

School ERP - 2023Building Profile - Contact Information

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Building Contact Information

Office Name	Phone number (10 digit number including area code. Do not include dashes or other characters)	Ext. #
Rick Chartrand	3155432707	(No Response)
Rob Finster	3155432920	7
Eric Luther	3155432707	6
Don Snider	3155432707	(No Response)

District Contact Information

Department/Office Name	Phone number (10 digit number including area code. Do not include dashes or other characters)	Ext. #
Robert Finster	3155432707	7

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Building Profile - Building

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County

LEWIS

Local Education Agency (LEA)

HARRISVILLE CSD

Building Name

HARRISVILLE JUNIOR-SENIOR HIGH SCH

Address

14371 PIRATE LN

HARRISVILLE 13648

School ERP - 2023**Building Profile - Floor Plans and Area Maps**

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Building Floor Plans and Area Maps

Education Law 2801-a and Commissioner's Regulation 155.17 require procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

Upload PDF files that contain building floor plans, maps or images of school grounds and local road maps. File names should describe the content of the file and the entity it is being submitted for, i.e. joneschoolfloorplan.pdf.

Google maps and other similar applications provide easy tools to obtain satellite images of school grounds and surrounding areas.

Maximum file size is 5 MB, only .pdf files are accepted.

Building-Level Floor Plans

Upload a PDF file that contains floor plans of the school building, include the following:

- All labels typed
- Include school name and address
- Include a key to define any symbols used
- Include a compass indicating North
- Each floor should be a separate page
- Building entrances labeled (including service entrances)
- Windows and interior doors graphically shown
- Rooms labeled with room number
- Common areas and administrative offices labeled by use
- Location of water, gas and electrical shutoffs clearly noted

SKM_30820121011130.pdf
classroom map 23-24.pdf

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Building Profile - Floor Plans and Area Maps

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Area Map

Upload a PDF file containing a map of the school grounds and immediate surrounding area.

Map/Image of grounds should include the following:

- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

Map/Image of surrounding areas should include the following :

- Labeled streets
- Labeled buildings
- Include key to define any symbols used
- Include a compass indicating North

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Building Profile - External Building Contact Information

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In an Emergency Call 9-1-1

Local PD submission

Education Law 2801-a and Commissioner's Regulation 155.17 require that every school submit a copy of the school Building-Level Emergency Response Plan to state and local police. In the space provided below, enter the name of the local law enforcement agency (or agencies) that you submitted a copy of your ERP to, for example Albany County Sheriff, or your local city or town police department, etc.. Include the date the plan was submitted, contact name, and non-emergency telephone number. Enter as many as are applicable. There is space to include up to 3 local law enforcement agencies, report as many as are appropriate. It is not necessary to include state police.

	Law Enforcement Agency Name	Date Submitted	Non Emergency Contact Number (10 digit number including area code. Do not include dashes or other characters.)	PD NonEmergency Contact Name
Local PD Info (1)	Lewis County Sheriff	06/08/2021	3153763511	Eric Schmitt
Local PD Info (2)	(No Response)	(No Response)	(No Response)	(No Response)
Local PD Info (3)	(No Response)	(No Response)	(No Response)	(No Response)

Emergency Responder Non-Emergency Numbers

	Phone number (include 10-digit telephone number including area code. Do not include dashes or other characters.)
State Police	3154931331
Sheriff's Dept.	3153763511
Local Police	(No Response)
Fire Dept	3155432833
EMS	3153763511

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
National Grid	8006424272
Suicide Hotline	8002738255
Poison Control	8002221222

School ERP - 2023**Building Profile - Incident Command System Roles**

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Incident Command System Roles Instructions

Education Law 2801-a and Commissioner's Regulation 155.17 require a definition of a chain of command consistent with the Incident Command System.

The primary roles in the Incident Command System include the following:

Incident Commander - directs incident management activities.

Public Information Officer - acts as a liaison between school and public (including media).

Liaison Officer - responsible for coordinating with emergency agencies.

Safety Officer - responsible for overall safety of all persons involved.

For more information about ICS, an online training on the Incident Command System for Schools is available from the New York State Center for School Safety at: <https://www.nyscfss.org/erp-login>.

Enter names and telephone number of staff who have been designated to perform Incident Command System (ICS) roles in the event of an emergency. If possible, include an alternate staff person.

	Staff Person Assigned to this Role	Telephone Number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Name	Alternate Staff Person Telephone Number (10 digit number, include area code, no dashes or other characters)	Alternate Staff Person Cell Number (10 digit number, include area code, no dashes or other characters)
Incident Commander	Eric Schmitt	3155432920	3157672578	Robert Finster	3155432707	3154087827
Public Information Officer	Robert Finster	3155432707	3154087827	Eric Luther	3155432920	3157711756
Liaison Officer	Eric Luther	3155432920	3157711756	Robert Finster	3155432707	3154087827
Safety Officer	Don Snider	3155432707	3157719025	Robert Finster	3155432707	3154087827

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Building Profile - Building Level Emergency Response Team

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Building-Level Emergency Response Team**Building-Level Emergency Response Team**

Provide names, titles and contact information for the individuals that are part of your building-level emergency response team below. Note that the statute requires your team include a representative on your team for each of the titles listed below.

	Name	Title	Office Number (10 digit number, include area code, no dashes or special characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Teacher	Michelle Fuller	ELA Teacher	3155432920	3155234918
Administrator	Robert Finster	Superintendent	3155432707	3154087827
Parent Organization	Jaime Martin	PTO	3155432707	3157670935
School Safety Personnel	Eric Schmitt	SRO	3155432920	3157672578
Other School Personnel	Don Snider	Head of Buildings and Grounds	3155432920	3157719025
Community Member	Amy Frost	Parent	3155432920	3156813723
Local Law Enforcement	State Troopers	State Trooper	3154931331	3154931331
Fire Official	Dave Thomas	Volunteer Fire Fighter	3155432920	3157713675
Other Emergency Response Agency	Bob McKenzie	Director of Fire and Emergency Management	3153765303	3153765303
Bus Driver/Monitor	Angie Robert	Head of Bus Garage	3155432920	3152123035

Additional Building-Level Emergency Response Team Members

Provide names, titles and contact information for members of your building-level emergency response team not already included above.

Name	Title	Office number	Cell Number
Kelly Avallone	Nurse	3155432707	3159554674
Robert Finster	Superintendent	315-543-2707	315-408-7827
Eric Luther	High School Principal	315-543-2707	315-771-1756
Rick Chartrand	Head of Building and Grounds	315-543-2707	315-816-7379
Jolie Snider	Secretary to the Superintendent	315-543-2707	315-608-1537
Eric Schmitt	SRO	3155432707	315-767-2578
Shelly Carr	Teacher	3155432707	3154890434
Don Snider	New Head of Buildings and Grounds	3155432707	3157719025

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Building Profile - Emergency Response Team

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Emergency Response Team

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Kelly Avallone	Nurse	3155432707	3159554674
Lisa Mitchell	CIO	3155432707	3159559874
Robert Finster	Superintendent	3155432707	3154087827
Eric Luther	MS/HS Principal	3155432707	3157711756
Rick Chartrand	Head of Buildings and Grounds	3155432707	3158167379
Eric Schmitt	SRO	3155432707	3157672578
Jolie Snider	Secretary to the Superintendent	3155432707	3156081537
Dave Price	Teacher	3155432707	3154082770
Michelle Fuller	Teacher	3155432707	3155234918
Don Snider	New Head of Buildings and Grounds	3155432707	3157719025

School ERP - 2023Building Profile - Post Incident Response Team

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Post-Incident Response Team**Post-Incident Response Team**

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Robert Finster	Superintendent	3155432707	3154087827
Eric Luther	MS/HS Principal	3155432707	3157711756
Eric Schmitt	SRO	3155432707	3157672578
Rick Chartrand	Head of Buildings and Grounds	3155432707	3158167379
Dave Price	Teacher	3155432707	3154082770
Michelle Fuller	Teacher	3155432707	3155234918
Lisa Mitchell	CIO	3155432707	3159559874
Kelly Avallone	Nurse	3155432707	3159554674
Don Snider	New Head of Buildings and Grounds	3155432707	3157719025

School ERP - 2023Building Profile - Additional Building Personnel

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Additional Building Personnel

Name	Title	Office number (10 digit number, include area code, no dashes or other characters)	Cell Number (10 digit number, include area code, no dashes or other characters)
Alicia Mera	MS/HS Secretary	3155432707	3157837757
Amy Frost	Business Manager	3155432707	3156813723
Tammey Rebb	Elementary Secretary	3155432707	3156810523

School ERP - 2023Campus Profile - Campus Profile

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Campus Profile**Enter the total number of school buildings on campus**

3

Indicate the number of non-school buildings on the campus and provide a brief description of that building and its purpose (district offices, maintenance shed, bus garage, concession stand, etc.)

Athletic storage building.

Describe other physical characteristics of the school campus such as location of playgrounds or athletic fields, school bus loading and unloading area, parent pick-up and drop-off points, etc. Do not include links.

We have one playground and five athletic fields.

Provide a brief description of the area surrounding the school campus.**For example: State Highway on the western boundary of the campus, a creek to the south, forested hills to the east and a residential neighborhood to the north. Do not include links.**

State highway Route 3 to the East. Oswegatchie River to the North. Viking Snow Plow Corp. to the West. Forest/woods to the South.

Provide a brief description of the access/egress routes into the campus, include vehicular and pedestrian routes. (i.e. Vehicular access - main entrance from Main St.) Do not include links.

We have a circular driveway called Pirate Lane. This is the only road access to the grounds.

School ERP - 2023Functional Annexes - Introduction

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Introduction

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

Functional Annexes - Shelter In Place

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Shelter-In-Place

Purpose

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

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

- What supplies will be needed to seal the room and to 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.

Provide a description of your Shelter-in-Place Annex below.

We move our kids to the bus garage which is a separate building on the campus.

HOLD IN PLACE PROCEDURE

There will be an initial announcement stating, "The building is under a HOLD IN PLACE". Remain in HOLD IN PLACE until receiving an "All Clear" announcement or further instructions.

Staff Responsibility	All faculty/staff that are in control of students at time of hold in place are responsible for their students at that time. A PA announcement will direct students without staff supervision to the nearest room that is supervised by a faculty/staff member. Faculty/staff should quickly survey hallway and order any students in hall or restrooms into your room. All faculty/staff shall immediately secure their rooms, lock doors and continue normal classroom routine. If students are outside of building & teacher receives HOLD IN PLACE message, escort students to alternate evacuation site. Do NOT reenter building. PA announcement will be made outside. If possible, Safety Team will check and secure all entrances.
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School ERP - 2023Functional Annexes - Hold in Place

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Hold-in-PlaceDefinition

This annex focuses on 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.

Provide a description of your Hold-in-Place Annex below.

We stay in the classrooms, auditorium or the large gymnasium.

HOLD IN PLACE PROCEDURE

There will be an initial announcement stating, "The building is under a HOLD IN PLACE". Remain in HOLD IN PLACE until receiving an "All Clear" announcement or further instructions.

Staff Responsibility	<p>All faculty/staff that are in control of students at time of hold in place are responsible for their students at that time. A PA announcement will direct students without staff supervision to the nearest room that is supervised by a faculty/staff member.</p> <p>Faculty/staff should quickly survey hallway and order any students in hall or restrooms into your room.</p> <p>All faculty/staff shall immediately secure their rooms, lock doors and continue normal classroom routine.</p> <p>If students are outside of building & teacher receives HOLD IN PLACE message, escort students to alternate evacuation site. Do NOT reenter building. PA announcement will be made outside.</p> <p>If possible, Safety Team will check and secure all entrances.</p>
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School ERP - 2023

Functional Annexes - Evacuation

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EvacuationPurpose

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

- 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 evacuation 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 and functional needs, including language, transportation, and medical needs.

Provide a description of your Evacuation Annex below.

We bus our students to the Harrisville Fire Hall.

On-site evacuation assembly areas

Evacuating from	Evacuating to
Front Circle area	Bus Garage
Playground area	Bus Garage

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number (10 digit number, include area code, do not include dashes or other characters)
Harrisville Fire Hall	Maple Street, Harrisville, NY	Robert Finster	3154087827

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Functional Annexes - Lockout

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LockoutPurpose

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

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- How to curtail outdoor activities and quickly move students and staff indoors.
- How to ensure all student and staff are inside before locking doors.
- How to ensure the continuation of normal school activities.
- How should staff or students report suspicious activity should it be observed.

Describe your Lockout Annex below.

All staff that go outside for recess or PE class carry radios. They will be notified by office staff to immediately come back inside or evacuate to the bus garage. If they reenter the building the doors they will use require a FOB so the doors will automatically lock after they enter.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Shelter areas may change depending on emergency.

Administration	<p>Identify shelter areas in school building.</p> <p>Instruct students and staff to assemble in shelter areas. Bring all persons inside building or to evacuation site. Close all exterior doors and windows.</p> <p>Turn off any ventilation leading outdoors.</p> <p>Cover up food in containers or put it in the refrigerator.</p> <p>If necessary advise staff and students to cover mouth and nose with handkerchief, cloth, paper towels or tissues.</p>
Teachers	<p>Close and lock all classroom doors and windows. Close blinds or window shades. Turn off lights. Upon direction from administration assemble students in shelter area.</p> <p>Take class roster; account for all students after arriving in shelter area and report any missing students to Safety Team (staff with radios).</p> <p>All persons remain in shelter area until notified by administration or emergency responders.</p>

School ERP - 2023Functional Annexes - Lockdown

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LockdownPurpose

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

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- 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 particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown 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, break room).
- 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 only end when the classroom is physically released by law enforcement.

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Functional Annexes - Lockdown

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Describe your Lockdown Annex below.

We use our PA system. A lockdown all teaching stops and students and staff huddle in the classroom in the corner of the room out of site. The staff and students will not open the doors for anyone at this point.

LOCKDOWN - NO RESPONSE PROCEDURE

There will be an initial announcement stating, "The building is under a LOCKDOWN - NO RESPONSE"

This means there is an Intruder in the building.

Read Statement of Procedures. Turn cell phones off or to vibrate.

Remain in lockdown until police or administration come and unlock your door.

DO NOT open door for anyone as intruder may be holding that person as a hostage.

If Fire Alarm is sounded during Lockdown, do NOT go into hallway.

If classroom doors are SHUT, they will offer fire protection for 1-1/2 hours.

Use **discretion on leaving building by way of emergency window.**

Intruder may be attempting to get students and staff out into the open.

Staff Responsibility

All faculty/staff that are in control of students at time of lockdown are responsible for their students at that time. A PA announcement will direct students without staff supervision to the nearest room that is supervised by a faculty/staff member. Faculty/staff should quickly survey hallway and order any students in hall or restrooms into your room.

All faculty/staff shall immediately secure their rooms; lock doors, turn off lights, close blinds.

If students are outside of building & teacher receives LOCKDOWN message, escort students to alternate evacuation site. Do NOT reenter building. PA announcement will be made outside.

If possible, Safety Team will check and secure all entrances.

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Functional Annexes - Lockdown

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Securing Each Room	<p>Lock all doors. If unable to lock door, barricade door with desks & chairs.</p> <p>Close the windows and blinds or window shades, and cover the door glass if possible. Turn off the lights.</p> <p>Make sure all students are away from the windows (line up against wall without windows or line up on a wall not opposite windows) and seated below window height (sitting on the floor).</p> <p>Once your area is secure <u>do not let anyone</u> in your room.</p> <p>Staff should keep phones free for emergency use only. Use the phone only if you are called or to report an emergency. Students should not use their cell phones (Refer to Statement of Procedures).</p> <p>Once the room is secured report any missing students, students you brought into your room for safety or any problems to the office. (Dial "27902 or 27903").</p> <p>Should the dangerous person be seen or heard, please use discretion in contacting the office. (Dial "27902 or 27903")</p>
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Lockdown rally points

Lockdown rally point description
Classrooms
Bus Garage
Wooded Area
Neighboring Business

School ERP - 2023**Functional Annexes - Crime Scene Management**

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Crime Scene ManagementPurpose

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Respond

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

Evaluate

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

Secure

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

Protect

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

Observe

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

Notify

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

Document

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

Describe your Crime Scene Annex below.

We practice and teach everything mentioned below. We use the acronym RESPOND. We are going to have an Active Shooter Drill training from the Lewis County Sheriffs Department.

School ERP - 2023Functional Annexes - Communications

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CommunicationsPurpose

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevance of the items below for their specific school situation.

- 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 account for technology barriers faced by students, staff, parents, and guardians.
- 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 [PIO]).
- 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).

Describe your Communications Annex below.

We have recently put in a panic button at one location in the main office. This button will automatically lock down the building and inform law enforcement of a threatening event happening at the school. We have contracted with the RIC to also have an external Public Information Officer along with myself as the internal Public Information Officer. Our SRO will also have a significant role in the communications with the first responders. Our Special Education teachers and aides will communicate directly with their students to ensure they are aware of the situation and what to do.

School ERP - 2023Functional Annexes - Public Health, Medical, and Mental Health

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Public Health, Medical, and Mental Health AnnexPurpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- What the role of staff members is in providing first aid during an emergency.
- Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
- Which staff have relevant training or experience, such as in 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.
- How the school will support the needs of students identified by the threat assessment team.

Describe your Public Health, Medical, and Mental Health Annex below.

We have our school nurse, certified CPR and First Aid staff members, our school psychologist, and our school counselors.

Public Health Actions:

For a Public Health Emergency, the Lewis or Saint Lawrence County Health Dept. is notified by our school nurse or Superintendent and would provide guidance to the nurse or Superintendent in responding to a Building Level or Community Infectious Disease. Upon this notification a district plan would be implemented which may include building closure, along with appropriate communications to staff and parents/guardians.

Emergency Medical Actions:

Upon discovery of a medical emergency take the following steps:

- The school nurse and our SRO are notified immediately
- The area is secured and blocked off
- The situation is assessed by our school nurse and our SRO. 911 is called at this point if necessary.
- Keep the situation contained until emergency medical issue is resolved
- Superintendent to notify family at earliest possible time

Mental Health Actions:

We utilize our SRO, counselors, psychologists, and Prevention counselor as necessary to meet the short and long term needs of staff and students.

School ERP - 2023Functional Annexes - Accounting for All Persons

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Accounting for All PersonsPurpose

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

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- 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.

Describe your Accounting for All Persons Annex below.

Our staff carry a red folder with them during any emergency and this is practiced during our drills. The red folder is used for two reasons:

1) The folder is held up if they don't have all their students with them for administration to see; and 2) Their current attendance sheet is the folder at the time the emergency started.

School ERP - 2023Functional Annexes - Family Reunification

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ReunificationPurpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- 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 access barriers faced by students, staff, parents, and guardians

Describe your Family Reunification Annex below.

We will use our black binder which has every student and guardian's name if we are forced off campus. If on campus we will use our student management system. Every bus will have a seating chart and parent contact logs.

School ERP - 2023Functional Annexes - Security

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Security Annex

Your Building-level Emergency Response Team should consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- 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 [CPTED]).
- 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 the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws. More information on FERPA and HIPAA can be found in "A Closer Look, Information Sharing".)

Describe your Security annex below.

Our safety team along with State Troopers and Lewis County Sheriffs department will work together.

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Functional Annexes - Cybersecurity

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Cybersecurity Annex

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Provide a description of your Cybersecurity Annex below. Note: The Cybersecurity Annex is recommended, but not required for the 2023-24 school year.

BEFORE

Goal: To manage cybersecurity threats in a timely fashion and protect data from further damage.

To assist in preparation for a cyber-attack the school should:

1. Formulate a cyber-security protocol to quickly manage an event, including development of an Incident Response Team.

(Cybersecurity Incident Response Team)

2. Conduct NIST CSF self-assessment which focuses on Identifying, Protecting, Detecting, Responding and Recovering.
3. Conduct tabletop exercise with the Incident response team and those responsible for IT operations in the district.
4. Mitigate the risk of cybersecurity threats through focused awareness training for all users.

DURING

Goal: To analyze, contain and eradicate the incident

Objective: To restore district systems to full functionality in a timely manner in order to sustain student learning objectives.

Courses of Action	Responsibility
School community member reports cybersecurity threat	All Users Must report suspicious activity or incident to our internal IT department who will report to our SLL BOCES IT supervisor and report to the District Admin Team consisting of the Superintendent and Principal.
Analyze reported threat and communicate with administration	IT department consists of Jean Lavancha (Harrisville IT employee) and Zach Allen (our local SLL BOCES employee).
Activate Incident Response Team to assist with other school core functions	The Superintendent in coordination with the District's IT department and SLL BOCES IT supervisor will analyze and activate the IR Team.
Communicate with relevant school personnel regarding scope of threat and relevant procedures to thwart further attack.	Cyber Incident Response Team-CIRT Superintendent - Robert Finster NERIC communications - Zach Ribert
Coordinate with district's RIC, cyber insurance carrier and applicable state and federal agencies. Identify all affected data, machines, and devices.	Incident Response Team- Principal calls NERIC Communications Team Superintendent and District IT calls NERIC IT department and SLL BOCES IT supervisor. SRO calls Lewis County Sheriff and Homeland Security if deemed necessary. District IT department in coordination with the local SLL BOCES IT supervisor, NERIC IT supervisor, and the cybersecurity insurance company will complete the forensics of the breach.

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Ensure detailed documentation and forensics are preserved for post-incident required actions	Jean Lavancha (The District's IT supervisor) and Lori Remington (The SLL BOCES IT supervisor) will work together to record and preserve the forensics for post-incident actions. Use information for a Lesson's Learned meeting.
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AFTER

Goal: Restore community confidence in the school's ability to protect systems and data from another attack.

Objective: Provide responsible communications and improve response effectiveness

Consult with school legal counsel and cyber insurance carrier.	Superintendent - Robert Finster
Develop and communicate message regarding the incident.	NERIC communications - Zach Ribert
Provide accurate reporting to state and federal agencies within required time frames.	Jean Lavancha is the District's Data Protection Officer. The District will ensure accurate reporting to the Lewis County Sheriff's department, the State Police and Homeland Security, as well as, the District's cybersecurity insurance company of the breach as soon as the breach has been discovered.
Conduct a "Lessons Learned" Briefing	The Data Protection officer, SLL BOCES IT department and the IR Team will analyze the breach to discover what happened to enable the breach. That information will be used to train the entire District's staff to ensure such a breach never happens again.
Revise Cybersecurity Response Plan as needed.	Data Protection Officer/Incident Response Team

1. **Specific training guidelines:** Include more detailed information on the content of the training, who should receive it, how often it should be conducted, and how its effectiveness will be measured.
2. **The Incident Response Team (IRT):** The IRT is a critical component of the cybersecurity plan. Include information on who should be part of the IRT, what their specific roles and responsibilities are, how they will communicate with each other, and how they will coordinate with other personnel and external agencies.
3. **Roles and responsibilities for communication:** Clarify who will be responsible for communicating with external agencies, communicating with parents and students, and communicating with other school personnel, and what specific messages will be communicated.
4. **Reporting procedures:** Include a clear reporting process that outlines who should be contacted, what information should be provided, and how quickly the report should be made.
5. **Lessons Learned briefing:** Include specific guidelines for how the analysis will be conducted, who will be involved, what information will be collected, and how the results will be used to improve the district's cybersecurity response plan.

Cyber-attack - Malicious actors or hackers exploiting vulnerabilities in systems or networks to gain unauthorized access and extract or manipulate sensitive data.

Breach - Is the unauthorized access, disclosure, or exposure of sensitive or confidential information. It occurs when an individual, entity, or system gains unauthorized access to data or systems that they are not supposed to have access to.

Incident - Any event or occurrence that poses a potential threat to the confidentiality, integrity, or availability of an organization's

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information systems, data, or network.

Forensics - refers to the application of scientific investigation techniques and methodologies to gather, analyze, and preserve digital evidence related to a security incident or breach.

Mitigation - The actions taken to reduce the impact and severity of an incident or security breach

NIST CSF self-assessment – (Required by NY ED Law 2-d) is a self-assessment that refers to the process of evaluating a district's cybersecurity posture against the NIST CSF framework.

Lessons Learned: Conducting a post-incident analysis to identify weaknesses, vulnerabilities, or gaps in the incident response process.

Containment: Isolating the affected systems or areas to prevent further spread or damage.

Other functional annexes that may be activated during a cybersecurity breach include:

- Communications Plan
- Continuity of Operations Plan
- Early Dismissal Plan
- Recovery Plan

School ERP - 2023Threat/Hazard Specific Annexes - Introduction

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Introduction**Threat- and Hazard-Specific Annexes**

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

Threat and Hazard Types and Examples

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Severe wind • Extreme temperatures • Landslides or mudslides • Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> • 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 releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks

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Threat/Hazard Specific Annexes - Example Bomb Threat Annex

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Threat and Hazard Specific Annexes

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Group 1

Name of Threat or Hazard Annex

(No Response)

Response Procedures

(No Response)