a student is not accounted for the teacher will notify the incident commander, who will start looking for it.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.
- Help keep students safe and orderly by taking attendance and having student remain together at the reunification site until they are released to a parent/guardian

D. First Responders

- Maintain crowd/traffic control
- Accept custody of unclaimed students

I. OTHER PROCEDURES

- Outline procedures for releasing students.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- Outline parental notification methods.

REUNIFICATION LOCATIONS

I.

- Reunification locations should be established prior to an event.
- The reunification location(s) should be provided to both parent and child to ensure

proper meeting and pickup location.

DROP, COVER AND HOLD (EARTHQUAKE)

PURPOSE

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

RESPONSIBILITIES

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

PROCEDURES

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

Crime Scene Management

PURPOSE

Evidence is critical to the investigation of any crime. Therefore, only trained professionals should do the collection and preservation of evidence. Before they arrive it is imperative that the crime scene remain as uncontaminated as possible. The school will take every precaution to secure the area and

Accounting for All Persons

III. Hazard-And-Threat Specific Annexes

The following hazard and threat specific annexes are included to provide unique procedures, expected actions that apply to specific hazards. These hazards have been identified as high-priority by school administration, local EMA officials or a hazard analysis of GCCHS.

Procedures and information outlined in functional annexes will not be duplicated in the hazard and threat specific annexes. If a hazard specific annex references a functional annex, the functional annex should be referenced for that information and then applied to the hazard specific annex.

IV. Hazard Analysis Summary

GCCHS may be exposed to many hazards which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the Erie County Emergency Management Agency maintains a County Emergency Operations Plan (County EOP) to address hazards and incidents, the GCCHS EOP has been developed to fit into the larger Erie County EOP in the event of a large-scale incident.

INSTRUCTIONS:

FREQUENCY OF OCCURRENCE	
Highly Likely	Near 100 percent probability of an incident with the school year.

Likely	A 50 to 75 percent chance of an incident with the school year.
Possible	A 25 to 50 percent chance of an incident with the school year.
Unlikely	A 10 to 25 percent chance of an incident with the school year.
Highly Unlikely	Less than 10 percent percent chance of an incident with the school year.

IMPACT	
Catastrophic	An incident that results in complete shutdown of the facility, possibly for an extended time. Multiple deaths and severe injuries may have occurred. Damage to facilities/infrastructure that results in a shutdown of the school in excess of two weeks.
Critical	An incident that results in multiple severe injuries and possible fatalities. Damage to facilities and/or infrastructure that results in shutdown of the school between two days and two weeks.
Limited	An incident that may result in injuries. There is a moderate disruption to the normal school day causing dismissal or closure for one day or less.
Negligible	An incident that causes a minor interruption in normal activities. No or minor injuries have occurred. There is no or limited damage to facilities that do not result in closure or dismissal.

WARNING TIME	
Imminent	No advanced warning.
Immediate	1 to 15 minutes warning.
Limited	15 minutes to 2 hours warning.
Extended	2 hours to 24 hours warning.

HAZARD INDEX RANKING				
Frequency of Occurrence	Impact Levels			
	Catastrophic	Critical	Limited	Negligible
Highly Likely	5 (Highest)	4 (High)	4 (High)	3 (Medium)
Likely	5 (Highest)	4 (High)	3 (Medium)	2 (Low)
Possible	4 (High)	3 (Medium)	2 (Low)	1 (Lowest)
Unlikely	3 (Medium)	2 (Low)	1 (Lowest)	1 (Lowest)
Highly Unlikely	2 (Low)	1 (Lowest)	1 (Lowest)	1 (Lowest)

Table 1. HAZARD ASSESSMENT

HAZARD RANKING ASSESSMENT				
Hazard	Frequency	Impact	Warning Time	Hazard Ranking
Natural Hazards				
Earthquake*				
Flooding*				
Tornado*				
Severe Thunderstorm*				
Winter/Ice Storm				
Technological Hazards				
Dam Failure				
Hazardous Material Release				
Nuclear Facility Incident				
Power Outage				
Water System Failure				

Fire (structural)*				
Transportation Accident*				
Explosion*				
Biological Hazards				
Pandemic Illness				
Medical Emergency				
Mass Contamination				
Contagious Disease				
Adversarial/Human-Caused Hazards				
Sexual Assault				
Civil Disorder				
Death on Campus*				
Intruder*				
Kidnapping/Abduction*				
Weapon on Campus				
Active Shooter/Threat*				
Terrorism*				
Bomb Threat*				
* Annexes already included.				

Active Shooter

PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is

a crime scene and will require a thorough search and processing.

RESPONSIBILITIES

A. School Incident Commander/Principal

- An emergency can be reported by any school staff or student. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the School Incident Commander/Principal.
- Direct staff to call 9-1-1 , give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- If able, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via email, text, PA system, or radio
- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- Determine appropriate procedure(s): LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE.
- Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.

- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

I. OTHER PROCEDURES

- After the active shooter/intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the

information to parents and the public.

- Ensure that any buses en route to the school are redirected to a designated relocation site.

A. Teachers and Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

I. OTHER PROCEDURES

- After the active shooter/intruder(s) has been subdued, the School Incident Commander/Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.

- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Hostage

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

If the incident involving a hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

RESPONSIBILITIES

A hostage situation involves one or more persons being held against their will by one or more individuals. The goal is to ensure safety of students, staff and others at the school and prevent the hostage(s) from being moved away from the school.

All staff should be aware of what to do in the event of a hostage situation.

- If the hostage taker is unaware of your presence, do not intervene.
- Notify the Principal/School Incident Commander, School Resource Officer, or call 9-1-1 if unable to reach school authorities.

If school personnel or students are taken hostage:

- Follow instructions of the hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to the hostage taker.
- Ask permission to speak and do not argue or make suggestions.

A. Principal/School Incident Commander

- Call 9-1-1 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from the hostage negotiation team.
- Announce LOCKDOWN or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses en route to the school to an alternate location.
- Notify the CEO and activate communications plan.
- Give control of scene to the police and hostage negotiation team.
- Ensure detailed notes of events are taken.

B. Teachers and Staff

- Teachers and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

I. OTHER PROCEDURES (that may be activated depending on conditions)

- Active Shooter.
- Evacuation.
- Family Reunification.

- Medical and Mental Health.
- Shelter-in-Place.

Bomb Threat

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

I. RESPONSIBILITIES

A. Staff Who Received a Message That a Bomb Has Been Placed in School

- Make a record of the exact wording of the threat.
- Ask in a clear and calm voice: where the bomb is located; what does it look like; what materials are in the bomb (type of bomb); how is it activated; when will the bomb explode; who is calling, name and address; did you place the bomb; why are you doing this.
- If the threat is made by phone, listen closely to the caller's voice and speech patterns and to noises in the background. Make a record of that information.
- Notify the Incident Commander/Principal or designee and/or call 9-1-1.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1 if not already notified.
- Assign staff to meet and brief emergency responder agencies.
- Notify staff through the public address system:
- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. DO NOT

ACTIVATE THE FIRE ALARM. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.

- If EVACUATION occurs, students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule.
- Arrange for the person who found a suspicious item to talk with law enforcement officials.
- Notify the Superintendent.
- Active communications plan to inform parents, media, and community of incidents as determined in consultation with law enforcement.

C. Teachers and staff

- Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- Account for students and be prepared to EVACUATE if ordered.
- EVACUATE using standard procedures and exit routes to assembly area.
- Open classroom windows and leave classroom doors open when exiting.
- Take roll call after being EVACUATED. Be prepared to report the names of any missing persons to school administration.
- Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Speak to staff that received the threat and obtain information.

- Search the building.
- If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- After consulting with the Superintendent and School Incident Commander/Principal determine if staff and students should be relocated to an alternative safe site.
- If danger is over notify staff and students of the termination of the emergency and to resume normal operations.

Terrorism threat level increase

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff's Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff's Office and agrees to open or close schools.

II. **RESPONSIBILITIES**

A. **School Officials**

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- The Superintendent will start the phone tree to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If Alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents pursuant to district policy. All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures will be followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (e.g. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/ HAZARDOUS SPILLS (biological incidents, chemical incidents, and radiological/nuclear incidents).

NATURAL HAZARDS - FLOODS

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The Erie County Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch

and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Principal/School Incident Commander will activate the School EOP.

The school siren or public address system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Reverse Evacuation.
- Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible).

RESPONSIBILITIES

A. Principal/School Incident Commander.

- Review circumstances and conditions and determine appropriate procedures to be activated.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 9-1-1 to notify local law enforcement, fire and emergency services of intent to vacate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plans.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.

- Notify the Superintendent/Policy Group of the status and action taken.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Activate FAMILY REUNIFICATION procedures.
- Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- Designate staff to take appropriate action to safeguard school property.
- Determine if school will be closed or remain open.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Document all actions taken.

B. Teachers and Staff

- Execute evacuation procedures when instructed by the Principal or Incident Commander.
- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- Take attendance before leaving the classroom.
- Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Remain with students throughout the evacuation process.
- Upon arrival at the assembly site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

C. Bus Drivers

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Principal/ School Incident and/or emergency Incident Commander.
- Document all actions taken.

NATURAL HAZARDS - Severe Weather/Tornado

PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather/Tornado Watch or Warning has been issued for the school's location.

RESPONSIBILITIES

A. School Incident Commander/ Principal

When a Severe Weather/Tornado Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near school.

- Announce SHELTER-IN-PLACE alert signal.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes.
- Direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear".

TECHNOLOGICAL HAZARD – Chemical accident

PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accidents; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

SPECIFIC SCHOOL INFORMATION

Currently, several chemicals (such as cleaning supplies, chemistry lab, art room, etc.) are all used and stored on school grounds. The school's maintenance team, custodian or designated staff inspects stored chemicals. Decontamination equipment and personal protective equipment are located in a storage unit next to all areas storing chemicals.

GCCHS is aware of conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill.

The School Incident Commander/Principal will determine if and when the following operational functions or procedures may be activated in the event of an **external** chemical or hazardous spill:

- Evacuation.

- Family Reunification.
- Medical Emergency, Mental Health and Healing.
- Reverse Evacuation.
- Shelter-in-Place.

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.

RESPONSIBILITIES

A. Procedures for an External Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is **external**, the following steps will be taken by the school.

1. School Incident Commander/Principal

- Call 9-1-1 and notify local law enforcement and emergency responders.
- Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify appropriate school personnel (Superintendent/Policy Group) of the status and actions taken and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for

relocating to a safer location by means of walking, buses and cars.

- Notify relocation centers and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where students/school has relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency Incident Commander.
- Document all actions taken.

2. Teachers and Staff

- Move students away from the immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute SHELTER-IN-PLACE when instructed by the Incident Commander.
- Remain with students throughout the incident.
- Report any missing or injured students to the Incident Commander.
- Remain in a safe area until the “All Clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.
- Document all actions taken.

B. Procedures for an Internal Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is **internal**, the following steps will be taken by the school.

1. Person Discovering the Spill

- Alert others in the immediate area and leave the area.
- Close windows and doors and restrict access to the affected area.
- Notify the Principal/teacher/safety officer or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

2. Incident Commander/Principal Actions

- Notify the local fire department and local/state departments of public health.
 - Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.
- Determine what procedures should be activated, such as EVACUATION.
- Notify local law enforcement of intent to vacate.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- Notify the Principal, Superintendent/Policy Group of the status and actions taken, and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have

determined that it is safe to do so and given the “All Clear” signal the threat has passed.

- Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Teachers and Staff

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute EVACUATION and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.
- Take class roster, first-aid kit and any other supplies or resources relevant to the incident.
- Check that all students have left the building. Students are not to be left unattended at any time during EVACUATION.
- Upon arrival at evacuation site take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the incident.
- Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.
- Document all actions taken.

Technological hazard – Explosion

PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- Evacuation.

- Family Reunification.
- Medical Emergency.
- Mental Health and Healing.

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the Principal, and call 9-1-1 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

RESPONSIBILITIES

A. Incident Commander/Principal

- Call 9-1-1 to confirm the alarm, identify the school name and location, and provide exact location of the explosion. If any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Notify the district office and institute communications plan.
- Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- Designate staff to obtain student roster from teachers and identify any missing students.
- If safe and appropriate to do so, direct designated staff to shut off utilities.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with the Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.

- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- Be prepared to move students if an off-site relocation is ordered.
- Be prepared to move the students if the situation warrants it.
- No one may re-enter building(s) until it is declared safe by the fire department.

BIOLOGICAL HAZARD/BLOODBORNE PATHOGEN**PURPOSE**

Custodial, maintenance and other employees that may be exposed to human blood or other regulated body fluids shall receive annual training which includes the following:

- Epidemiology and symptoms of HIV and HBV.
- Modes of transmission of HIV and HBV.
- Importance of exposure precautions to reduce worker exposure.
- The availability, proper use and disposal of personal protective equipment (PPE) including the specific circumstances under which the PPE is to be worn.

- Follow-up procedures to implement if actual body contact occurs with blood or body fluids.
- An explanation of the labels and signs used.
- Proper clean-up of spills of blood or other regulated body fluids.
- Proper disposal of contaminated items.

1. **CUSTODIAL (cleanup) SUPPLIES NEEDED**

- Goggles
- Bucket/wringer
- Wet mop
- Red liner bag
- Paper towel
- Gloves

The use of disposable gloves is required for procedures when body fluids are handled. Especially if:

- The individual handling the material has cuts, abraded skin, chapped hands, dermatitis or similar conditions;
- When contacting abraded or non-intact skin of individuals with active bleeding or drainage;
- During all cleaning procedures.

Gloves shall be of appropriate material, intact latex or intact vinyl of appropriate quality for the procedures performed and of appropriate size for each wearer. Gloves shall not be washed or disinfected for re-use. Gloves are not a substitute for proper hand-washing. Hands are to be washed, using standard hand wash procedures, using warm water and liquid soap immediately after removing gloves.

No gloves shall be used if they are peeling, cracking or discolored or if they have punctures, tears or other evidence of deterioration.

2. **SPILLS AND CLEANUP PROCEDURES**

A. Preparation

- Determine the nature of the event. Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye. Disposable gloves and disinfectant cleaner are more than adequate for clean-up.
- If you are not sure, follow the blood borne guidelines below.
- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.

B. Personal Protection

- Before starting any clean up procedure, put on disposable gloves, at least, heavier duty gloves if available.
- If there is a large amount of blood, wear chemical splash goggles.

C. Small Area Clean-Up

- Spray area with disinfectant and wipe with paper towel. Do not use a sponge or any other reusable item unless they can be laundered and dried through a dryer.
- Once the area is cleaned, re-spray with the Disinfectant and allow it to sit for at least 10 minutes. If necessary, wipe any remaining chemical with a paper towel and place in the red liner bag.
- Place excess waste into a red liner bag. Place a paper towel in the same bag. Once clean-up is completed, place disposable gloves in the red liner bag using proper procedure for removing gloves.

D. Large Area Clean-Up

- For a major blood event, begin cleaning up with Disinfectant in a mop bucket or sprayer. The more dwell time the better (10 minutes minimum with Disinfectant).
- Any disposable items, such as paper towels, should be placed in the red liner bag (needles or syringes must be placed in an approved (Sharps) container).
- Spray affected areas with Disinfectant and allow it to remain at least 10 minutes to properly disinfect the area.
- Mops should be removed from the handle and placed in a regular liner bag until they can be laundered.
- Empty the mop bucket and spray wringer and bucket with Disinfectant. Allow to remain for (a minimum of) 10 minutes and flush with clear water.

E. Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in an impervious (biohazard) bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Red bags are available through our custodial supplier.

F. Hand Washing

Thorough hand-washing is to be performed before and after removal of gloves and immediately after any inadvertent contact with blood or body fluids. Individuals are not to use bar soap or cloth towels for hand-washing. The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes.

G. Other Procedures (that may be activated depending on conditions)

- Medical Emergency.

FIRE**PURPOSE**

GCCHS has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 9-1-1 if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

RESPONSIBILITIES**A. Incident Commander/Principal**

- Call or direct staff to call 9-1-1 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the district office and institute communications plan.

- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roster from teachers and identify any missing students, staff and visitors.
- Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.

II. Recovery AND MITIGATION

After the safety and status of staff and students have been assured and emergency conditions have abated, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

GCCHS and Global Concepts Charter School will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.

- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

II. Administration, Finance and Logistics

A. Agreements and Contracts

If the school's resources prove to be inadequate during an incident, GCCHS will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are available in the main office by request.

B. Recordkeeping

1. Administrative Controls

GCCHS is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

Staff assigned within the School will maintain accurate logs recording key incident management activities, including:

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

C. Incident Costs

School Finance and Administration staff is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.
- Equipment operations cost.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

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.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The main causes of damage to records are fire and water. Essential records should be protected and are maintained in the Central Office.

Continuity of Operations Plan (COOP)

PURPOSE

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the GCCHS has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The School EOP anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

RESPONSIBILITIES

Delegation of authority and management responsibilities should be determined by School officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, who will perform the essential functions listed in Table 2 on next page.

Table 2: Essential Functions Performed by COOP Personnel

Principal or Superintendent	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring business functions for the school.
Principal, Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students (out of district or into alternative schools). ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ● Reevaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> ● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> ● Maintain inventory. ● Maintain essential records (and copies of records) including school's insurance policy. ● Ensure redundancy of records (records are kept at a different physical location). ● Secure classroom equipment, books, and materials. ● Restore administrative and record-keeping functions such as payroll, accounting and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide account payable and cash management services.
Counselors, Social Workers and School Nurse/Health	<ul style="list-style-type: none"> ● Establish academic and support services for students and staff/faculty.

Assistants	<ul style="list-style-type: none"> ● Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/Bus Drivers	<ul style="list-style-type: none"> ● Determine how transportation and food services will resume.

SPECIFIC PROCEDURES

1. **Activation and Relocation**

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

2. **Alert, Notification, and Implementation Process**

The Principal/School Decision-Maker will activate the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

3. **Relocation Sites**

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and the other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

4. **Reconstitution**

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

VII. Plan ADMINISTRATION

A. Approval and Dissemination of the Plan

In developing the emergency management plan for each building, the administrator must involve/share with community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and non teaching employees. The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

B. Review and Updates to the Plan

In order to remain in compliance with the law, the administrator shall update the comprehensive emergency management plan at least once every three years and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. The board should, however, ensure an update to the plan is filed with NYSED whenever any critical information in the plan changes. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the School EOP, the administrator has established a schedule for an annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration.

The School EOP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the School EOP is updated, an updated copy shall be filed with ODE, to be made available to first responders, as well as distributed in accordance with the guidelines stated above.

C. Training and Exercising the Plan

GCCHS understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. GCCHS will conduct an annual emergency management test.

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, basic training and refresher training sessions will be conducted annually for all school personnel in coordination with local fire, law enforcement and emergency managers.

School EOP training includes:

- Hazard and incident awareness training for all staff
- Orientation to the School EOP provided to all staff.
- First-aid and CPR for nurses, counselors, PE teachers, Coaches, other interested staff.
- Team training to address specific incident response or recovery activities such as Family Reunification.

D. Emergency Preparedness

GCCHS will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, GCCHS will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. At a minimum, GCCHS will also conduct an annual emergency management test. This annual test will be coordinated with local first responder agencies and relevant persons to meet the statutory requirements. Documentation of the emergency management test and all drills will be kept as required by law.

All GCCHS staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.