

# Forestville Central School District District-Wide Emergency Response Plan



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## Introduction

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of this plan is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise in order to respond quickly before, during and after an incident. A well developed and practiced plan provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively.

Forestville Central School District supports two key practices being adopted in New York State. First, this plan provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for all school plans statewide.

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, it is best practice to utilize the following Functional Annexes:

- Shelter-In-Place
- Evacuation
- Lockout
- Lockdown

These four Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams.

## Definitions

Incident – An event that disrupts everyday functioning, but does not pose an immediate danger to life or property.

Emergency – A dangerous event that disrupts everyday functioning but does not result in a request for assistance from state or federal government.

Disaster – A dangerous event that causes significant human or economic loss and demands a crisis response beyond the scope of any single agency or service.

Emergency Response Team – Key school district personnel responsible for planning and executing the emergency management plan.

Incident Command Center (ICC) – The operational, planning, logistical, and administrative efforts necessary to contain an emergency situation and effectively render emergency services. The goals in mind will be to relieve suffering, to protect lives and property, to reduce injuries, deaths and property damage, and to restore peace. The ICC will be the location of the Superintendent, New York State Troopers, Chautauqua County Sheriff's Department, Forestville Fire Department/Emergency Management Services representatives. Other agencies may also coordinate activities at or through the ICC. A coordinated response to situations will come from the ICC regardless of jurisdictional boundaries. The ICC will need to be accessible but may be physically removed from the incident, have sufficient parking for medical, police, and emergency vehicles, be controllable yet large enough to accommodate receipt of supplies, equipment, and personnel.

## Summary of Laws

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response (“school emergency response plan”). Section 2801-a prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

[155.17 \(a\)](#) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1<sup>st</sup> for the 2002-2003 through the 2015-2016 school years and by September 1<sup>st</sup> for the 2016-2017 school year and each subsequent September 1<sup>st</sup> thereafter, a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management.

[155.17 \(c\)\(2\)](#) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- [155.17 \(c\)\(2\)\(i\)](#) Policies and Procedures for Safe Evacuation
- [155.17 \(c\)\(2\)\(ii\)](#) Designation of Response Teams
- [155.17 \(c\)\(2\)\(iii\)](#) Procedures for Emergency Responder Access to Building Plans and Road Maps
- [155.17 \(c\)\(2\)\(iv\)](#) Communication in Emergencies
- [155.17 \(c\)\(2\)\(v\)](#) Definition of the chain of Chain of Command Consistent with NIMS/ICS
- [155.17 \(c\)\(2\)\(vi\)](#) Coordinated Plan for Disaster Mental Health Services
- [155.17 \(c\)\(2\)\(vii\)](#) Procedures for Annual Review
- [155.17 \(c\)\(2\)\(vii\)](#) Procedures for the Conduct of Drills
- [155.17 \(c\)\(2\)\(viii\)](#) Procedures for Restricting Access to Crime Scenes

[155.17 \(c\)\(3\)](#) A copy of each building level emergency plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

155.17 (h) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

The Board of Education will annually appoint a District Wide School Safety Team.

Plan Development and Maintenance

8 NYCRR Section 155.17 (a) and 155.17 (c)(2)(ii) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

District-Wide School Emergency Response Team

The District-Wide School Emergency Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident.

<b>Name</b>	<b>Title</b>	<b>Agency</b>
Renee Garrett	Superintendent	Forestville Central School District
Daniel Grande	Principal	Forestville Central School District
Lindsay Marcinelli	Principal	Forestville Central School District
Ashley Cross	School Nurse	Forestville Central School District
Sheila Fiebelkorn	School Nurse	Forestville Central School District
Melody Voigt	School Secretary	Forestville Central School District
Christine Bowker	School Secretary	Forestville Central School District
June Prince	Secretary to Superintendent	Forestville Central School District
Michael Gajewski	Head Bus Driver, Transportation	Forestville Central School District
James Hart	Director of Facilities	Forestville Central School District
James Knoop	Building Custodian	Forestville Central School District



Theresa Brown	Cafeteria Manager	Forestville Central School District
Michael Murphy	Director of Technology & Communication	Forestville Central School; District
Scott Hazelton	Athletic Director	Forestville Central School District
Michele Dolce	Teacher	Forestville Central School District
Greg Greenough	Teacher	Forestville Central School District
Scot Greenough	Teacher	Forestville Central School District
Jon LeBaron	Teacher	Forestville Central School District
Kristen Marvin	Teacher	Forestville Central School District
Joseph Carrus	School Safety Specialist	Forestville Central School District
Richard Grant	School Resource Officer	Forestville Central School District
Thomas Kelly	Local Law Enforcement	New York State Trooper
Dennis Gould	Local Law Enforcement	New York State Trooper
Kyle Barthel	Fire Chief	Forestville Fire Department
TBD	Board of Education Member	Forestville Central School District
Mark Woolley	Community Member	Riles and Woolley Funeral Home

## Introductory Material

### Distribution of the Plan

8 NYCRR Section 155.17 (c)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. The requirement to submit ERPs to the State Police is fulfilled by submitting plans electronically via the online application to NYSED.

**Chautauqua County Sheriff  
Attn: James B. Quattrone  
15 E. Chautauqua Street  
Mayville, NY 14757**

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

### Record of Distribution

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

### Plan Review and Updates

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

## Purpose and Situation Overview

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

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

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Threat/Hazard Assessment

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

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

### Planning Assumptions and Limitations

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

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

## Concept of Operations

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

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

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

### Initial Response

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

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

## Organization and Assignment of Responsibilities

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

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications.

### Superintendent

The Superintendent (or their designee) will serve as the Incident Commander and designate a qualified individual to serve as an alternate in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

### Principal

The Principal acts as an alternate, in the role of the Incident Commander, for the Superintendent in the event that the Superintendent is unable to serve in that role.

### Teachers / Substitute Teacher / Student Teachers

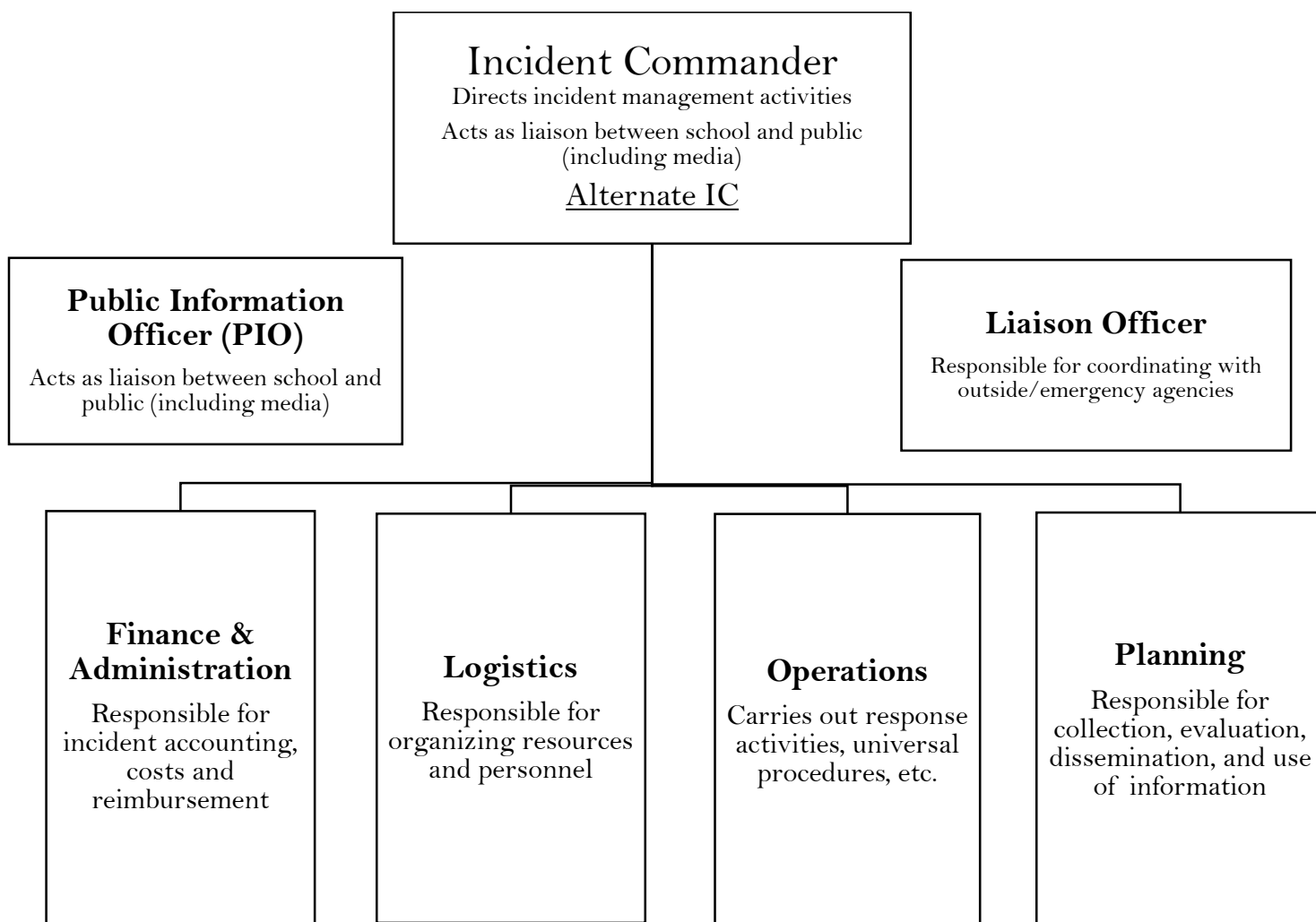
Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

## Direction, Control, and Coordination

### School Incident Command System

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

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:





## School Incident Command System (ICS) Roles Defined

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

### Incident Command

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

Responsibilities and duties include:

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

### Public Information Officer & Liaison Officer

The superintendent will be the public information officer and liaison for community contact during an emergency or crisis incident. When the superintendent is not available, the principals will serve in this capacity. Comments to the media by others are discouraged. If administrators are unavailable, the district will have no comment until such time when authorized statements can be made. The media liaison will ensure that only accurate, verifiable information is made available to the media at a time and place appropriate for each individual circumstance.

### Communication Network

The faculty/staff communication network will consist of text messaging, mobile devices, automated calling system, District website, e-mail for each building, and faculty meetings prior to school or after school.

### Operations Section

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

Responsibilities and duties include:

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

As needed, Emergency Response Teams may be activated within the Operations Section. [8 NYCRR Section 155.17 \(c\)\(2\)\(ii\)](#) requires the designation of individuals assigned to emergency response teams.

### Planning Section

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

Responsibilities and duties include:

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

### Logistics Section

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

Responsibilities and duties include:

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

### Finance/Administration Section

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

Responsibilities and duties include:

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

### Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

### Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

## Information Collection, Analysis and Dissemination

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

### Types of Information

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

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

### Information Documentation

The assigned staff member will document the information gathered including:

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

## Training, Drills and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur. Instrumental to the success of the school safety plan is staff and student understanding of how to respond appropriately in a given emergency context. Inherent in this requisite understanding is the need for ongoing training and instruction in the form of periodic drills and exercises. The District Safety Team will coordinate the procedures for implementing a comprehensive training strategy. Examples of training include sharing the emergency response procedures with staff members at the beginning of each school year, conducting table-top exercises with key safety team members, lock-down drills, and testing evacuation and sheltering procedures on an as needed basis. Safety plans and procedures will also be shared with local law enforcement and emergency response agencies such as the local fire department and emergency medical services teams. County law enforcement and the county anti-terrorism task force will also be made privy to school safety plans including detailed diagrams of school district facilities. The New York State Police will be brought in to train staff members on pertinent safety procedures as well as violence prevention and intervention strategies. Building principals will coordinate and evaluate the conduct of drills and exercises held on their respective campuses. An after-action review format should be utilized to capture lessons learned and to continue to test, refine, and update emergency response procedures. Particular attention will be given to training new teachers and staff members on safety plans. Substitute teachers will also be oriented to basic response procedures.

### Training

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

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at [www.training.fema.gov](http://www.training.fema.gov). ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at [www.dhSES.ny.gov](http://www.dhSES.ny.gov). Or by contacting your local emergency management agency.
- Annual training
  - Review ERP with staff. New employees need to be trained within 30 days.
  - Conduct full staff briefings on roles to perform during an emergency.
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP.
  - Conduct student briefings on roles they perform during an emergency.

### Drills and Exercises

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

- **Section 807** of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- **8 NYCRR Section 155.17 (h)** - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).
- **Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills:** 12 fire and emergency drills will be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills, four of which shall be through use of fire escapes or secondary exits. Eight of the required twelve drills must be completed in the first half of the school year (December 31).

The following is recommended:

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

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

It is suggested, that whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. The purpose of this suggestion is to ensure that law enforcement does not receive a false report that the school is in actual lockdown.

## Risk Reduction/Prevention and Intervention

### Prevention/Intervention Strategies

Research indicates that positive, skills-based approaches can increase the safety of students and school personnel. The Forestville Central School District will continually strive to emphasize prevention and intervention strategies to minimize the potential for conflicts, altercations, and school-related violence. The goal of the intervention and prevention strategies is to create a safe and secure learning environment for students.

The health professionals, school counselors and school psychologists of Forestville Central Schools will participate in any emergency requiring their expertise in planning, providing care, follow-up crisis intervention, and evaluation.

Health Office prevention efforts include:

- Evaluating the environment for safety and health hazards and recommending appropriate changes when necessary.
- Training and updating the staff in infection control standards and measures annually.
- Maintaining first aid manual and infection control manual.
- Providing adequate supplies for personal protection from blood-borne pathogens, first aid and “Go Bags.”
- Assisting in education for health and safety issues.
- Maintaining a database of information for student and staff needs including emergency concerns.
- Being knowledgeable about emergency plans.
- Participating in and evaluating emergency drills.

School Counselor/School Psychologist prevention efforts include:

Examples of programs and activities that Forestville Central School District will use as part of the prevention and intervention strategy may include:

1. Individual counseling of students by school counseling staff.
2. Group counseling, when appropriate.
3. Emphasizing non-violent conflict resolution strategies.
4. Establishing an anonymous reporting mechanism for students who wish to notify school administrators about potential incidents of school violence.
5. Principals will also adjust scheduling procedures to minimize the potential for conflicts or altercations between given students.

## Early Detection of Potentially Violent Behaviors

### Early Detection of Potentially Violent Behaviors

The District will make informative materials available to teachers, administrators, parents, and students regarding the early detection of potentially violent behaviors.

### Building Security Procedures

Procedures that will minimize risks to students and staff from intruders or other persons intent on threats and/or harm begin with controlling access. A single point of entry will be used in each school building with all entrances kept locked while school is in session for the day. The following visitor procedures will be followed:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor. All individuals entering the buildings must enter through the front doors (single point of entry). A camera and door lock system will be used to permit entry only after visitors have identified themselves and the purpose of their visit.
2. All visitors to the school must report to the main office immediately upon arrival at the school. The visitors will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office and sign out before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent group meetings or public gatherings, are not required to register.
4. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
5. All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct. If visitors do not abide by the rules for public conduct, their permission to visit may be revoked, and they will be required to leave school grounds.



6. Visitors who violate the Code of Conduct shall be subject to penalties. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to immediate ejection, loss of privileges to attend future activities and events, may be banned from school property, and may be subject to civil or criminal legal action pursued by the District.

Acts of Violence: Implied or Direct Threats

As noted in the District Code of Conduct, a violent student means a student age 21 or under who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits an act of violence while on school property or at a school function upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses a weapon while on school property or at a school function.
4. Displays what appears to be a weapon while on school property or at a school function.
5. Threatens to use a weapon while on school property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property. See Education Law §3214(2-a)(a), §3214(2-a)(3) and (4), and §3214(6).

The policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel, or visitors are articulated in the Code of Conduct. Examples of such violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student, or any other person lawfully on school property, or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee, or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

## Administration, Finance and Logistics

### Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry, if needed. Such assistance includes equipment, supplies and/or personnel.

### Documentation

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

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

### Incident Costs

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

### Preservation of Records

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

## Authorities and References

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

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 (c)(2)(v) require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

## Functional Annexes

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

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

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

- Shelter-in-Place
- Evacuation (required per [8 NYCRR Section 155.17 \(c\)\(2\)\(i\)](#))
- Lock-out
- Lock-down

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

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health
- Accounting for All Persons
- Reunification
- Continuity of Operations

## Shelter-in-Place

### Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Shelter-in-Place” may be initiated. A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado). This is intended to keep students and staff out of the affected area until the situation can be rectified.

## Evacuation

### Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(c\)\(2\)\(i\)](#).

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

### Evacuation – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident.

## Evacuation – Return to Buildings or Grounds

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

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

### Lockout

#### Purpose

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

### Lockdown

#### Purpose

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

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

## Crime Scene Management

### Purpose

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in [8 NYCRR Section 155.17 \(c\)\(2\)\(viii\)](#).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence.

## Communications

### Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(c\)\(2\) \(iv\)](#)), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation ([8 NYCRR Section 155.17 \(c\)\(2\)\(i\)](#)).

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

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



## Types of Communications

### Communication between School and Emergency Responders

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

### Internal Communications/Chief Emergency Officer

The school has identified the Superintendent of Schools and/or her designee as the school spokesperson or public information officer (PIO) who will be responsible to:

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

### Communication between School Officials and Staff Members

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

- Automated Calling System: This system generates phone calls to all selected groups.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- If a serious incident occurs during the school day, a faculty meeting may be called at the end of the day to clarify facts. If an emergency or serious incident occurs after school, the superintendent may announce a faculty meeting prior to opening of school the next day. An automated call, e-mail may also be added.

### Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students.

### External Communications

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

### Communication with Parents

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose and its objectives.  
**Detailed response tactics should not be shared if they will impede the safe response to an incident.**
- In the event of an incident, the school will:
  - Disseminate information using the automated calling system to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are handling the situation.
  - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.
- After an incident, school administrators may schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.
- In the event that a student makes a threat of violence against themselves, including suicide, the school will:
  - The specific student's parent will be contacted.

### Communication with the Media

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

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
  - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

### School Cancellations and Early Dismissals

The Superintendent maintains the authority to close school, start school late or dismiss early in case of an emergency, inclement weather, or major facilities or transportation problems. The Superintendent will gather relevant information and make the decision to alter the school schedule accordingly. School personnel and parents will be notified by a variety of media sources whenever there is a change to the school day. Due to the confidential nature of school closing information and passwords, this information remains in the hands of the administration only and is not included in the Emergency Response Plan.

#### Television Stations:

1. Channel 2 WGRZ-TV
2. Channel 4 WIVB-TV
3. Channel 7 WKBW-TV
4. Spectrum News

#### Radio Stations:

1. WDOE 1410 AM/94 FM
2. WBKX 96.5 FM/100.3 FM
3. WBEN 930 AM/WGR 550AM/WKSE 98.5 FM/WTSS 102.5 FM
4. WBUF 92.9 FM/WBLK 93.7 FM
5. WECK 1230 AM/102.9 FM/WMSX 96.1 FM/WYRK 106.5 FM
6. WWSE 93.3 FM/WJTN 1240 AM/WHUG 101.9 FM/WKSN 1340 AM/WQFX 103.1 FM/WKZA 106.9 FM

#### Newspapers:

1. Buffalo News
2. Dunkirk Observer

#### Key Internal Contacts:

1. Renee Garrett, Superintendent of Schools
2. Daniel Grande, MS/HS Principal
3. Lindsay Marcinelli, Elementary Principal
4. June Prince, Secretary to the Superintendent
5. Michael Gajewski, Head Bus Driver
6. James Hart, Director of Facilities
7. Carol Woodward, Board of Education President

#### Key External Contacts:

1. Jeffrey A. Sortisio, Fredonia Superintendent
2. Todd Crandall, Silver Creek Superintendent
3. TBD, Pine Valley Superintendent
4. David O'Rourke, Erie 2 BOCES District Superintendent

### Communication between School Officials and Emergency Response Team

- The school district superintendent or campus principal contacts the emergency response team members and calls for an immediate meeting or implements emergency procedures.
- The superintendent of schools will be the designated primary spokesman for the school during any emergency situation. If the superintendent is unavailable then this responsibility is delegated to the campus principals. The emergency response team will confirm the family liaison(s).
- The superintendent and/or counselors will contact area schools to make arrangements for providing support for siblings, relatives, and close friends in other schools.
- Telephone calls are made to the parents of individual students who are particularly upset during the day. The emergency response team will collaborate to determine which parents are called and designate a team member or members to call and explain the students' reactions to the parents, and give appropriate advice as to how parents should handle their son/daughter. Some parents may be asked to pick up the student at the school.
- The emergency response team members or designees may meet with each grade, in order to:
  - Review the known facts and to dispel rumors.
  - Inform students and staff of the location and role of the crisis center.
  - Encourage students to express their reactions in whatever way is appropriate for them. (All responses are acceptable, from severe upset to no reaction whatsoever).
  - Discuss possible guilt or feelings of responsibility.
  - Discuss possible fears for their own safety and that of their siblings and peers.
  - Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.
  - Encourage students to discuss feelings with a parent(s).

Pre-Designated Media Sites

<b>Alternate Location</b>		<b>Address</b>
<b>LOW IMPACT</b>	Forestville United Methodist Church	3 Park Street Forestville, New York 14062 Pastor James Hankey (716) 992-9291 (Home Phone) (716) 440-9234 (Cell Phone) (716) 965-2506 (Church)
<b>HIGH IMPACT</b>	Hanover (Masonic/Eastern Star) Lodge 152	22 Main Street Forestville, New York 14062 Lance Parker (716) 572-9756

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

## Medical and Mental Health Emergency Annex

### Purpose

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

## Accounting for All Persons

### Purpose

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

## Reunification

### Purpose

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

## Continuity of Operations Plan (COOP)

### Purpose

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

## Threat and Hazard Specific Annexes

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

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

### Active Shooter Threat

#### Purpose

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

#### Scope

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

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



## Bomb Threat

### Purpose

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

### Scope

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

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

## Anthrax Threat

### Purpose

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

### Scope

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

## Threat of Intruder, Hostage, and/or Kidnapping

### Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath.

### Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to the threat of an intruder, hostage and/or kidnapping against school buildings or grounds.

## Tornado Threat

### Purpose

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

### Scope

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

## Delay of Student Arrivals

### Purpose

If there is an incident or administrative matter that requires the briefing of the staff of the situational details before the start of the school day a “Delay of Student Arrivals” may be initiated. A Delay of Student Arrivals annex describes an action that will allow the administration to inform the staff and prepare district assets for the best course of actions that would mitigate the effects of the incident at hand.

## Threat Incident Developing Outside of School Hours

### Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property should an incident outside of school hours become known to the administration.

### Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to the receipt of developing information regarding a threat incident that may impact the district.

## Appendix A: Emergency Response Teams

8 NYCRR Section 155.17 (c)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team.

### Emergency Response Team

Name	Title
Renee Garrett	Superintendent
Daniel Grande	MS/HS Principal
Lindsay Marcinelli	Elementary Principal
Melody Voigt	MS/HS Secretary
Christine Bowker	Elementary Secretary
Ashley Cross	MS/HS Nurse
Sheila Fiebelkorn	Elementary Nurse
Brianne Hazelton	School Counselor
Melissa Press	School Counselor
Allyson Knapp	School Psychologist
Carla Wienke	School Psychologist
James Hart	Director of Buildings and Grounds
Michael Gajewski	Head Bus Driver
Richard Grant	School Resource Officer

### Post-Incident Response Team

*Health Services Emergency Personnel may be a part of the post incident response team.*

Name	Title
Renee Garrett	Superintendent
Daniel Grande	MS/HS Principal
Lindsay Marcinelli	Elementary Principal
Melody Voigt	MS/HS Secretary
Christine Bowker	Elementary Secretary
Ashley Cross	MS/HS Nurse
Sheila Fiebelkorn	Elementary Nurse
Brianne Hazelton	School Counselor
Melissa Press	School Counselor
Allyson Knapp	School Psychologist
Carla Wienke	School Psychologist
James Hart	Director of Buildings and Grounds
Michael Gajewski	Head Bus Driver
Richard Grant	School Resource Officer

## Appendix B: Incident Command System (ICS)

### COMMAND STAFF

#### Incident Commander

	Name	Title
Primary	Renee Garrett	Superintendent
Alternate	Daniel Grande	MS/HS Principal
Alternate	Lindsay Marcinelli	Elementary Principal

#### Liaison Officer

	Name	Title
Primary	Renee Garrett	Superintendent
Alternate	Daniel Grande	MS/HS Principal
Alternate	Lindsay Marcinelli	Elementary Principal

#### Public Information Officer

	Name	Title
Primary	Renee Garrett	Superintendent
Alternate	Daniel Grande	MS/HS Principal
Alternate	Lindsay Marcinelli	Elementary Principal