DEVELOPING DISTRICT-WIDE SCHOOL SAFETY PLANS

AND

BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Plan Development Resource Packet for Districts and Schools

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OCTOBER 2024

Please note: these resources reflect the requirements of the New York State Education Department Commissioner's Regulations 155.17 as of **October 2024**.

Please be sure to incorporate any regulation amendments and all new regulations into your District-Wide School Safety Plans and Building-Level Emergency Response Plans.

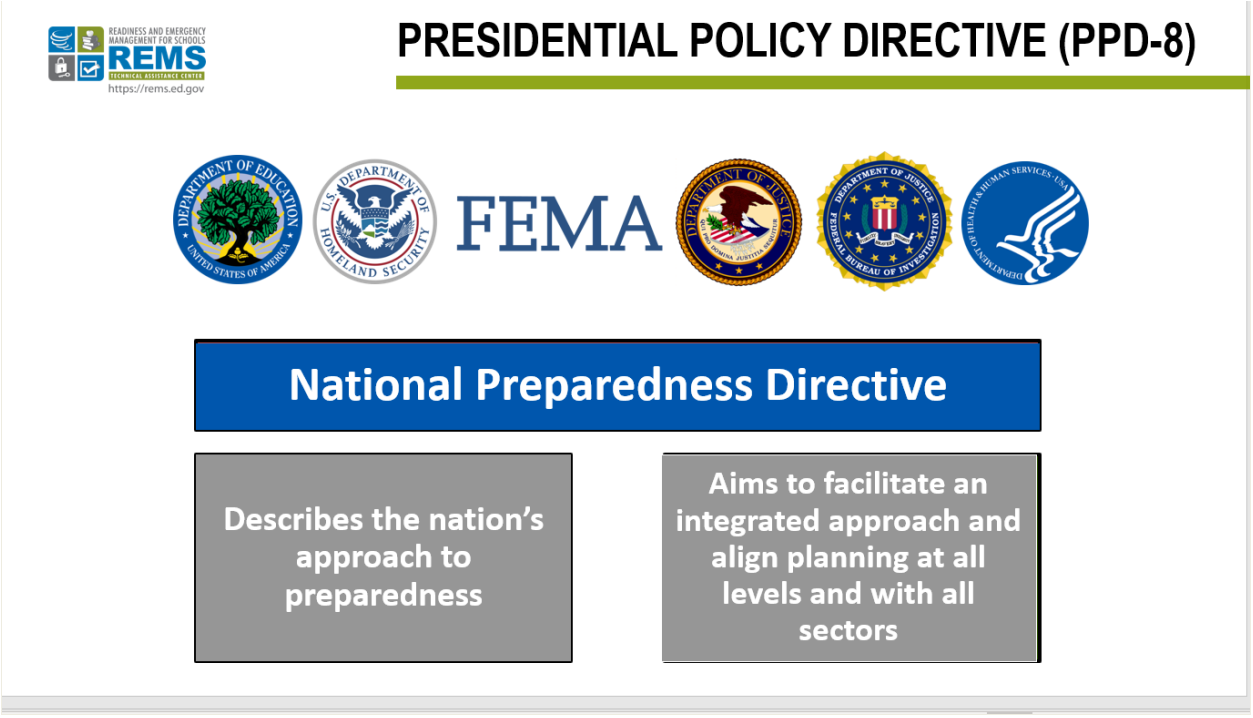
NYS ED .gov New York State EDUCATION DEPARTMENT Knowledge › Skill › Opportunity

New York State Center for School Safety

Resource 1 – Developing Emergency Response Plans: Principles and Process

The following is selected content from **The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center Guide for Developing High-Quality School Emergency Operations Plans**. The Emergency Operations Plan (EOP) is anchored in three main pillars:

The first pillar is an **INTEGRATED, COLLABORATIVE APPROACH** — the plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.



In January 2013, following the Sandy Hook Elementary School shooting in Newtown, President Obama put forward his "Now is the Time" plan to reduce gun violence. One of the executive actions put forth in his plan was the development of this new guide by the U.S. Departments of Education (ED); Justice (DOJ), led by the Federal Bureau of Investigation (FBI); Homeland Security (DHS), led by the Federal Emergency Management Agency (FEMA); and Health and Human Services (HHS). In doing so, President Obama charged the top Federal agencies — ED, DOJ, FBI, DHS, FEMA, and HHS — to work together to provide the best possible guidance to communities on how to plan for and recover from the many emergency situations they may encounter. These agencies were tasked with using systems, such as NIMS and ICS, that would allow for integration of approaches by agencies or stakeholders that may not commonly or routinely work together but would necessitate these stakeholders to respond uniformly if an emergency incident occurred. This directive is known as the Presidential Policy Directive-8.

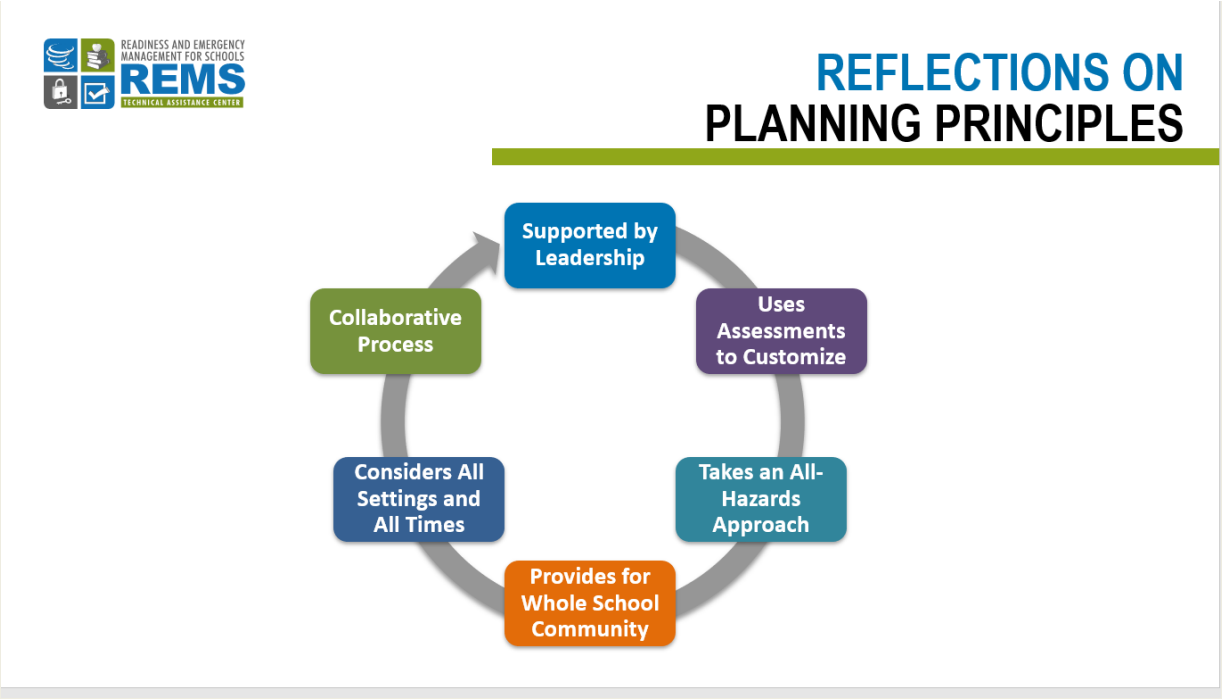
The second pillar is the **FIVE PREPAREDNESS MISSIONS** — the plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children.

PPD-8 describes and defines the nation's approach to preparedness around **five** mission areas:
Prevention, Mitigation, Protection, Response, and Recovery.
It represents an evolution in our collective understanding of national preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

- **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
- **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three timeframes associated with an incident: **before, during,** and **after**. When planning, we use the paradigm before, during and after and consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

The third pillar is the **PLANNING PRINCIPLES** — The following principles are key to developing a comprehensive high-quality school EOP that addresses a range of threats and hazards.



1. Planning must be supported by leadership. This principle translates into district-level prioritization of resources; allocation of time, budget, staff, etc.; and integration into district vision, policies, and practice.
2. Next, effective planning is built around comprehensive, ongoing assessment of the school community. Data gathered through assessments are used to customize plans to the building level, taking into consideration the school's unique circumstances and resources.
3. A comprehensive school emergency planning process must take into account a wide range of possible threats and hazards that may impact the school, addressing safety needs before, during, and after an incident. The assessments, community data, and local trends will help to identify the threats and hazards in a specific school setting.
4. A key consideration is how specific threats and hazards might differ in severity depending on the population impacted. What are the access and functional needs of the whole school community? Are there students, staff, family, contractors, and other visitors who:
    - Have mobility issues (temporary or permanent) (e.g., sports injury, pregnancy, aging, wheelchair);
    - Are in the process of learning English and require additional linguistic support;
    - Have a disability that impairs the way they receive and process information (e.g., autism, blind/deaf);
    - Are from a different racial/ethnic, cultural or religious background that requires considerations on particular safety practices, or
    - Require medical assistance (e.g., diabetic).
5. School EOPs must account for incidents that may occur during and outside the school day as well as on and off campus. *This is even more significant now that schools have hybrid learning environments that may include outdoor classes, lunch, and other school activities.* Examples include
    - Outside activities (e.g., recess, physical education);
    - Before and after school (e.g., the school bus, gathering times and places immediately before and after school);
    - Outside of the school day (e.g., after school programs, athletic programs, clubs, school dances, weekend sporting events); and
    - Field trips during the school day and extended trips.
6. Creating and revising a model school EOP is done by following a collaborative process. If a planning team also uses templates, it must first evaluate their usefulness to ensure that the tools do not undermine the collaborative initiative and collectively shared plan. *Do not get stuck on what has been; focus on what needs to be.*

STEPS IN THE PLANNING PROCESS

The TEAM (identified as part of Step 1) should work through these six steps to create and implement its school's EOP. Schools and districts can use this process to

- Develop a plan;
- Do a comprehensive review of their existing plan; and
- Conduct reviews of their plan's component parts.

These steps are sequenced to support a collaborative process, which invites multiple perspectives for information gathering, prioritizing, goal setting, execution of specific activities, and evaluation. The process is intended to be cyclical and ongoing.

For more information:

The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center

Guide for Developing High-Quality School Emergency Operations Plans
https://rems.ed.gov/REMSPublications.aspx

REMS Emergency Management Virtual Toolkit

https://rems.ed.gov/virtual-toolkit/index.html

Resource 2 – District-Wide School Safety Team

CR 155.17(b)(14) ***District-Wide School Safety Team*** means a district-wide team **appointed** by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, **representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel, including bus drivers and monitors.** At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

District-Wide School Safety Team			
Name	**Title**	**Office Number**	**Cell Number**

CR 155.17(c)(xix) the designation of the superintendent, or superintendent's designee, as the **district chief emergency officer** whose duties shall include, but not be limited to:

(a) Coordinate the communication between school staff, law enforcement, and other first responders;
(b) Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
(c) Ensure staff understanding of the district–wide school safety plan;
(d) Ensure the completion and yearly update of building-level emergency response plans for each school building;
(e) Assist in the selection of security related technology and development of procedures for the use of such technology;
(f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
(g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
(h) Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

District Chief Emergency Officer				
Name	**Title**	**Email**	**Office Number**	**Cell Number**

Resource 3 – District-Wide School Safety Plan

CR 155.17(1) A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

Policies and procedures for:	
❑	Responding to implied or direct threats of violence by students, teachers, other school personnel, including bus drivers and monitors, and visitors to the school. This includes threats by students against themselves (including suicide) CR155.17(c)(1)(i)
❑	Responding to acts of violence by students, teachers, other school personnel, including bus drivers and monitors, and visitors to the school, along with consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
❑	Contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
❑	Contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
❑	Contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)
❑	The dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

Prevention and intervention strategies, which may include:	
❑	Collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited. CR155.17(c)(1)(iii)
❑	The establishment or participation of school or district staff in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team. Where utilized, the district-wide school safety plan shall provide a description of the school, district, or county team and its purpose. Annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such teams CR155.17(c)(1)(iii)
❑	Nonviolent conflict resolution training programs CR155.17(c)(1)(iii)
❑	Peer mediation programs and youth courts CR155.17(c)(1)(iii)
❑	Extended day and other school safety programs CR155.17(c)(1)(iii)

Arrangements and/or Procedures <u>during emergencies</u> for:	
❑	Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies* CR155.17(c)(1)(v)
❑	The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law* CR155.17(c)(1)(vi)
❑	The identification of district resources which may be available for use during an emergency* CR155.17(c)(1)(vii)
❑	Description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies* CR155.17(c)(1)(viii)

❑	A system for informing all educational agencies within such school district of a disaster* CR155.17(c)(1)(xviii)
❑	The identification of **appropriate responses to emergencies**, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv)

** Except in a school district in a city having a population of more than one million inhabitants*

Policies and Procedures relating to <u>school building security</u>, including, where appropriate:	
❑	The use of school safety or security officers and/or school resource officers: Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
❑	Security devices or procedures CR155.17(c)(1)(xi)(b)

❑	**Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, and information about emergency procedures and drills, inclusive of information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. Such procedures shall ensure that: Drills conducted during the school day with students present shall 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 or other act of violence or emergency. At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation. Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation. CR155.17(c)(1)(xiv)

❑	**Strategies for improving communication** among students and between students and staff and between administration and parents or persons in parental relation regarding and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)

❑	A **description of the duties** of hall monitors and any other school safety personnel CR155.17(c)(1)(xvii)
❑	A **description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
❑	A **description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)

❑	Protocols for **responding to a state disaster emergency involving a communicable disease**; districts must adopt a continuation of operations plan in the event the governor declares **state disaster emergency** involving a communicable disease; Beginning April 1, 2021 (*text revised March 2021)*
❑	Alyssa's Law (effective June 2022) requires schools **to consider installation** of silent panic alarm systems in any school when reviewing and amending District-Wide School Safety Plans and Building-Level Emergency Response Plans. *Panic alarm system: a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement*. *(added November 2022)*
❑	**Beginning with the 2023-2024 school year** required amendments to District-Wide School Safety Plans to include **Emergency Remote Instruction Plan:** Survey and reporting on availability of devices and internet access; Expectations for time spent in remote instruction; Description of instruction when remote instruction not available or appropriate; Provision of special education and related services. *(added November 2022)*

Resource 4 – Building-Level Emergency Response Planning Teams

CR 155.17(b)(12) ***Building-Level Emergency Response Planning Team*** means a building-specific team **appointed by the building principal,** in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building- level emergency response planning team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response planning team shall include, but not be limited to, **representatives of teacher, administrator, and 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.

Building-Level Emergency Response Planning Team			
Name	**Title**	**Office Number**	**Cell Number**

CR 155.17(b)(15) ***Emergency Response Team*** means a building-specific team designated by the Building-Level Emergency Response Planning Team that is comprised of **school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies** and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

Emergency Response Team			
Name	**Title**	**Office Number**	**Cell Number**

CR 155.17(b)(16) ***Post-Incident Response Team*** means a building-specific team designated by the Building-Level Emergency Planning Response Team that includes **appropriate school personnel, medical personnel, school health professionals, mental health counselors and others** who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such post-incident response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

Post-Incident Response Team			
Name	**Title**	**Office Number**	**Cell Number**

Resource 5 – Incident Command System (ICS) for Schools

Incident Command System (ICS) is a component of the National Incident Management System (NIMS). ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances. ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity. By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v).

SCHOOL INCIDENT COMMANDER

- Directs incident for school, staff, students
- Establishes immediate priorities for staff & students
- Works directly with the Emergency Incident Commander (1st Responders)

PRIMARY	ALTERNATE
NAME:	NAME:
Office phone:	Office phone:
Cell phone:	Cell phone:

SCHOOL PUBLIC INFORMATION OFFICER

- Liaison between school and public (including media)
- Works to coordinate information to be released

PRIMARY	ALTERNATE
NAME:	NAME:
Office phone:	Office phone:
Cell phone:	Cell phone:

SCHOOL LIAISON OFFICER

- Acts as point of contact for school administrators
- Coordinates assisting cooperating agencies

PRIMARY	ALTERNATE
NAME:	NAME:
Office phone:	Office phone:
Cell phone:	Cell phone:

SCHOOL SAFETY OFFICER

- Identifies and mitigates hazardous situations for school staff and students
- Monitors safety conditions and develops measures for assuring safety

PRIMARY	ALTERNATE
NAME:	NAME:
Office phone:	Office phone:
Cell phone:	Cell phone:

OPERATIONS

- Coordinates student supervision
- Supervises execution of Evacuation Plan
- Maintains close contact with School Incident Commander

PRIMARY and ALTERNATE
NAME:
Office phone:
Cell phone:

PLANNING

- Collects and documents school related data
- Provides current input to School Incident Commander and Operations

PRIMARY and ALTERNATE
NAME:
Office phone:
Cell phone:

LOGISTICS

- Coordinates temporary shelter for staff/students
- Provides transportation for staff/students to off-site location or home

PRIMARY and ALTERNATE
NAME:
Office phone:
Cell phone:

FINANCE

- Manages all financial aspects of an incident

PRIMARY and ALTERNATE
NAME:
Office phone:
Cell phone:

Resource 6 – Building-Level Emergency Response Plan: Your School Building

CR 155.17(c)(2) Building-Level Emergency Response Plan shall be developed by the building-level emergency response team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other 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 the following elements: (iii) floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

❑	**Campus Profile**	
	Number of buildings on campus:	
	Non-school buildings (descriptions and purpose):	
	Other campus characteristics (physical characteristics such as playgrounds, athletic fields, fencing, etc.):	
	Surrounding area:	
	Access routes:	

❑	**Building-Level Floor Plans:** 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. At a minimum, floor plans shall include the school name and address; a key to define any symbols used; a compass indicating North as well as 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. Floor Plan & Area Map Tip Sheet	
	❑	All labels are typed
	❑	School name and address are included
	❑	Key to define any symbols is included
	❑	A compass indicating North is included
	❑	Each floor plan is on a separate page
	❑	Building entrances are labeled, including service entrances
	❑	Windows and interior doors are graphically shown
	❑	Rooms are labeled with room number (interior rooms)
	❑	Common areas and administrative offices are labeled by use
	❑	Location of water, gas and electrical shutoffs are clearly noted
	❑	Location of fire alarm panels, fire sprinkler control valves, and (if applicable) fire department key boxes; and location of emergency and security equipment are noted
	❑	

❑	**Maps and Images of the Grounds** Area maps shall include the school name and address; a key to define any symbols used; a compass indicating North as well as labeled buildings, outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); parking areas and property entrances/exits; designated fire lanes and fire apparatus access roads, evacuation routes; street names; and emergency response areas. Floor Plan & Area Map Tip Sheet	
	❑	All labels are typed
	❑	An overview of the campus is provided, with all buildings labeled, including outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers
	❑	A key to define any symbols used is included
	❑	A compass indicating North is included
	❑	Parking areas and property entrances/exits; designated fire lanes and fire apparatus access roads, evacuation routes; street names; and emergency response areas are clearly noted
	❑	
❑	**Maps and Images of the Surrounding Areas**	
	❑	Streets are labeled
	❑	Buildings are labeled
	❑	A key to define any symbols used is included
	❑	A compass indicating North is included
	❑	

❑	The designation of the superintendent, or superintendent's designee, as the **district chief emergency officer** whose duties shall include, but not be limited to: (a) Coordinate the communication between school staff, law enforcement, and other first responders; (b) Lead the efforts of the district-wide school safety team in the completion and yearly update of the district wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; (c) Ensure staff understanding of the district-wide school safety plan; (d) Ensure the completion and yearly update of building-level emergency response plans for each school building; (e) Assist in the selection of security related technology and development of procedures for the use of such technology; (f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response plan(s); (g) Ensure the conduct of required evacuation and lockdown drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law 807; and (h) Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

	Name: **Email:** **Phone number:**

❑	**Policies and procedures for annual multi-hazard school safety training** for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii) **Date of training:** **Description of training (topics, format):**

❑	The district-wide safety plan must be available for **public comment** at least 30 days prior to its adoption. CR155.17(3)(i) **Public comment period <u>start date</u>:** **Public comment period <u>end date</u>**:
❑	Such district-wide plans may be **adopted by the school board only after at least one public hearing** that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i) **Date of school board adoption:**
❑	Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i) **URL for District-Wide School Safety Plan:**

Resource 7a – Functional Annex Considerations

CR 155.17(2) Building-Level Emergency Response Plan. A Building-Level Emergency Response Plan shall be developed by the Building-Level Emergency Response Planning Team, shall be kept confidential, including but not limited to the floor plans, blueprints, schematics or other maps of the immediate surrounding area, that are clearly labeled and readily understandable to first responders navigating the building and grounds and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

(i) Policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, which shall include, at a minimum, the description of plans of action for evacuation, sheltering, lock-down, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;
(ii) Designation of an emergency response team, other appropriate incident response teams, and a post-incident response team
(iii) 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. At a minimum;

(a) Floor plans shall include the school name and address; a key to define any symbols used; a compass indicating North as well as 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; and
(b) Area maps shall include the school name and address; a key to define any symbols used; a compass indicating North as well as labeled buildings, outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); parking area and property entrances/exits; designated fire lanes and fire apparatus access roads, evacuation routes; street names; and emergency response areas.

(iv) Establishment of internal and external communication systems in emergencies;
(v) Definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/ Incident Command System (ICS);
(vi) 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;
(vii) Procedures for an annual review of the building-level emergency response plan and the conducting 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:

(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.

(viii) 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.
(ix) In the case of a school district, except in a school district in a city having more than one million inhabitants, 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.

Safety Teams and Emergency Response teams develop Functional Annexes specific and detailed for the actions that need to happen.

- Provide specific information and direction
- Focus on ***what*** the function is and ***who*** is responsible for carrying it out
- Emphasize responsibilities, tasks, and operational actions that pertain to the function being covered
- Explain how the school manages each function ***before***, ***during***, and ***after*** an incident

In addition to the information from the Annex Worksheets (**Goals, Objectives, and Courses of Action**), the following are **considerations** for each Annex:

Functional Annex Considerations		
❑	**Shelter-in-Place*+**	
	❑	Courses of action to shelter students and staff inside the building.
	❑	What supplies are needed to seal the room and provide for the needs of students and staff (e.g., water).
	❑	How a shelter-in-place can affect individuals with disabilities and others with access and functional needs such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.
	❑	How to move students when the primary route is unusable.
	❑	How to locate and move students who are not with a teacher or staff member.
	❑	Procedures to turn off utilities and ventilation systems.
	❑	
❑	**Hold-in-Place+**	
	❑	Courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.
	❑	Courses of action to limit the movement of students and staff during a short-term incident.
	❑	How to locate and move students who are not with a teacher or staff member.
	❑	
❑	**Evacuation*+**	
	❑	How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
	❑	How to evacuate when the primary route is unusable.
	❑	How to evacuate students who are not with a teacher or staff member.
	❑	How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access or functional needs (e.g., language, transportation, medical needs).
	❑	On-site evacuation assembly areas provide adequate distance from building, are away from hazards such as roads or streams, and will not interfere with emergency response.
	❑	Specify where evacuating *from* and where evacuating *to* on-site.
	❑	Off-site evacuation locations are established prior to an emergency. Should provide shelter from the elements and should be in location that will not interfere with emergency response when reunifying students with parents/guardians.

	❑	At least two off-site evacuation sites are off your school grounds; procedures for routinely checking evacuation sites and routes; procedures for updating MOUs.
	❑	
❑	**Secure Lockout**+	
	❑	Courses of action to secure buildings and grounds during incidents that pose an imminent concern outside of the school.
	❑	How to curtail outdoor activities and quickly move students and staff indoors.
	❑	How to ensure all students and staff are inside before locking doors.
	❑	How to ensure the continuation of normal school activities.
	❑	How staff or students report suspicious activity should it be observed.
	❑	
❑	**Lockdown***+	
	❑	How a lockdown will be initiated. Codes should not be used. Announcements should be clear and concise and provide the location of the threat if known. Additional measures could include sounds, lights, and electronic communications such as text messages.
	❑	How classroom and building characteristics (e.g., windows, doors) impact possible courses of action.
	❑	How to lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, breakroom).
	❑	How to react if an intruder gains access to a room in lockdown.
	❑	How to silently communicate essential information with staff and administrators. Consider sharing staff cell phone contacts and establishing an emergency group to quickly allow for silent communication in a lockdown or other emergency.
	❑	How students and staff will know when the building is safe. A lockdown should <u>only end</u> when the classroom is physically released by law enforcement.
	❑	Lockdown rally point locations are identified where staff and students should go in the event they are outside when the school goes into lockdown. Locations should be chosen that will take them away from the building affected by the lockdown.
	❑	
❑	**Crime Scene Management***+	
	❑	Outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.
	❑	Actions are identified that ensure the crime scene remains as uncontaminated as possible.
	❑	Actions that can be taken by people who first arrive at the scene that will help protect evidence.
	❑	Procedures follow RESPOND (Respond, Evaluate, Secure, Protect, Observe, Notify, Document).
	❑	
❑	**Communication***+	
	❑	How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).
	❑	How to ensure relevant staff members can operate communications equipment.

	❑	How the school will communicate with students, families, and the broader community before, during, and after an emergency.
	❑	How to effectively address language access barriers faced by students, staff, parents, and guardians.
	❑	How the school will handle the media (e.g., district or school Public Information Officer).
	❑	How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).
	❑	How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).
	❑	Internal communication: methods for keeping staff informed, ways to communicate internally with school district officials and staff members.
	❑	External communication: <u>before</u> an incident to explain procedures; communication systems during an incident; how to communicate critical information to parents/guardians <u>during</u> an incident; coordination of public information <u>after</u> an incident.
	❑	
❑	**Accounting for All Persons[+]**	
	❑	How staff will determine who is in attendance at the assembly area.
	❑	What to do when a student, staff member, or guest cannot be located.
	❑	How staff will report to the assembly supervisor.
	❑	How and when students will be dismissed or released.
	❑	
❑	**Family Reunification[+]**	
	❑	How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.
	❑	How to verify that an adult is authorized to take custody of a student.
	❑	How to facilitate communication between the parent check-in and the student assembly and reunion areas.
	❑	How to ensure students do not leave on their own.
	❑	How to protect the privacy of students and parents from the media.
	❑	How to reduce confusion during the reunification process. How frequently families will be updated.
	❑	How to account for technology barriers faced by students, staff, parents, and guardians.
	❑	How to effectively address language barriers faced by students, staff, parents, and guardians.
	❑	
❑	**Security[+]**	
	❑	How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.

	❑	How to make sure the building is physically secure (including implementation of Crime Prevention through Environmental Design).
	❑	How to get students to and from school safely (including traffic control and pedestrian safety).
	❑	How to keep prohibited items out of school.
	❑	How to respond to threats identified by the behavioral threat assessment team.
	❑	How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws including FERPA, HIPAA, and civil rights).
	❑	
❑	**Cybersecurity**+ *(additional considerations can be found on the Cybersecurity Annex Tip Sheet)*	
	❑	The courses of action that a school will implement in response to a cybersecurity incident such as a data breach or ransomware attack.
	❑	The protocols for responding to a cybersecurity incident and how the information is shared with staff and/or students.
	❑	Aligning cybersecurity incident procedures with requirements in district insurance policies; how staff are aware of the policies and implications of deviations from the policies.
	❑	The process for backing up data in the event of a systemwide attack that will require data to be restored.
	❑	Internal and external resources that must be notified in the event of a cybersecurity incident.
	❑	
❑	**Public Health+, Medical*+ and Mental Health Emergency*+**	
	❑	What role staff members have in providing first aid during an emergency.
	❑	Where emergency medical supplies (e.g., first aid kids, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
	❑	Identify staff with relevant training or experience, such as first aid or CPR.
	❑	How the school will secure a sufficient number of counselors in the event of an emergency.
	❑	How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.
	❑	
❑	**Declared State Disaster Involving Communicable Disease** *(building-specific information that aligns with your District-Wide School Safety Plan)*	
❑	**Natural Hazard Annexes (other annexes specific to situations your school should prepare for based on geography, climate, or proximity to or possibility of potential hazards)**	
	❑	Earthquake
	❑	Tornado
	❑	Lightning
	❑	Severe wind
	❑	Hurricane
	❑	Flood
	❑	Wildfire

	❑	Extreme temperatures
	❑	Landslide/mudslide
	❑	Tsunami
	❑	Winter precipitation
	❑	Infectious disease, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis
	❑	Contaminated food outbreak, including salmonella, botulism, and E. coli
	❑	
❑	**Technological Hazard Annexes (other annexes specific to situations your school should prepare for based on geography, climate, or proximity to or possibility of potential hazards)**	
	❑	Explosions or accidental release of toxins from industrial plants
	❑	Accidental release of hazardous materials from within the IHE, such as gas leaks or laboratory spills
	❑	Hazardous materials releases from major highways or railroads
	❑	Radiological releases from nuclear power stations
	❑	Dam failure
	❑	Power failure
	❑	Water failure
	❑	Fire
	❑	
❑	**Adversarial and Human-Caused Annexes (other annexes specific to situations your school should prepare for based on geography, climate, or proximity to or possibility of potential hazards)**	
	❑	Arson
	❑	Active assailant
	❑	Criminal threat or activity
	❑	Gang violence
	❑	Bomb threat
	❑	Domestic violence and abuse
	❑	Cyber attack
	❑	Suicide

*Annexes that are required by Education Law § 2801-a and CR 155.17

+ Annexes that must be entered in the NYSED Application Business Portal

Resource 7b – Annex Worksheet:
_____ Annex

Before

GOAL	
OBJECTIVE(S)	

COURSES OF ACTION

Who is Responsible	Action	Due Date	Follow Up Required

During

GOAL	
OBJECTIVE(S)	

COURSES OF ACTION

Who is Responsible	Action

After

GOAL	
OBJECTIVE(S)	

COURSES OF ACTION

Who is Responsible	Action

Resource 8 – Threat and Hazard Risk Index Matrix

Threat and Hazard Type	Examples
Natural Hazards	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions • Winter precipitation
Technological Hazards	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials released from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	• Infectious diseases (pandemic influenza, tuberculosis, Staphylococcus aureus, meningitis, etc.) • Contaminated food outbreaks (Salmonella, botulism, and E. coli, etc.) • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-Caused Threats	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Dangerous animals • Suicide • Kidnapping, missing student • Bus accident • Riot/Student demonstration

Instructions: Use the worksheet below when analyzing the potential risk presented by each hazard you identify at your school.

Hazard	Frequency	Magnitude	Warning	Severity	Risk Priority
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4: Minimal 3: 6 –12 hours 2: 12–24 hours 1: 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4: Minimal 3: 6 –12 hours 2: 12–24 hours 1: 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4: Minimal 3: 6 –12 hours 2: 12–24 hours 1: 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4: Minimal 3: 6 –12 hours 2: 12–24 hours 1: 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low

Resource 9 – NYS Emergency Response Card

(formerly S.H.E.L.L.)*

NY STATE EMERGENCY RESPONSE

SCHOOL NAME:

911 ADDRESS:

SHELTER-IN-PLACE

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.

HOLD-IN-PLACE

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT TERM EMERGENCIES.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.

LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED **SCHOOL BUILDINGS** DURING INCIDENTS THAT POSE AN IMMINENT CONCERN **OUTSIDE** OF THE SCHOOL.

ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED **CLASSROOMS** DURING INCIDENTS THAT POSE AN **IMMEDIATE THREAT OF VIOLENCE** IN OR AROUND THE SCHOOL.

ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

**under revision for the 2025-2026 school year*

Resource 10a – Post-Drill Review Form

Facilitator	
Date of review	
Participants	
Type of drill	
Drill Location Date and time	

	What was supposed to happen *before* the drill?	
	What actually happened?	
	Why were there differences?	
	What did we learn?	
	How do we improve?	
	What was supposed to happen *during* the drill?	
	What actually happened?	
	Why were there differences?	
	What did we learn?	
	How do we improve?	
	What was supposed to happen *after* the drill?	
	What actually happened?	
	Why were there differences?	
	What did we learn?	
	How do we improve?	

Follow up actions

Who is Responsible	Action	Due Date

Resource 10b – Designing a Tabletop Exercise

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identify strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	
Define the objectives What are your objectives for this activity?	
Compose a narrative/scenario What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?	

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	

	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**

10c – Tabletop Exercises

Tabletop Exercise: Shelter-in-Place

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	Shelter-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	SHELTER-IN-PLACE is used to shelter students and staff **inside** the building. The 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 than outside**. **To:** Our team will review and revise our Shelter-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps. **To:** *{consider additional reasons to conduct this activity}*
Define the objectives What are your objectives for this activity?	**To:** Encourage discussion among the team, and to develop recognition of coordination and planning requirements. **To:** *{consider additional objectives for this activity}*
Compose a narrative/scenario What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?	Adapted from REMS EXAMPLE FOR SCENARIO-BASED PLANNING https://rems.ed.gov/District_Scenario-BasedPlanning.aspx **Setting:** It is 10:05 Wednesday morning, and school is in session. The temperature is 40 degrees Fahrenheit outside, the sky is overcast, and there is a light breeze from the west.

	Incident: A tanker truck carrying hazardous materials crashes into another vehicle on the road a few blocks from the school. The truck is leaking a yellowish gas that is hovering close to the ground. A motorist comes upon the crash and calls 9-1-1. First responders are immediately dispatched to the incident. The media has begun reporting on the tanker truck crash. Family members call the school office to check on the status of their children. This is the first the school has heard of the incident. The school office notifies the building Principal necessitating an Emergency Response. The principal assumes the role of **Incident Commander** *(as previously determined)* and calls police dispatch to get first-hand information. Dispatch verifies the crash, states that they are still gathering information, and they do not tell the school how to respond. The Incident Commander assembles the building emergency response team and activates the ICS. **ICS:** *(Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)* • School Public Information Officer • School Liaison Officer • School Safety Officer • Operations • Operations: Nurse • Operations: Facility • Operations: Site Security • Planning • Logistics • Finance Due to the proximity of the crash, the school decides to take precautionary measures and implements a **Shelter-in-Place** to seal off the school from the possible contaminant**.** The school principal uses the intercom system to instruct staff to immediately implement a shelter-in-place procedure and seal their rooms.

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	

	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider? Additional considerations: • How is the response initiated? • Students are outside on a field with their teacher, who is seemingly unaware of the incident. From a distance, it looks like some students might be coughing. • In the office, phones are ringing nonstop. • Fire Department Hazmat coordinator advises they are working to identify the chemical spill, the school should follow its protocols, and segregate and monitor any potentially exposed students and staff. • The road will be shut down for hours for cleanup altering bus routes. • It is almost lunchtime. • Consider student medical needs. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended) **Using Your Floor Plans and Area Maps:** • Does everyone involved know how routes to/from the school will be impacted? • Communication with the teacher outside must occur. Is there is a safe route back into the school building? How should any student medical needs be addressed? • Parents, visitors, and bus drivers arriving at the school will need direction. • Which windows need to be sealed? Who will do this, and where are the supplies? • Will any utilities need to be shut-off? *{Consider additional building specific problems that could occur}*	
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	

After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve? Consider improvements to: • Shelter-in-Place Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps *{Consider response improvements.}*	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**

Tabletop Exercise: Hold-in-Place

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	Hold-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	HOLD-IN-PLACE is used to limit the movement of students and staff during a short-term incident or emergency. A Hold-In-Place Annex describes courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue. The Hold-In-Place response is intended to keep students and staff out of the affected area until the situation can be rectified. **To:** Our team will review and revise our Hold-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps. **To:** *{consider additional reasons to conduct this activity}*
Define the objectives What are your objectives for this activity?	**To:** Encourage discussion among the team, and to develop recognition of coordination and planning requirements. **To:** *{consider additional objectives for this activity}*
Compose a narrative/scenario What is the narrative for the simulated situation?	**Setting:** It is 1:05 Wednesday afternoon, and school is in session. The temperature is 20 degrees Fahrenheit outside.

What story will set the stage and encourage participants to think about the problem?	**Incident:** A water pipe bursts, and water is leaking into the hallway near the nurse's office and cafeteria. A member of the staff notices a wet hallway and calls the main office. The main office dispatches the maintenance team. The maintenance team turns off the water, but the hallway is still wet and possibly slippery. **Action**: The principal assumes the role of **Incident Commander** *(as previously determined)* and implements a **Hold-in-Place** to keep students and staff out of the affected hallway. The principal uses the intercom system to instruct staff to immediately implement a Hold-in-Place procedure. The Incident Commander assembles the building emergency response team and activates the ICS. **ICS:** *(Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)* • School Public Information Officer • School Liaison Officer • School Safety Officer • Operations • Operations: Nurse • Operations: Facility • Operations: Site Security • Planning • Logistics • Finance

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider? Additional considerations: • How is the response initiated? • It is lunchtime. Access to and from the cafeteria is impacted. • Access to the nurse's office is impacted. Students have medical needs.	

	• Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? Using Your Floor Plans and Area Maps: • Is your Floor Plan accurate and helpful? Consider: water shut-off information, hallway routes, accurate room numbering. • Is the Area Map accurate and helpful if first responders are called to assist? *{Consider additional building specific problems that could occur}*	
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve? Consider response improvements. Also consider improvements to: • Hold-in-Place Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**

Tabletop Exercise: Evacuation

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	Evacuation Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	EVACUATION is used to evacuate students and staff from the building. The Evacuation Annex describes courses of action used to evacuate students and staff when it is unsafe to remain in the building or on the school grounds and no other response is practical. Evacuation should take place if it is determined that it is safer outside than inside the building and if students and staff can safely reach the evacuation location without danger. **To:** Our team will review and revise our Evacuation annex, our Building-Level Emergency Response Plan and ICS. **To:** *{consider additional reasons to conduct this activity}*
Define the objectives What are your objectives for this activity?	**To:** Encourage discussion among the team, and to develop recognition of coordination and planning requirements. **To:** *{consider additional objectives for this activity}*
Compose a narrative/scenario What is the narrative for the simulated situation?	**Setting:** It is 11:05 Wednesday morning, and school is in session. The temperature is 20 degrees Fahrenheit outside.

What story will set the stage and encourage participants to think about the problem?	**Incident:** A water main to the school bursts, and water to the school is shut off. Students and staff are unable to wash hands, flush toilets, and the cafeteria is unable to continue meal preparation and clean up. **Action**: The principal assumes the role of **Incident Commander** *(as previously determined)* and determines that an **Evacuation** is necessary. The Incident Commander assembles the building emergency response team and activates the ICS. **ICS:** *(assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)* • School Public Information Officer • School Liaison Officer • School Safety Officer • Operations • Operations: Nurse • Operations: Facility • Operations: Site Security • Planning • Logistics • Finance

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider? Additional considerations: • How is the response initiated? • It is lunchtime. • Students have medical needs. • A road outside the school is inaccessible because of the broken water main. • A group of students and staff are out of the building on a field trip. • Several busses are unavailable due to a field trip. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting, feeding needs, etc.) • How is the response lifted (ended)?	

	Using Your Floor Plans and Area Maps: • Does everyone involved know how routes to/from the school will be impacted? • Communication with the teachers on the field trip must occur. Is there is a safe route back to the school? • How should any student medical and toileting needs be addressed? • Parents, visitors, and bus drivers arriving at the school will need direction. • Should any utilities be shut off? *{Consider additional building specific problems that could occur}*	
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve? Consider response improvements. Also consider improvements to: • Evacuation Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**

Tabletop Exercise: Lockout*

(**Secure Lockout* effective for the 25-26 school year)

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	Lockout Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	LOCKOUT is used to secure buildings and grounds during incents that pose an imminent threat outside of the school. A Lockout Annex describes courses of action to secure school buildings and grounds during an incident that poses an imminent concern outside of the school. Lockout is used to quicky ensure all school staff, students, and visitors are secured in the school building away from the outside danger. **To:** Our team will review and revise our Lockout Annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps. **To:** *{consider additional reasons to conduct this activity}*
Define the objectives What are your objectives for this activity?	To encourage discussion among the team, and to develop recognition of coordination and planning requirements. **To:** *{consider additional objectives for this activity}*
Compose a narrative/scenario What is the narrative for the simulated situation?	**Setting:** It is 11:05 Wednesday morning, and school is in session. The temperature is 60 degrees Fahrenheit outside. **Incident:** A bank near the school is robbed. The police have not found the suspect.

What story will set the stage and encourage participants to think about the problem?	**Action**: The principal assumes the role of **Incident Commander** *(as previously determined)* and determines that a **Lockout** is necessary. The Incident Commander assembles the building emergency response team and activates the ICS. **ICS:** *(assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)* • School Public Information Officer • School Liaison Officer • School Safety Officer • Operations • Operations: Nurse • Operations: Facility • Operations: Site Security • Planning • Logistics • Finance

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider? Additional considerations: • How is the response initiated? • It is lunchtime. • Students have medical needs. • A road outside the school is inaccessible because of the police activity. • Students are outside for recess and physical education class. • Students are returning on a bus from a field trip. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)?	

	Using Your Floor Plans and Area Maps: • Does everyone involved know how routes to/from the school will be impacted? • The teachers overseeing recess and the Physical Education teacher need direction. • Parents and visitors need direction. • The field trip bus drivers need direction *{Consider additional building specific problems that could occur}*	
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve? Consider response improvements. Also consider improvements to: • Lockout Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**

Tabletop Exercise: Lockdown

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
Assess the need What part of your Emergency Response Plan are you testing?	Lockdown Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
Define the scope Participants: Who are the key people?	
Write a statement of purpose What is the reason for the activity?	LOCKDOWN is used to secure school buildings and grounds during incidents in or around the school that pose a severe and/or immediate threat of violence or incidents that have the potential to escalate. Lockdown Annex is used to quickly ensure all students, school staff, and visitors are secured in rooms away from immediate danger. Lockdown is an initial physical response to provide a time barrier during an event. **To:** Our team will review and revise our Lockdown Annex, our Building-Level Emergency Response Plan, ICS, Floor plans and Area Maps. **To:** *{consider additional reasons to conduct this activity}*
Define the objectives What are your objectives for this activity?	**To**: Encourage discussion among the team, and to develop recognition of coordination and planning requirements. **To:** *{consider additional objectives for this activity}*
Compose a narrative/scenario What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?	**Setting:** It is 1:45 Wednesday afternoon, and school is in session. The temperature is 60 degrees Fahrenheit outside. **Incident:** A non-custodial parent arrives at the school. The parent has texted their child and told the child to meet in the student parking lot. The SRO approaches the parent, and the parent responds aggressively and indicates they

	have a weapon. The student comes outside of the building and sees the SRO and parent interacting. **Action**: The principal assumes the role of **Incident Commander** *(as previously determined)* and determines that a **Lockdown** is necessary. The Incident Commander assembles the building emergency response team and activates the ICS. **ICS:** *(Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)* • School Public Information Officer • School Liaison Officer • School Safety Officer • Operations • Operations: Nurse • Operations: Facility • Operations: Site Security • Planning • Logistics • Finance

Write major and detailed events	What is going on?	
	What has already occurred?	
	What is the weather?	
	Who is involved?	
	Who is affected?	
	Who has been called and/or responded? What have they already done?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider? Additional considerations: • How is the response initiated? • It is almost time for dismissal. • A class of students are coming back into the school from an outside physical education class held near the student parking lot. • Buses are arriving for dismissal. • Parents are arriving for pick-up. • Many students drive to school and their dismissal process is to exit the student parking lot before the busses leave. • There are after-school activities and athletic events scheduled. Visitors use the student parking lot.	

	• One student in the physical education class needs medical attention. • A student begins recording and live streaming the incident. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? Using Your Floor Plans and Area Maps: • Does everyone involved know which is the student parking lot, including first responders? • The Emergency Responders need to be informed about the location of incident, location of students in the physical education class, arrival routes for those coming to the building (parents, buses, visitors). • The Physical Education teacher needs direction. Is there is a safe route back into the school building? How should the situation involving the student who needs medical attention be addressed? • Parents arriving for pick-up need to be directed to an alternate location. • Bus drivers need to be directed to an alternate location. • Visitors need to be directed to an alternate location. *{Consider additional building specific problems that could occur}*	
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
List the expected actions	What would be the correct response to the issue/situation?	
After action review	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	

	How do we improve? Consider response improvements. Also consider improvements to: • Lockdown Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps	

Follow Up Actions		
Who is Responsible	**Action**	**Due Date**