

EMHCS
(Eugenio Maria de Hostos Charter School)
SCHOOL SAFETY PLAN (Updated 07/2021)

Commissioner's Regulation 155.17

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by the 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 a School Safety Plan and each school's Building Level Emergency Response Plan (BLERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties to the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. 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.

The School Safety Plan is required by law to be posted on the school's website and contains only basic safety information. Each individual school building owned by the Eugenio María de Hostos Charter School also has an independent Building Level Emergency Response Plan (BLERP) that contains information about building response team members, students and staff with special needs, and any other information critical to each school building. BLERP's are not available to the public and are confidential. BLERP's are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law, for review and approval.

1.2 SUMMARY OF LAWS

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a School Safety Plan and Building Level Emergency Response plans which include 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.

1.0 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 Plans, The Charter School also submits the certification to the NYSED that all school staff has 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 complement 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 schools will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan.
- Four lockdown drills will be conducted. One of the drills will be announced and the other three drills will be unannounced as required by law (one each quarter).
- Lockdown drills will be conducted internally to ensure that school staff has 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 is conducted, either 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” or this “this concludes the 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, this is a drill, this is a drill”).

C. Implementation of School Security

Security Personnel – Hiring and Training

The Eugenio María de Hostos Charter School contracts with a licensed NYS security company to provide security guards to the school. These guards are trained consistently 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. The licensed security company has no role in school discipline.

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 parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including the threat of suicide.

F. Hazard Identification

The list of sites of potential emergencies includes 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.

G. Chief Emergency Officer

The school designates a Chief Emergency Officer each year to ensure that all state mandates are met. This Chief Emergency Officer ensures the main Safety Plan and

Building Level Emergency Response Plans are up to date and NYS compliant. The duties of the Chief Emergency Officer are:

- (a) coordination of the communication between school staff, law enforcement, and other first responders;
- (b) lead the efforts of the school safety team in the completion and yearly update of the school safety plan and the coordination of the building-level emergency response plans;
- (c) ensure staff understanding of the 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 school staff, including required training in the emergency response plan;
- (g) ensure the conduct of required evacuation and lock-down drills in all school 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.

2.0 GENERAL RESPONSE PROCEDURES 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 ERPs 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 is 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 the 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 Emergency Response Plan (BLERP) will be activated through the implementation of the Incident Command System (ICS).

Staff is 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 the 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
- The 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 the existing Memoranda of Understanding. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized 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 the 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

Many variables 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 the student(s), anticipated delay from emergency responders, availability of support personnel, and availability of transportation. Therefore, it would 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 arrives.

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

Having acknowledged that the recognition and early intervention into potentially violent situations are critical, it shall be the policy of the school to deal with all threats and

potentially threatening situations and circumstances seriously and deliberately. In addition to reporting and investigating direct threats, all staff is responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible. Each Building Level Emergency Response Plan also details how the school responds to threats of violence and suicide. School staff is trained annually in these procedures.

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. The detailed protocols include such incidents as weather emergencies, fights, active shooter, bomb threats, medical situations, and systems failures. They are detailed in each Building-Level Emergency Response Plans 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 (Emergency Responses) and suggested the 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 Emergency Response Plans 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 safeguard 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 Emergency Response Plans 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 each building's 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 an 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 use its resources after an emergency soon as possible after an emergency occurs. Those resources will be used to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied

W. Response to a Declared Pandemic

During a declared pandemic, the Chief Emergency Officer and school administration will meet to address the overall scope of the declared pandemic. Sub-committees will be assigned to address the following:

- Child Nutrition
- Communication/Family and Community Engagement
- Evaluations, Certification, Incidental Teaching and Substitute Teaching

- Facilities
- Health and Safety
- School Schedules, Attendance, and Chronic Absenteeism
- Social-Emotional Well-Being
- Special Education
- Technology and Connectivity
- Transportation

These sub-committees can be adapted to meet the needs of the declared pandemic. The sub-committees will be responsible for:

- a. Determining the positions that will be responsible for completing essential staff functions.
- b. Determining the protocols that will be followed in order to enable all non-essential employees and contractors to telecommute, including, but not limited to, facilitating or requesting the procurement, distribution, downloading, and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

Human Resources and the Chief Emergency Officer will be responsible for:

- c. Managing staggered work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.
- d. Identifying protocols that will be implemented to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment will be included.
- e. Identifying protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate federal, state, or local law, regarding sick leave or health information privacy, and must include:
 - Detailed actions to immediately and thoroughly disinfect the work area, common area, surface, and shared equipment; and
 - The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
- f. Identifying protocols for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in the tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available. This function may be delegated by Human Resources to Building Principals and Directors for better employee management.

- g. Identifying protocols for working with the City of Rochester to identify sites for emergency housing for essential employees to further contain the spread of the disease to the extent applicable to the needs of the workplace.

X. Recovery

The Eugenio Maria de Hostos Charter School will develop recovery procedures in place after an emergency has occurred. A Post Response Team that consists of upper Charter School administration members will develop a plan to recover from the crisis or incident.

3.0 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 warnings 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. The 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 is 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 the 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.

4.0 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 the 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.