

EMHCS (Eugenio Maria de Hostos Charter School) SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

INTRODUCTION

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

The purpose of this School Safety Plan and each school's Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. The Eugenio Maria de Hostos Charter School uses the New York State suggested planning format to assist schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports two key practices that were adopted in New York State. First, the guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting in each Building ERP aligns critical information necessary to improve rapid response to emergencies. The Eugenio Maria de Hostos Charter School uses the current N.Y.S. format and submits the ERP's through the N.Y.S. Portal.

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures have been developed by the Eugenio Maria de Hostos Charter School based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training before an incident occurs. The Eugenio Maria de Hostos Charter School uses the recommended New York State Functional Annexes in order to standardize the terminology used by the Charter School employees and emergency responders during an emergency. Functional annexes focus on critical operational functions and the courses of action developed to carry them out.

Actions and best practices are outlined in each of the Charter School's Building Plans Threat/Hazard Annexes section, detail what to do in the event of various emergencies.

These ERP's provide current information about school response team members, students and staff with special needs and any other information critical to each school building. The school has also identified appropriate staff to fill specific roles related to Incident Command and appropriate response teams. All of the Charter School's building principals, assistant principals and other key members have been trained in the Incident Command System. The school has also appointed a Chief Emergency Officer as required in order to coordinate and communicate between staff, law enforcement and first responders. The Chief Emergency Officer is responsible for ensuring the completion and yearly update of the Building-Level Emergency Response Plans. All Building-Level Emergency Response Plans are confidential but are submitted to New York State and local emergency responders for review. Appropriate training and drilling is required to ensure that all district personnel and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

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

[155.17 \(b\)](#)

Development of School Safety Plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by Sept 1st of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

[155.17 \(e\)\(2\)](#)

School Emergency Response Plan. A school Emergency Response Plan shall be developed by the school safety team and shall include the following elements:

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

- [155.17 \(e\)\(2\)\(viii\)](#) Procedures for Restricting Access to Crime Scenes
- [155.17 \(e\)\(3\)](#) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.
- [155.17 \(j\)](#) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

The administration of the Eugenio Maria de Hostos Charter School (EMHCS) believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the Charter Schools that promote open communication and have a positive impact on the quality of life in our schools:

- Bullying Reporting Process
- Peer Mediation
- Twilight Academies
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- Restorative Justice

B. Training, Drills, and Exercises

Training

The Charter School understands the importance of training. All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident. The annual training will review the Building-Level Emergency Response Safety Plan, The Charter School also submits certification to the NYSED that all school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff will receive this training by September 15th of each school year.

Multi-Hazard Training

The Charter School will provide annual multi-hazard school safety training for staff and students. The components of this training will be consistent. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially threatening incident to include: early dismissal, lockdown procedures, hold-in-place procedures, shelter-in-place procedures, lockout procedures, and evacuations. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

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

- Section 807 of the Education Law mandates twelve emergency drills each school year to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute requires that four of the twelve drills be lock-down drills. The remaining eight are evacuation drills. Eight of the required

twelve drills must be completed in the first half of the school year (by December 31st).

- 8 NYCRR Section 155.17 (3) states each Building-Level Emergency Response Plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). The district will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan.
- 1 lockdown drill will be conducted in the 1st marking period and 3 lockdown drills will be unannounced (1 each quarter) following the first announced drill.
- Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.
- Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in an actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress. This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

C. Implementation of School Security

Security Personnel – Hiring and Training

The Eugenio Maria de Hostos Charter School contracts with a licensed NYS security company to provide security guards to the school. These guards are trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services.

Security Personnel – Responsibilities and Authority

The Charter School employs a licensed security company to provide security personnel in order to assist the schools in dealing with all manners of security and safety issues.

The principal role of our security personnel is to safeguard the district's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the district's assets from theft and damage. Security personnel employed by the school are authorized to carry out this role consistent with the Policies and Regulations of the district, applicable with New York State Law.

Video Surveillance

All school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for school officials and local law enforcement use.

Intrusion Detection

The Charter School's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

D. Vital Educational Agency Information

The Charter School maintains certain information about each school building including, but not limited to: school populations, transportation needs, and business and home telephone numbers of key personnel that are listed in the confidential Building-Level Emergency Response Plans.

E. Early Detection of Potentially Violent Behaviors

The Eugenio Maria de Hostos Charter School acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The school will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with a teacher or administrator (and law enforcement when appropriate) so an investigation can commence.
- The school has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

F. Hazard Identification

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each Building-Level Emergency Response Plan.

GENERAL RESPONSE PROCEDURES

GENERAL RESPONSE ACTIONS FOR EMERGENCIES

The Eugenio Maria de Hostos Charter School School Safety Plan lists specific responses for emergencies actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every employee to take those actions which are geared toward preserving the health and safety of all students and staff.

A. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

B. Organization and Assignment of Responsibilities

The operational organization and assignment of responsibilities during an emergency will be delegated by the building principal or their designee.

The building principal or designee (Incident Commander) is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles are pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

C. Direction, Control, and Coordination

School Incident Command System

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

Staff are assigned to serve within the Incident Command System structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school ICS responsibilities are listed in the Building-Level Emergency Response Plan.

Coordination with Responders

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

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

Source and Use of Resources

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

D. Information Collection, Analysis and Dissemination

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

Types of Information

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

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

Information Documentation

The assigned staff member will document the information gathered including:

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

E. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. The School's Chief Financial Officer will be responsible for documenting these agreements and costs.

Preservation of Records

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

F. Authorities and References

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

- The New York State Safe Schools Against Violence in Education (Project SAVE) and [8 NYCRR Section 155.17](#) require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to [Appendix B](#) for the defined chain of command.

- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

G. Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander or Chief Emergency Officer will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. Other communication procedures are listed in the confidential Building-Level Emergency Response Plans.

Communication with the Media

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

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- Monitor the release of information and correct misinformation.

H. Multi-Hazard Response

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include (but are not limited to): time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it would be not be practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The principal or designee will provide leadership, organize activities and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

I. Responses to Acts of Violence: Implied or Direct Threats

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the school to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

J. Acts of Violence

When an act of violence has occurred, regardless of whom it involves, the principal or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk.

K. Specific Response Protocols

The Eugenio Maria de Hostos Charter School has established appropriate response actions to a variety of emergency situations. They are detailed in each Building-Level ERP as recommended by the NYSED Safe Schools Template.

L. Obtaining Advice and Assistance from the Local Government

In the event of an emergency where additional advice, assistance is needed the Eugenio Maria de Hostos Charter School will seek assistance from local resources such as the Rochester Police Department or the Rochester Fire Department..

M. Functional Annexes

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions and suggested best practice of the following functional annexes:

- Shelter-in-Place
- Hold-in-Place
- Evacuation
- Lockout
- Lockdown

These five functional annexes provide a common foundation for response to all emergencies. These annexes are defined in detail in the Building-Level ERP's and quick

reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all person, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section the District-Wide Safety Plan.

N. Crime Scene Management

Crime Scene Management procedures are listed in the confidential Building-Level Emergency Response Plans. In general, staff will make every attempt to safe guard a potential crime scene.

O. Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities

Eugenio Maria de Hostos Charter School identifies non-ambulatory disabled staff or students and lists that information in the Building-Level Emergency Response Plan. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since building level ERP's are provided to local emergency responders, this information will be readily available during an emergency.

P. Accounting for all persons

The Building-Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated in the building.

Q. Family Reunification Plans

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at the each buildings evacuation site and will require assigned personnel and plans that should be detailed in each building level emergency response plan.

R. Crisis's Occurring Outside of Normal School Hours

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The Building Principal will work with the Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

S. Procedures for Informing Other Educational Agencies of an Emergency.

1. The Chief Emergency Officer/Building Principal will evaluate the impact of an emergency on other educational agencies within the area.
2. If the impact is evident, the Chief Emergency Officer or Building Principal will telephone the contact person at each affected educational agency and inform them of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Building Principal will contact the Rochester Police for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer or building principal will make arrangements to implement this assistance.

T. Procedures for School Cancellation

When it becomes necessary to close our schools and cancel classes, the decision to close will be made at the earliest possible time. Decisions to close are made after extensive review of conditions and consultation with other agencies, but always with the best interest of our students and staff in mind.

U. Procedures for Sheltering Students, Staff, and Visitors

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the Building Principal or their designee will coordinate this effort and take appropriate actions during such incidents.

V. Continuity of Operations Plan (COOP)

The Eugenio Maria de Hostos Charter School will develop a Continuity of Operations plan to ensure that operations will return to normal as soon as possible after an emergency occurs.

W. Recovery

The Eugenio Maria de Hostos Charter School will develop recovery procedures in place after an emergency has occurred.

THREAT AND HAZARD PLANNING GUIDELINES

A. Introduction

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

Possible threats and hazard specific responses are listed in the Building-Level Emergency Response Plan.

Each Building-Level Emergency Response Plan is customized to address specific threat and hazard protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials to assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

B. Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Eugenio Maria de Hostos Charter School's individual School ERP's are established under the following assumptions:

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

- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

C. Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building-Level ERP.

BUILDING-LEVEL EMERGENCY RESPONSE PLAN

1. Introductory Material

Plan Development and Maintenance

The Eugenio Maria de Hostos Charter School Building-Level Emergency Response Team will develop each Building-Level Emergency Response Plan. [8 NYCRR Section 155.17 \(b\) and 155.17 \(c\)\(11\)](#) - requires that each school shall have a Building-Level Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response team and Post Incident Response team will also be appointed.

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

Distribution of the Plan

[8 NYCRR Section 155.17 \(e\)\(3\)](#) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building-Level Safety Plans to:

New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

Record of Distribution

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