

Building-Level Emergency Response Plan

Self-Assessment

for use by School and District Administrators

Name of School: _____ School Institution Code: _____
Name of District: _____ District Institution Code: _____
Date Self-Assessment was Completed: _____ Self-Assessment Completed by: _____

Instructions: This Self-Assessment may be used by administrators to review the **Building-Level Emergency Response Plan** for compliance with [Education Law §2801-a](#) and [Commissioner's Regulation §155.17](#). Included are items that are required at a minimum with space to identify if required components are: in place, partially in place, or not addressed. Additional information and resources are available at: <https://www.nysed.gov/student-support-services/safe-schools-against-violence-education-act-save>.

Note: this document is intended for internal use only. The school should retain this document with a copy of the School's Building-Level Emergency Response Plan, do not submit this document to the State Education Department. **Please do not disclose any confidential information in this document.**

Statute and regulation require that the building-level emergency response plan be developed by the building-level emergency response planning team. Each building-level emergency response planning team shall be appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, chancellor or other governing body. Such building-level teams shall include but not be limited to representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, law enforcement officials, fire officials or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, **but no later than October 1 each year**. Building-level emergency response plans are to be submitted to State Police by submitting electronically via the New York State Education Department (NYSED) business portal.

The building-level emergency response plan shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include (at a minimum) the elements described on the following pages.

Required Component with Regulatory Citation	Suggested Considerations	Status
<i>Building-Level Emergency Response Planning Team, Building-Level Emergency Response Plan Development, Adoption and Submission to Local Law Enforcement and State Police</i>		
<p>The Building-Level Emergency Response Planning Team was appointed by the School Principal on (date) _____ <i>CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> • Have the members of the team been designated, with sufficient time to provide necessary training? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The Building-Level Emergency Response Planning Team includes:</p> <ul style="list-style-type: none"> • representatives of teacher organizations; • representatives of administrator organizations; • representatives of parent organizations; • school safety personnel; • other school personnel including bus drivers and monitors; • community members; • local law enforcement officials; • local ambulance; • fire officials or other emergency response agencies; • and any other representatives the school board, chancellor or other governing body deems appropriate. <p><i>CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> • How is this information shared with staff, students and parents? • Where, when and how often does the team meet? • How should an individual share a concern with the team? • How does the team gather input from parents, students and staff? • Does the team include representatives from agencies that may have a role in responding to school incidents (emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations or representatives from federal, state, county and/or local agencies)? • Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained? <p>Schools should consult with their attorneys to formulate necessary MOUs. A sample of a school MOU with partnerships in the community, as well as a link to a template, can be found here: https://www.ncjfcj.org/publications/developing-a-memorandum-of-understanding-mou-for-school-justice-partnerships-technical-assistance-tools/ (The National Center for Juvenile Justice is the research division of the National Council of Juvenile and Family Court Judges.)</p> <ul style="list-style-type: none"> • Are the building-level emergency response team members familiar with guidance for developing their plans? Resources are available at https://www.nyscfss.org/safety-plans. 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The Building-Level Emergency Response Planning Team conducted an annual review and updates to the Building-Level Emergency Response Plan on: (date) _____ <i>CR §155.17(a), CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> • Does the team maintain a record or “change-log” to document changes to the plan? • Were necessary changes made to the plan to reflect current year staff, procedures, etc.? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>The Building-Level Emergency Response Plan was submitted to State Police by inputting information in the Safe Schools application via the State Education Department business portal on:</p> <p>(date) _____</p> <p><i>CR §155.17(c)(3)</i></p>	<ul style="list-style-type: none"> Does the person tasked with entering information in the portal have complete and up-to date information regarding the plan? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The Building-level Emergency Response Plan was submitted to the following Local Law Enforcement agencies:</p> <p>Law Enforcement Agency _____</p> <p>—</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>—</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>—</p> <p>(date) _____</p> <p>Law Enforcement Agency _____</p> <p>—</p> <p>(date) _____</p> <p><i>CR §155.17(c)(3)</i></p>	<ul style="list-style-type: none"> How was the plan transmitted to local law enforcement (i.e. email, postal mail, etc.)? How is the submission to local law enforcement and receipt of plan by local law enforcement documented in school records? Is the plan that was submitted to local law enforcement for the current school year? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The Emergency Response Team is building-specific and has been designated by the Building-Level Emergency Response Planning Team. The Emergency Response Team assists the school community in responding to a violent incident or emergency and includes:</p> <ul style="list-style-type: none"> school personnel; 	<ul style="list-style-type: none"> Members of the Emergency Response Team and their role are documented with alternate members/backups designated. School personnel who are members of the team include staff who are present in the school daily. Do team members require ongoing or specialized training to perform their role? How are those training needs met and documented? Where, when and how often does the team meet? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
<ul style="list-style-type: none"> • law enforcement officials; • fire officials; and • representatives from local, regional and/or State emergency response agencies. <p><i>CR §155.17(b)(15)</i></p>		
Plan Content: the following items are the minimum components required by statute and regulation for the Building-Level Emergency Response Plan		
<p>The building-level emergency response plan includes policies and procedures for the response to emergency situations, including those requiring the school to shelter/shelter-in-place, hold/hold-in-place, evacuate, secure lockout and lockdown. Such policies and procedures shall include, at a minimum, the description of plans of action for students and staff, and the recommended emergency response action in response to potential threats and hazards including, but not limited to threats that may require:</p> <ul style="list-style-type: none"> • evacuation; • shelter/shelter-in-place • hold/hold-in-place; • secure lockout; • lockdown; • evacuation routes; • shelter sites; • procedures for addressing medical needs; • considerations for the access and functional needs of students and staff • transportation; • emergency notification to parents or persons in parental relation to a student • procedures for reunification of students with parents or persons in parental; relation following an emergency <p><i>CR §155.17(c)(2)(i)</i></p>	<ul style="list-style-type: none"> • Describe the goals, objectives, and courses of action of functions (e.g., evacuation, sheltering, lock-down, etc.) that apply across multiple threats or hazards (for example, evacuation might be the appropriate response in a fire, chemical spill, and boiler malfunction). • How is the need for clear and updated emergency contacts that are critical to the school’s emergency procedures communicated to parents and caregivers? What are the procedures for regular updating of emergency contacts? Considerations for English language learners, students with disabilities, and other cultural and health care needs can be found here: https://rems.ed.gov/Resource_Plan_Basic_AFN.aspx • Beyond the Emergency Dismissal Drill, what procedures are in place to ensure accurate emergency record-keeping and notification for parents and caregivers? For additional considerations for all settings and during all times, see https://rems.ed.gov/Resource_Plan_Basic_All_Setting.aspx. • Additional guidance for developing building-level emergency response plans can be found on The New York State Center for School Safety’s website at https://www.nyscfss.org/safety-plans; on NYSED’s webpage at https://www.nysed.gov/student-support-services/safe-schools-against-violence-education-act-save, and in the Guide for Developing High-Quality School Emergency Operations Plans¹. 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The Building-Level Emergency Response Plan includes designation of an Emergency Response Team, other appropriate incident response teams, and a Post-Incident Response Team.</p> <p><i>CR §155.17(c)(2)(ii)</i></p> <p>The Emergency Response Team is building-specific and has</p>	<ul style="list-style-type: none"> • Members of the Emergency Response Team and their roles are documented with alternate members/backups designated. • What training might be necessary for each member appropriate to his/her role and responsibility, and does that training differ according to the emergency? What training is required for other staff members who might be present during an incident? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

¹ [The Guide for Developing High-Quality School Emergency Operations Plans](#) was created by the US Department of Education in conjunction with the US Department of Health and Human Services, the US Department of Homeland Security, the US Department of Justice, the Federal Bureau of Investigation, and the Federal Emergency Management Agency.

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>been designated by the Building-Level Emergency Response Planning Team. The Emergency Response Team assists the school community in responding to a violent incident or emergency and includes:</p> <ul style="list-style-type: none"> • school personnel; • law enforcement officials; • fire officials; and • representatives from local, regional and/or State emergency response agencies. <p><i>CR §155.17(b)(15)</i></p>	<ul style="list-style-type: none"> • How will members or participants of the Emergency Response Team and the Post-Incident Response Team report their reflections on process and procedure to the Building-Level Emergency Response Planning Team? What procedures are in place to update the Emergency Response Plan after an incident, based on their findings? • What efforts can be made to include adults in a parental role as well as students' perspectives in the plan for, or the reflection on, a response to a violent incident or emergency? • What plans or programs are currently in place for all staff members to train for emergencies or to reduce violent incidents? How has the school made clear the interventions that mean to reduce violent incidents, and how is data related to the effectiveness of these plans gathered and shared? How do the results of this data impact the subsequent plans of the Building-Level Emergency Response Planning Team? 	
<p>The building-level emergency response plan includes floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area that are clearly labeled and readily understandable to first responders navigating the building and grounds.</p> <ul style="list-style-type: none"> • At a minimum; floor plans shall include: <ul style="list-style-type: none"> ○ school name and address; ○ a key to define any symbols used; ○ a compass indicating North; ○ labels indicating building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); ○ windows, interior doors, room numbers, common areas and administrative offices labeled by use; ○ location of water, gas and electrical shutoffs; ○ location of fire alarm panels, fire sprinkler control valves, and if applicable fire department key boxes; and ○ location of emergency and security equipment; • At a minimum; area maps shall include: <ul style="list-style-type: none"> ○ the school name and address; ○ a key to define any symbols used; ○ a compass indicating North; ○ labeled buildings, outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); 	<ul style="list-style-type: none"> • Have there been steps taken to ensure that the building-level emergency response plan is kept confidential and only available to those individuals or organizations essential for carrying out the emergency response? • Where are copies of the plan located in the school, and who has access? Consider who may need access to the plan in case of emergency, and how back-up personnel can access the plan. 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
<ul style="list-style-type: none"> ○ parking area and property entrances/exits; ○ designated fire lanes and fire apparatus access roads, evacuation routes; ○ street names; and ○ emergency response areas. <p><i>CR §155.17(c)(2)(iii)</i></p>		
<p>The building-level emergency response plan includes information about the internal and external communication systems in emergencies.</p> <p><i>CR §155.17(c)(2)(iv)</i></p>	<ul style="list-style-type: none"> • Does the school have emergency radios, lockdown or panic buttons or another tool such as a cellphone app that are an integral part of the plan and emergency response? If so, which staff will have access, who will they be communicating with? • Does the school have a public address (PA) system, will it be used during an emergency to convey critical information, or should messages via the PA be ignored? • Will the school communicate information to parents via social media, or another parent notification system after an emergency has passed? Who are the individuals who are authorized to distribute information via these channels? • Are all the school's communications systems regularly tested either during drills? Your school may choose to formulate a Communications Annex, guidance to which can be found on p. 36. https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The building-level emergency response plan includes definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).</p> <p><i>CR §155.17(c)(2)(v)</i></p>	<ul style="list-style-type: none"> • Do staff understand their designated ICS role and responsibilities? Is there separate training for staff related to ICS that will help them in this role? How is information about training chosen, managed and collected? • Has the system been tested to determine if there are any gaps in the chain of command including communication between the school and district level in the event of an emergency? • Has the time it takes to communicate an emergency through the chain of command been taken into consideration, including the response time from law enforcement and other first responders to arrive on scene? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The building-level emergency response plan includes a description of the plan for coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident.</p> <p><i>CR §155.17(c)(2)(vi)</i></p>	<ul style="list-style-type: none"> • Suggested resources are: <ul style="list-style-type: none"> ○ Institute for Disaster Mental Health at SUNY New Paltz ○ County departments of health ○ County departments of mental health ○ Boards of Cooperative Educational Services (BOCES) ○ Mental Health Association of New York State ○ NYS Office of Mental Health, Office of Disaster Mental Health Preparedness and Response ○ Substance Abuse and Mental Health Services Administration (SAMHSA) ○ The National Child Traumatic Stress Network 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
	<ul style="list-style-type: none"> ○ Neighboring school districts • Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained? • In the event of an incident requiring assistance of disaster mental health services, how will that plan be implemented? Consider personnel, training, privacy, timeliness, and reporting. A resource to help guide your team in creating a Public Health, Medical and Mental Health Annex can be found here: https://rems.ed.gov/IHEPHMandMHAnnex.aspx 	
<p>Procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state law enforcement and emergency responders and preparedness officials. The purpose of the drills is to practice staff and student actions during an emergency. Except for evacuation drills, at the time that drills are conducted, students and staff shall be informed it is a drill. All drills shall:</p> <ul style="list-style-type: none"> (a) be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; (b) occur after annual training in emergency procedures has been provided to students and staff; (c) be completed on different dates, days of the week, and during different times of the school day; and (d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill. <p>(h) Evacuation, Lockdown, and Emergency Dismissal Drills.</p> <p>(1) Each school district and board of cooperative educational services shall practice emergency response procedures under its district-wide school safety plan and each of its building-level emergency response plans, where possible in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:</p> <ul style="list-style-type: none"> ○ at least eight evacuation drills must be conducted each school year: six must be completed between September 1 and December 31 each school year. Four 	<ul style="list-style-type: none"> • What date must the annual review begin in order to gather input and meet mandated timeline for adoption of the plan? • Are all staff and drill collaborators such as law enforcement and other first responders aware of the requirements that drills be trauma-informed and developmentally and age-appropriate and not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency? A checklist with best practices for conducting trauma-informed drills is available on the Center for School Safety webpage. • Are staff and students aware of the procedures for notification of a drill (vs an actual emergency)? • What are the procedures to provide parental notification within one week in advance of each drill? • How should an individual share a concern with the building-level emergency response planning team? • How are table-top exercises and other training selected and how is participation documented? • How are your school’s procedures for the development and review of the Emergency Response Plan, and accompanying drills, trainings and exercises with appropriate responders and preparedness officials documented? Where are these records kept, and who has oversight for them? 	<ul style="list-style-type: none"> <input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Students shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.</p> <ul style="list-style-type: none"> o four lockdown drills must be conducted each school year: two must be completed between September 1 and December 31 each school year. Lockdown drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly o one Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. <p><i>CR §155.17(c)(2)(vii)</i></p>		
<p>The building-level emergency response plan includes a description of the policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.</p> <p><i>CR §155.17(c)(2)(viii)</i></p>	<ul style="list-style-type: none"> • What personnel are trained in this area? Who has authority and oversight for crime scene security and restricting access? Consider identifying a chain of command to ensure communication with local, county and state officials, and proper following of procedure. • How will you train staff? How will you maintain records for this training, and where will they be kept? • Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p><i>i.</i> In the case of a school district, except in a school district in a city having more than one million inhabitants, emergency response plan includes certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.</p> <p><i>CR §155.17(c)(1)(ix)</i></p>	<ul style="list-style-type: none"> • Once the set of contacts are compiled, how will your school ensure that phone numbers and emails remain current? How often will you review the contact list and update it? Who will oversee this process? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
Informing Students and Staff of Emergency Procedures and Evacuation and Emergency Drills		
<p>By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures. <i>CR §155.17(g)</i></p>	<ul style="list-style-type: none"> • What is the format for communicating this information? Consider creating a quick reference sheet or guide that describes the procedures and emergency contacts. 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>Evacuation, Lockdown and Emergency Dismissal Drills: (1) Each school district and board of cooperative educational services shall practice emergency response procedures under its district-wide school safety plan and each of its building-level emergency response plans, where possible in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows: (i) Evacuation drills shall be conducted with students at least eight times in each school year, six of which shall be held between September 1 and December 31 of each such year. Four drills shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Drills shall be conducted at different times of the school day. Students shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one such drill shall be held during the first week of summer school. (ii) Lockdown drills shall be conducted with students at least four times in each school year, two of which shall be held between September 1 and December 31 of each such year. Lockdown drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school</p>	<ul style="list-style-type: none"> • Drills provide schools with the opportunity to test universal procedures and reveal weaknesses in procedures and improve response and coordination as well as clarifying roles and responsibilities. Schools should consider changing elements of drills by varying times of drills, blocking evacuation routes, etc. • Except for evacuation drills, students and staff must be informed that it is a drill, not an actual emergency. While it is encouraged that schools include local law enforcement and first responders in drills, it is recommended that the school safety team determine how to do so in a manner that is trauma informed and does not unnecessarily cause fear or anxiety to students or staff. • Schools may not include students in exercises that simulate actual emergencies without an explicit description of what the exercise will entail, and written consent from parent and those in parental relation/guardian, as applicable). • When planning drills, consider the developmental age and any other characteristics that may affect a student’s understanding or experience while participating in and take steps to ensure students are not experiencing unnecessary levels of fear or anxiety during the drill(s). • Does the plan comply with the Americans with Disabilities Act and take into consideration the needs of individuals with medical or other conditions, students who are English Language Learners, etc.? • How are parental notifications provided? • How will you maintain accurate records for review? Who will oversee that process? • How will you reflect on school readiness in relation to the drill(s), and report to the Emergency Response Team findings for review? 	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>lunch period or assembly.</p> <p>(iii) One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.</p> <p>(2) Parents or persons in parental relations shall be notified at least one week prior to the Emergency Dismissal drill.</p> <p>(3) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies. <i>CR §155.17(h)</i></p> <p>Additional requirements for after school programs, events or performances: for after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency. <i>EL §807 (1-a)</i></p>		