

# Building-Level Emergency Response Plan

## Self-Assessment

for use by School and District Administrators

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

**Instructions:** This Self-Assessment may be used by administrators to review the **Building-Level Emergency Response Plan** for compliance with [Education Law §2801-a](#) and [Commissioner's Regulation §155.17](#). Included are a listing of items that are required at a minimum. Additional information and resources are available at: <http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/>.

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

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

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

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

Required Component with Regulatory Citation	Suggested Considerations
<b><i>Building-level Emergency Response Team and Building-level Emergency Response Plan Development, Adoption and Submission to Local Law Enforcement and State Police</i></b>	
<p>The <b>Building-level Emergency Response Team</b> was appointed by the School Principal on (date) _____ <i>CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> <li>• Have the members of the Emergency Response Team been designated with sufficient time to provide necessary training?</li> </ul>
<p>The <b>Building-level Emergency Response Team</b> includes:</p> <ul style="list-style-type: none"> <li>• representatives of teacher organizations;</li> <li>• representatives of administrator organizations;</li> <li>• representatives of parent organizations;</li> <li>• school safety personnel;</li> <li>• other school personnel including bus drivers and monitors;</li> <li>• community members;</li> <li>• local law enforcement officials;</li> <li>• local ambulance;</li> <li>• fire officials or other emergency response agencies;</li> <li>• and any other representatives the school board, chancellor or other governing body deems appropriate.</li> </ul> <p><i>CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> <li>• How is this information shared with staff, students and parents?</li> <li>• Where, when and how often does the building-level emergency response team meet?</li> <li>• How should an individual share a concern with the building-level emergency response team?</li> <li>• How does the building-level emergency response team gather input from parents, students and staff?</li> <li>• Does the team include representatives from agencies that may have a role in responding to school incidents (emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations or representatives from federal, state, county and/or local agencies)?</li> <li>• Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained?</li> </ul> <p>Schools should consult with their attorneys to formulate necessary MOUs. A sample of a school MOU with partnerships in the community, as well as a link to a template, can be found here: <a href="https://www.ncjfcj.org/publications/developing-a-memorandum-of-understanding-mou-for-school-justice-partnerships-technical-assistance-tools/">https://www.ncjfcj.org/publications/developing-a-memorandum-of-understanding-mou-for-school-justice-partnerships-technical-assistance-tools/</a> (The National Center for Juvenile Justice is the research division of the National Council of Juvenile and Family Court Judges.)</p> <ul style="list-style-type: none"> <li>• Are the Building-Level emergency response team members familiar with guidance for developing their plans? Building-Level Emergency Response Plans guidance can be found here: <a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a><sup>1</sup>.</li> </ul>

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

Required Component with Regulatory Citation	Suggested Considerations
<p>The <b>Building-level Emergency Response Team</b> conducted an annual review and updates to <b>the Building-level Emergency Response Plan</b> on:</p> <p>(date) _____</p> <p><i>CR §155.17(a), CR §155.17(b)(12)</i></p>	<ul style="list-style-type: none"> <li>• Does the Building-Level Emergency Response Team maintain a record or “change-log” to document changes to the plan? Where is this record kept?</li> <li>• Were necessary changes made to the plan to reflect current year staff, procedures, etc.?</li> </ul>
<p>The <b>Building-level Emergency Response Plan</b> was submitted to State Police by inputting information in the Safe Schools application via the State Education Department business portal on:</p> <p>(date) _____</p> <p><i>CR §155.17(c)(3)</i></p>	
<p>The <b>Building-level Emergency Response Plan</b> was submitted to the following Local Law Enforcement agencies:</p> <p>Law Enforcement Agency _____ (date) _____</p> <p>Law Enforcement Agency _____ (date) _____</p> <p>Law Enforcement Agency _____ (date) _____</p> <p>Law Enforcement Agency _____ (date) _____</p> <p><i>CR §155.17(c)(3)</i></p>	<ul style="list-style-type: none"> <li>• How was the plan transmitted to local law enforcement (i.e. email, postal mail, etc.)?</li> <li>• How is the submission to local law enforcement and receipt of plan by local law enforcement documented in school records?</li> <li>• Is the plan that was submitted to local law enforcement for the current school year?</li> </ul>

Required Component with Regulatory Citation	Suggested Considerations
<p>The <b>Emergency response team</b> is building-specific and has been designated by the building-level emergency response team. The Emergency response team assists the school community in responding to a violent incident or emergency and includes:</p> <ul style="list-style-type: none"> <li>• school personnel;</li> <li>• law enforcement officials;</li> <li>• fire officials; and</li> <li>• representatives from local, regional and/or State emergency response agencies.</li> </ul> <p><i>CR §155.17(b)(15)</i></p>	<ul style="list-style-type: none"> <li>• Members of the Emergency response team and their role are documented with alternate members/backups designated.</li> <li>• School personnel who are members of the Emergency response team include staff who are present in the school daily.</li> <li>• Do team members require ongoing or specialized training to perform their role? How are those training needs met and documented?</li> <li>• Where, when and how often does the Emergency response team meet?</li> </ul>
<p><b>Plan Content: the following items are the minimum components required by statute and regulation for the Building-Level Emergency Response Plan</b></p>	
<p>i. The building-level emergency response plan includes policies and procedures for the response to emergency situations, such as those requiring evacuation, sheltering, and lock-down, and includes, at a minimum, the description of plans of action for:</p> <ul style="list-style-type: none"> <li>• evacuation;</li> <li>• sheltering;</li> <li>• lock-down;</li> <li>• evacuation routes;</li> <li>• shelter sites;</li> <li>• procedures for addressing medical needs;</li> <li>• transportation; and</li> <li>• emergency notification to persons in parental relation to a student.</li> <li>• <i>CR §155.17(c)(2)(i)</i></li> </ul>	<ul style="list-style-type: none"> <li>• For consistency in terminology between your school and local law enforcement and other first responders, consult the <a href="#">Emergency Response</a> card for a description of the response terms and actions.</li> <li>• Describe the goals, objectives, and courses of action of functions (e.g., evacuation, sheltering, lock-down, etc.) that apply across multiple threats or hazards (for example, evacuation might be the appropriate response in a fire, chemical spill, and boiler malfunction).</li> <li>• How is the need for clear and updated emergency contacts critical to the school’s emergency plan communicated to parents and caregivers? How are goals, objectives, and courses of action of functions connected to parent/caregivers’ understanding for the need for clear and timely updates of emergency contacts? What are the procedures for regular updating of emergency contacts? Considerations for English language learners, students with disabilities, and other cultural and health care needs can be found here: <a href="https://rems.ed.gov/Resource_Plan_Basic_AFN.aspx">https://rems.ed.gov/Resource_Plan_Basic_AFN.aspx</a></li> <li>• Beyond the Emergency Release Drill, what procedures are in place to ensure accurate emergency record-keeping and notification for parents and caregivers? For additional considerations for all settings and during all times, see <a href="https://rems.ed.gov/Resource_Plan_Basic_All_Setting.aspx">https://rems.ed.gov/Resource_Plan_Basic_All_Setting.aspx</a>.</li> <li>• Additional guidance for developing Building-Level Emergency Response Plans can be found on The New York State Center for School Safety’s website at: <a href="https://www.nyscfss.org/">https://www.nyscfss.org/</a>; on NYSED’s webpage at <a href="http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/">http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/</a>, and in the <a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a><sup>2</sup>.</li> </ul>

<sup>2</sup> [The Guide for Developing High-Quality School Emergency Operations Plans](#) was created by the US Department of Education in conjunction with the US Department of Health and Human Services.   
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Required Component with Regulatory Citation	Suggested Considerations
<p>ii. The Building-level Emergency Response Plan includes designation of an <b>Emergency Response Team</b>, other appropriate incident response teams, and a <b>Post-Incident Response Team</b>. <i>CR §155.17(c)(2)(ii)</i></p> <p>The <b>Emergency Response Team</b> is building-specific and has been designated by the building-level emergency response team. The Emergency Response Team assists the school community in responding to a violent incident or emergency and includes:</p> <ul style="list-style-type: none"> <li>• school personnel;</li> <li>• law enforcement officials;</li> <li>• fire officials; and</li> <li>• representatives from local, regional and/or State emergency response agencies.</li> </ul> <p><i>CR §155.17(b)(15)</i></p>	<ul style="list-style-type: none"> <li>• Members of the Emergency Response Team and their roles are documented with alternate members/backups designated.</li> <li>• What training might be necessary for each member appropriate to his/her role and responsibility, and does that training differ according to the emergency? What training is required for all staff members who might be present during an incident?</li> <li>• How will members or participants of the Emergency Response Team and the Post-Incident Response Team report their reflections on process and procedure to the Building-level Emergency Response Team? What procedures are in place to update the Emergency Response Plan after an incident, based on their findings?</li> <li>• What efforts can be made to include adults in a parental role as well as students' perspectives in the plan for, or the reflection on, a response to a violent incident or emergency?</li> <li>• What plans or programs are currently in place for all staff members to train for emergencies or to reduce violent incidents? How has the school made clear the interventions that mean to reduce violent incidents, and how is data related to the effectiveness of these plans gathered and shared? How do the results of this data impact the subsequent plans of the Building-level Emergency Response Team?</li> </ul> <p>Emergency exercises validate existing emergency plans, programs, policies, roles and responsibilities. Sample training activities can be found here: <a href="https://rems.ed.gov/docs/repository/REMS_000048_0011.pdf">https://rems.ed.gov/docs/repository/REMS_000048_0011.pdf</a></p>
<p>iii. The building-level emergency response plan includes floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area. <i>CR §155.17(c)(2)(iii)</i></p>	<ul style="list-style-type: none"> <li>• Have there been steps taken to ensure that the building-level emergency response plan information is kept confidential and only available to those individuals or organizations essential for carrying out the building-level Emergency Response Plan?</li> <li>• Where are copies of the plan located in the school, and who has access to the building-level Emergency Response Plan? Consider who may need access to the plan in case of emergency, and how back-up personnel can access the plan.</li> </ul>
<p>iv. The building-level emergency response plan includes information about the internal and external communication systems in emergencies. <i>CR §155.17(c)(2)(iv)</i></p> <p><i>Notes:</i></p>	<ul style="list-style-type: none"> <li>• Does the school have emergency “radios” or does the school use another tool such as an app or cellphones that are an integral part of the plan and emergency response? If so, which staff will have access, who will they be communicating with?</li> <li>• Does the school have a public address (PA) system, will it be used during an emergency to convey critical information, or should messages via the PA be ignored?</li> <li>• Will the school communicate information to parents via social media, or another parent notification system after an emergency has passed? Who are the individuals who are authorized to distribute information via these channels?</li> <li>• Are all the school’s communications systems regularly tested either during drills or</li> </ul>

Services, the US Department of Homeland Security, the US Department of Justice, the Federal Bureau of Investigation, and the Federal Emergency Management Agency.

Required Component with Regulatory Citation	Suggested Considerations
	<p>additional exercises? Your school may choose to formulate a Communications Annex, guidance to which can be found on p. 36. <a href="https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf">https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf</a></p>
<p>v. The building-level emergency response plan includes definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS). <i>CR §155.17(c)(2)(v)</i></p> <p>Notes:</p>	<ul style="list-style-type: none"> <li>• Do staff understand their designated ICS role and responsibilities? Is there separate training for staff related to ICS that will help them in this role? How is information about training chosen, managed and collected?</li> <li>• Has the system been tested to determine if there are any gaps in the chain of command including communication between the school and district level in the event of an emergency?</li> <li>• Has the time it takes to communicate an emergency through the chain of command been taken into consideration, including the response time from law enforcement and other first responders to arrive on scene?</li> </ul>
<p>vi. The building-level emergency response plan includes a description of the plan for coordination of the building-level emergency response plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident. <i>CR §155.17(c)(2)(vi)</i></p> <p>Notes:</p>	<ul style="list-style-type: none"> <li>• Suggested resources are: <ul style="list-style-type: none"> <li>○ <a href="#">Institute for Disaster Mental Health at SUNY New Paltz</a></li> <li>○ <a href="#">County departments of health</a></li> <li>○ <a href="#">County departments of mental health</a></li> <li>○ <a href="#">Boards of Cooperative Educational Services (BOCES)</a></li> <li>○ <a href="#">Mental Health Association of New York State</a></li> <li>○ <a href="#">NYS Office of Mental Health, Office of Disaster Mental Health Preparedness and Response</a></li> <li>○ <a href="#">Substance Abuse and Mental Health Services Administration (SAMHSA)</a></li> <li>○ <a href="#">The National Child Traumatic Stress Network</a></li> <li>○ Neighboring school districts</li> </ul> </li> <li>• Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained?</li> <li>• In the event of an incident requiring assistance of disaster mental health services, how will that plan be implemented? Consider personnel, training, privacy, timeliness, and reporting. A resource to help guide your team in creating a Public Health, Medical and Mental Health Annex can be found here: <a href="https://rems.ed.gov/IHEPHMandMHAnnex.aspx">https://rems.ed.gov/IHEPHMandMHAnnex.aspx</a></li> </ul>
<p>vii. The building-level emergency response plan includes a description of the procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including</p>	<ul style="list-style-type: none"> <li>• What date must the annual review begin in order to gather input and meet mandated timeline for adoption of the plan?</li> <li>• How should an individual share a concern with the Building-level Emergency Response</li> </ul>

Required Component with Regulatory Citation	Suggested Considerations
<p>the use of tabletop exercises, in coordination with local, county, and State emergency responders and preparedness officials. <i>CR §155.17(c)(2)(vii)</i></p>	<p>team?</p> <ul style="list-style-type: none"> <li>• How are table-top exercises and other training selected and how is participation documented?</li> <li>• How are your school’s mandates for the development and review of the Emergency Response Plan, and accompanying drills, trainings and exercises with appropriate responders and preparedness officials documented and shared in a timely manner? Where are these records kept, and who has oversight for them?</li> </ul>
<p>viii. The building-level emergency response plan includes a description of the policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property. <i>CR §155.17(c)(2)(viii)</i></p>	<ul style="list-style-type: none"> <li>• What personnel are trained in this area? Who has authority and oversight for crime scene security and restricting access? Consider identifying a chain of command to ensure communication with local, county and state officials, and proper following of procedure.</li> <li>• How will you train staff? How will you maintain records for this training, and where will they be kept?</li> <li>• Are written agreements or Memoranda of Understanding (MOU) in place with external agencies and/or organizations that define roles and responsibilities, type of service(s) to be provided, method of communication, etc.? If MOU is/are in place, where is copy of the MOU maintained?</li> </ul>
<p>ix. In the case of a school district, except in a school district in a city having more than one million inhabitants, emergency response plan includes certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency. <i>CR §155.17(c)(1)(ix)</i></p>	<ul style="list-style-type: none"> <li>• Once the set of contacts are compiled, how will your school ensure that phone numbers and emails remain current? How often will you review the contact list and update it? Who will oversee this process?</li> </ul>
<p><b>Informing Students and Staff of Emergency Procedures and Evacuation and Emergency Drills</b></p>	
<p>By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures. <i>CR §155.17(g)</i></p>	<ul style="list-style-type: none"> <li>• What is the format for communicating this information? Consider creating a quick reference sheet or guide that describe the procedures and emergency contacts.</li> </ul>
<p>There is a plan in place for how the school building will comply with mandated drill requirements, as described below.</p> <ul style="list-style-type: none"> <li>○ Procedures for review and the conduct of drills and exercises to</li> </ul>	<ul style="list-style-type: none"> <li>• Drills provide schools with the opportunity to test universal procedures and reveal weaknesses in procedures and improve response and coordination as well as clarifying roles and responsibilities. Schools should consider changing elements of drills by varying</li> </ul>

Required Component with Regulatory Citation	Suggested Considerations
<p>test components of the emergency response plan, including for the regular school year, regular school day. (EL §807.1)</p> <ul style="list-style-type: none"> <li>○ Eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year. (EL §807.1)</li> <li>○ Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. (EL §807.1)</li> <li>○ Drills will be conducted at different times of the school day. (EL §807.1)</li> <li>○ Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. (EL §807.1)</li> <li>○ The school board will ensure that information about drills be provided in the teacher’s manual or handbook. (EL §807.2)</li> <li>○ In addition to required lockdown and evacuation drills, at least one early dismissal drill will be conducted each school year that is no more than 15 minutes before the normal dismissal time, procedures must include <ul style="list-style-type: none"> <li>▪ notifying parents and guardians at least one week prior to the drill; and</li> <li>▪ testing the usefulness of the communications and transportation system during emergencies. (CR §155.17(h))</li> </ul> </li> <li>○ The following additional drill requirements apply for residential schools, summer school, after school programs, events or performances (EL §807.1-a) <ul style="list-style-type: none"> <li>▪ four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. (EL §807.1-a)</li> <li>▪ at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school. (EL §807.1-a)</li> <li>▪ for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency. (EL §807.1-a)</li> </ul> </li> </ul>	<p>times of drills, blocking evacuation routes, etc.</p> <ul style="list-style-type: none"> <li>• Students and staff should be informed that it is a drill, not an actual emergency. While it is encouraged that schools include local law enforcement and first responders in drills, it is recommended that the school safety team determine how to do so in a manner that does not unnecessarily cause fear or anxiety to students or staff.</li> <li>• It is not recommended that schools include students and/or staff in exercises that simulate actual emergencies without an explicit description of what the exercise will entail, and written consent from participants (or parent/guardian, as applicable).</li> <li>• When planning drills, consider the developmental age and any other characteristics that may affect a student’s understanding or experience while participating in and take steps to ensure students are not experiencing unnecessary levels of fear or anxiety during the drill(s).</li> <li>• Does the plan comply with the Americans with Disabilities Act and take into consideration the needs of individuals with medical or other conditions, students who are English Language Learners, etc.?</li> <li>• Are parents notified in advance, or after drills are conducted?</li> <li>• How will you maintain accurate records for review? Who will oversee that process?</li> <li>• How will you reflect on school readiness in relation to the drill(s), and report to the Emergency Response Team findings for review?</li> </ul>