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**SCHOOL
EMERGENCY
PROCEDURES
MANUAL
FOR ADMINISTRATORS**

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Port Chester–Rye

Union Free

School District

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INTRODUCTION

PURPOSE

This **Emergency Procedures Manual** is a valuable resource for administrators in the event of a crisis, emergency situation or other serious problem occurring in *their schools*. It was created as a **"REFERENCE GUIDE"** and is not intended to replace in-depth discussion and/or decision-making that should occur among staff within a given school and/or between building administrators and their central offices. The value of this manual is that it identifies the steps that need to be taken at the onset of various emergency situations. It also includes information on pre-incident planning and post-incident procedures.

ORGANIZATION AND FORMAT

By design, the steps listed within each procedure are those that are most significant and do not represent all of the possible actions that may need to be taken. The procedures are intended to focus primarily on the first 15-30 minutes of a given emergency. Some steps within a procedure may need to be enacted simultaneously. Therefore, although the steps are not numbered, they do flow from those actions that need to be taken immediately (such as calling "9-1-1") to those less critical, yet important steps. The procedures in this Emergency Procedures Manual are organized alphabetically for easy reference; they address four primary area:

- **"Man-made" Emergencies** (e.g., Bomb Threats, Criminal Offenses, Suicide Threats, etc.)
- **"Natural" or "Environmental" Emergencies** (e.g., Severe Weather, Fire/Explosion, Hazardous Materials Release, etc.)
- **Student Safety and Welfare Issues** (e.g., Child Abuse/Neglect, Sexual Harassment, etc.)
- **Other Procedural Guidelines** (e.g., Media Relations, Search and Seizure, School Safety Team, etc.)

DEFINITION OF TERMS

Please note the use or clarification of the following terms found in this manual:

9-1-1: Please note that many schools have telephone systems that require the number “9” be hit before 9-1-1 can be dialed. Therefore, such schools should identify 9-9-1-1 in their procedures and possibly have stickers place on school phones.

Central Office: The designated office or individual identified as the primary contact in school emergencies, usually the Superintendent’s Office or District Office. This will be dependent on the size of a given school district and the administrative “Chain of Command.”

Chain of Command: The identified and published order of individuals who are designed “in charge” during emergency situations.

Emergency Planning Zone (EPZ): The ten mile area surrounding the Indian Point Nuclear facility.

Family Reunification: The process of reuniting students with their parents/relatives after an evacuation of a school building.

Lockdown: A procedure to protect students and staff from a potential threat existing within a school building.

Lockout: A procedure to secure the school building from a potential threat from outside of the facility.

Memorandum of Understanding (MOU): A document that clarifies the responsibilities between parties, for example, between a school district and a law enforcement agency.

Pre-Incident Planning: Activities/strategies that can serve to prevent or mitigate a potential emergency or crisis situation.

Post-Incident Procedures: Activities/strategies that need to be implemented in the “aftermath” of an emergency or crisis.

Project SAVE: New York State legislation governing school safety policies and procedures.

Runners: Designated staff members who are utilized to physically deliver messages from the administration to teachers and/or check areas within the school facility.

Safe Area: A pre-designated location where staff and students immediately convene for protection in the event of a potential threat. Safe areas can be located inside and/or outside of the school building.

Safety Plan: A written document, consistent with Project SAVE legislation, which contains critical information, as well as a comprehensive set of procedures to use in the event of emergency situations. A Safety Plan exists at a district, as well as at a building level.

School Safety Team: A team of individuals at the building level who design and implement safety initiatives in a school. This team should function both in a planning, as well as in a crisis mode.

Social Distancing: A process to isolate or separate (at a safe distance) from the general population those individuals who may be ill.

Stabilization Plan: A plan to stabilize a building in the aftermath of a traumatic event. It includes, but is not limited to, responding to the physical and emotional well being of students and staff, as well as addressing the needs of parents, the media, etc.

Staging Areas: Pre-designated areas outside of a school building where students and staff congregate in the event of an evacuation.

Shelter-in-Place: Use of a facility for the purpose of providing temporary shelter from a potentially hazardous/dangerous situation.

Sweeping: The process of visually checking areas to determine the presence of any danger.

USE OF MANUAL

Each building administrator should have three copies of the finalized Emergency Procedures Manual. One copy should be kept in the administrator's office at school, one copy in the administrator's "Grab & Go Kit or Bag," and one copy at the administrator's home. It is recognized that in a sudden crisis it is difficult to effectively use a written document since events often unfold so quickly. However, since emergencies do not occur regularly, and the associated stress can negatively affect decision-making, it is essential that building administrators familiarize themselves with these procedures at the beginning of each school year and review them on a regular basis. The manual can provide invaluable guidance to administrators in those critical first 15-30 minutes of an emergency. It can also serve as a guide to address pre- and post-crisis decision-making stages.

It is assumed that any administrator using this manual is:

1. Thoroughly familiar with the school's and district's safety plans,
2. Familiar with the district's Code of Conduct, and
3. The leader/member of the School's Safety team.

Furthermore, it is desirable that school staff, especially classroom teachers who are directly responsible for the supervision of students, have their own Teacher's Emergency Procedures Manual. To this end an accompanying "sample" Emergency Procedures Manual for Teachers has been included to assist building administrators ensure that staff is aware of their responsibilities in a variety of emergency situations. Any modifications made to the Administrator's version must also be reflected in the Teacher's version.

DISCLAIMER: The procedures outlined in this Emergency Procedures Manual are to be considered a "GUIDE". This manual is not intended to replace in-depth discussion and/or decision-making that should occur among staff within a given school and/or between building administrators and their central offices.

Bomb Threat

Bomb threats may be received in various forms: telephone, writing, internet, or by discovery of a suspicious package/device at the school



- √ Call 9-1-1 immediately and inform the Principal, Central Office, and the School District Director of Security.
- √ Conduct a threat assessment in consultation with law enforcement and Central Office to decide whether an evacuation is warranted

OR

Caution: If a suspicious package or device is found, law enforcement will determine the need for an evacuation and be in full control of the situation.

- √ Provide as much information as possible to law enforcement, especially if the threat was received by telephone. Refer to the Bomb Threat Instruction Card at the end of this procedure. If threat is written, minimize handling document to avoid damage to evidence or disturbing area upon the threat is written (e.g., wall of bathroom).
- √ If decision is to evacuate, announce by public address system. Do not communicate as bomb threat. Do not sound the fire alarm. Advise students and staff not to use call phones and two-way radios.

Caution: Cell phones, two-way radios or other electronic devices are not to be used during a bomb threat emergency.

- √ Send designated staff, in consultation with law enforcement, to check routes of egress, as well as the evacuation staging area, prior to ordering an evacuation.
- √ Use standard fire drill procedures. Exit routes should be altered accordingly if the threat is specific and/or the suspected location of the device is known.

Bomb Threat (continued)

- √ Evacuate staff and students to a pre-determined evacuation location that is identified at least 1000 feet from the school building.
- √ Communicate with staff outside of building using bullhorn or messenger.
- √ Conduct building and ground sweeps, if appropriate, along with law enforcement authorities. Keep in mind that a bomb could be placed anywhere on school property, inside or outside.
- √ Direct all media inquiries to Central Office
- √ Convene the School Safety Team after the threat has been resolved, decide whether to (e.g., decide how to notify parents, staff and students of actions taken).
- √ Complete a NYS School Bomb Threat Report Data Sheets.

Caution: Schools receiving bomb threats are required to document each incident on the Violent and Disruptive Incident Report (VADIR) Form.

School Superintendents must notify the BOCES District Superintendent whenever the school building emergency response plan is activated and results in the closure of a school building.

All bomb threats must be taken seriously and be carefully analyzed. Factors to be considered in assessing the degree of risk include:

- **Frequency**: Have there been bomb incidents nationally or in surrounding area lately? Have there been other hoaxes lately?
- **Special Events**: Are exams scheduled today? Is it Senior Cut Day?
- **Special Circumstances**: Has a hostile student been suspended lately? Are any rumors circulating about student threatening to harm others?

See following page for Pre-Incident Planning/Post-Incident Procedures.

Bomb Threat (continued)

PRE-INCIDENT PLANNING

- Ensure that each staff person who receives calls from outside the building has a bomb threat checklist card next to his/her telephone (refer to attached).
- There may be times when you decide not to use the public address system. To help convey verbal instructions to staff, assign a staff member to each wing of the school. The wing leader will deliver messages between staff and the building administrator.
- Review Bomb Threat procedures with law enforcement.

POST-INCIDENT PROCEDURES

- Consider convening faculty meeting at end of day to inform staff of the threat and the school's response.
- Ensure that parents are notified of threat and action taken by the school.
- De-brief with School Safety Team and local law enforcement.

PLACE THIS CARD
UNDER YOUR
TELEPHONE
QUESTIONS TO ASK:

1. Where is it right now?
2. What does it look like?
3. What kind of bomb is it?
4. What will cause it to explode?
5. Did you place the bomb?
6. Why?
7. What is your address?
8. What is your name?

**EXACT WORDING OF THE
THREAT**

Sex of Caller: _____ Race: _____

Age: _____ Length of call: _____

BOMB THREAT

INSTRUCTIONS

Number at which
Call was received: _____

Time: _____ Date: _____

_____ Loud _____ Soft
_____ High _____ Deep
_____ Intoxicated _____ Disguised

_____ Calm _____ Angry
_____ Fast _____ Slow

_____ Stutter _____ Nasal
_____ Distinct _____ Slurred

_____ Accent (type) _____

_____ Other Characteristics: _____

If voice is familiar, who did it sound
like? _____

BACKGROUND SOUNDS:

_____ Voices _____ Airplanes
_____ Quiet _____ Trains
_____ Animals _____ Music
_____ Street Traffic _____ Factory
_____ Office Machinery _____ Machinery
_____ Other _____

THREAT LANGUAGE:

_____ Well spoken/educated
_____ Incoherent _____ Foul
_____ Taped _____ Irrational
_____ Message read by threat maker

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number: _____

New York State Police
Bomb Threat
Instruction Card

As a community service, the New
York State Police invites you to
Download, duplicate and
distribute this information for
educational and safety purposes
and non-profit use.

Please do not alter the cards in
any way.

The Bomb Threat Instruction Card
should be printed double-sided,
four across on 11 x 14 inch, card
stock with .25—inch border.

Bus Accident

Please note that procedures will need
Be altered if the bus accident occurs when
Students are being transported to school
Versus when students are being
Transported home or on a fieldtrip.



Minor Accident without Injuries

- ✓ Notify Central Office immediately and the Transportation Office, if not already notified.
- ✓ Confirm accuracy of the report with law enforcement or the Bus Company.
- ✓ Convene School Safety Team, depending on time of day, to undertake the following steps. Otherwise, the building principal will be responsible for each step.
- ✓ Secure list of all students on bus route and obtain emergency contact information.
- ✓ After law enforcement authorities and/or the Transportation Office have assessed the situation, determine whether the bus should either return to school or continue to pickup or dispatch students on its assigned route.
- ✓ If proceeding to school, designate staff with bus roster to greet students upon their arrival to verify which students were on the bus.
- ✓ Notify school nurse to examine every student who was on the bus upon their arrival at school.
- ✓ Notify parents about the bus accident using script approved by Central Office.
- ✓ Direct all media inquiries to Central Office.
- ✓ Notify classroom teachers and other staff who may interact with the students who were on the bus. Ask them to observe students for any unusual symptoms.

Accident with Injuries Require the Additional Steps

- ✓ Compile a list of those injured and those uninjured to ensure that all persons on the bus have been accounted for.
- ✓ Establish communication with police and medical agencies at the scene and at any hospitals to which students are being transported.
- ✓ Check with law enforcement agencies regarding the suitability of sending a staff person to the accident site.

Bus Accident (continued)

- √ Dispatch staff with emergency health information to any hospital where students have been transported.
- √ Contact parents about the bus accident as soon as possible, using script approved by Central Office and advise them:
 - If their child is injured or uninjured (if know);
 - If injured, to which medical facility the student has been taken
- √ Be prepared to receive parents and relatives at the school.
- √ Be prepared to secure school grounds from the media.
- √ Designate staff to receive uninjured students, if and when they arrive at school, and continue to evaluate and meet their physical and/or emotional needs.
- √ Arrange for school nurse to examine students upon their arrival.
- √ Notify classroom teachers and other staff who may interact with the students who were on the bus. Ask them to observe students for any unusual symptoms.

PRE-INCIDENT PLANNING

- **Ensure that student emergency contact information is updated regularly.**
- **Keep lists of all bus route students and/or fieldtrip attendees readily available. Maintain a list of cell phones numbers for adult chaperones on fieldtrips.**
- **Ensure that school nurse is prepared to advise classroom teachers and parents of “signs and symptoms” that might be indicative of an underlying injury.**

POST-INCIDENT PLANNING

- **Communicate by telephone (and) writing) with all parents of students involved in either a minor or major bus accident.**
- **Convene School Safety Team to determine what specific follow-up procedures may be warranted.**

Child Abuse

Educators are mandated reporters under New York State law and as such must report any suspected child abuse or neglect.



- √ Report suspected child abuse/neglect immediately to the New York State Central Registry at 1-800-635-1522, regardless of whether local law enforcement has been notified.
- √ Notify Central Office immediately upon a receipt of a report of suspected child abuse/neglect as well as School District Social Worker.
- √ Contact the New York State Registry at (800)-635-1522.
- √ In the event a child alleges sexual abuse, or has signs of marks, bruising, or indicates they are afraid to go home, a concurrent call is to be made to the local Police Agency as well as to the New York State Registry number (800)-735-1522.
- √ After a report is made, the School District Social Worker must be informed and they will complete all appropriate paperwork.
- √ If the NYS Central Registry does not accept the case for intervention, record the following:
(1) name of the Registry person who declined the intervention as well as the date and time of the call. Keep this information secure in a confidential manner.
- √ Under no circumstances should a CPS referral of report be included in a student's permanent file.
- √ Period training, follow up, and any unresolved questions and concerns will be addressed by the School District Social Worker upon request or as needed.

Caution: Do not under any circumstances conduct your own investigation. That is the responsibility of CPS and local law enforcement professionals. Our role is to report any suspicion of abuse or neglect in a timely fashion.

Criminal Offenses

**If there is imminent
Danger to students
Staff or property,
IMMEDIATELY CALL 9-1-1**



Suspected criminal behaviors include, but are not limited to:

- Homicide
- Sex Offenses
- Robbery
- Assault
- Arson
- Kidnapping
- Burglary
- Criminal Mischief
- Larceny
- Bomb threats
- Possession of Weapons
- Possession of Drugs or Alcohol

This is a partial list of offenses that are also reportable in the New York State VADIR (Violent and Disruptive Incident Report)

- ✓ Notify Principal, Central Office, and the School District Director of Security of suspected criminal behavior.
- ✓ Call Law enforcement. (This procedure should clearly identify if law enforcement is to be called by Central Office or the building principal.)
- ✓ DO NOT conduct your own investigation. Rather, fully cooperate with law enforcement authorities and provide as much information as possible to assist with their investigation.
- ✓ Isolate the student(s) or individual(s) suspected of committing a crime, when possible.

PRE-INCIDENT PLANNING

- Inform all administrative staff as to which suspected behaviors must be reported to the law enforcement.
- Emphasize the importance of “timeliness” in reporting suspected criminal offenses. Such suspected offenses must be reported immediately.

POST-INCIDENT PLANNING

- Direct all media inquiries to Central Office.
- Determine, with law enforcement, what information needs to be communicated to staff, students, and parents.

Death

(Student/Staff Member)

- √ Contact Building Principal.
- √ Call Central Office upon notification of a Death of a student or staff member. Share as much information as possible.
- √ Central Office should notify all building Administrators within the district.
- √ Provide comfort and support to the family and siblings directly affected, as well as to close friends, peers and professional colleagues.
- √ Convene the School Safety Team to develop a plan of action to “stabilize” the school and address student/staff support.
- √ Provide grief counseling and support in school, as well as later at funeral home/wake/services.
- √ Direct all media inquiries to Central Office and keep media off of school grounds.
- √ Identify and support any students who may be particularly “vulnerable” to the news of the death i.e., anxious or depressed students, students who recently experienced their own “loss”, etc.).
- √ Provide additional support to eye-witnesses and bystanders, if the death occurred in school or at a school-sponsored event.
- √ If the death was due to suicide, the communication of the death needs to be handled in an extremely sensitive manner. Any individuals who may have been aware of (or witness to) the possible suicide will need to be supported and counseled.
- √ All communication to students, staff and parents (whether verbally or in writing) regarding the death should be cleared first with Central Office.



See following Page for Pre-Incident Planning/Post-Incident Procedures

Death (continued)

PRE-INCIDENT PLANNING

- Ask Pupil Services staff to maintain a current list of all students who might be “vulnerable” at the news of the death of a classmate.
- Ensure that buildings and grounds/security staff know their roles in keeping media off of school grounds.
- Ensure that all School Safety Team members have an emergency telephone chain and can be reached at all times.

PRE-INCIDENT PLANNING

- With School Safety Team, develop a “stabilization plan” that addresses the immediate support needed for the family, family staff and students, as well as an ongoing plan for dealing with the upcoming events (i.e., wakes, funeral services, etc.)
- Recognize that the “cause” of death will alter the school’s response (e.g., a student dying after a prolonged illness would be handled differently than death caused by an accident or a suicide.
- Debrief all students and staff.
- Allow for changes in normal routines or test schedules.
- Follow-up with students and staff who received counseling.
- Follow-up with Clerical Staff to ensure that student/staff member’s personal information has been removed from files and any computer database to ensure that any mass mailings, phone calls, or e-mails are inadvertently not received by surviving family members.

Evacuation

There are two types of evacuations:

1. To a pre-designated fire drill location near the school,
2. to an Alternate facility within walking distance of The school,



- ✓ Sound the fire alarm or make a P.A. announcement to signal the evacuation. Use a plain language announcement.
- ✓ Call 9-1-1
- ✓ Notify the Alternate Facility
- ✓ Notify Central Office and Seek assistance as needed.
- ✓ Coordinate with local law enforcement to ensure that all areas around and adjacent to the school are safe and free of danger.
- ✓ Implement a system to ensure that all physically disabled individuals and other students with special needs are provided appropriate assistance during the evacuation.
- ✓ Since any evacuation might involve busing, ensure that appropriate transportation officials are advised immediately.
- ✓ Bring all student/parent emergency contact information with you upon any evacuation of the facility (Refer to attached Emergency Evacuation Kit).
- ✓ When the building is determined to be "safe" for return, give the "All Clear" signal.
- ✓ If students and staff are not allowed to re-enter the building, and it is close to end of school day, dismiss from designated assembly area or staging area.

Evacuation (continued)

- √ After relocation to alternate site, inform parents and direct them to the family reunification site to pick up their children. (Use emergency contact numbers, radio, TV, District website, etc.)
- √ Implement family reunification protocol.
- √ Maintain ongoing contact with police and/or fire personnel to stay informed about conditions at the school site.

PRE-INCIDENT PLANNING

- Identify at least two staging areas in the event that one area is not accessible due to weather or other unexpected problems.
- Ensure that two-way communication, such as walkie-talkies or Nextels, are utilized to communicate with key staff during the evacuation (unless a Bomb Threat).
- Prepare an emergency "Grab & Go" kit or bag for each classroom, the school nurse and the main office (see attached).
- Keep a bullhorn onsite for outside communication.
- Ensure that teachers take attendance every time there is a fire or emergency evacuation drills.
- Ensure that teachers take attendance every time there is a fire or emergency evacuation drill.
- Practice evacuation drills.
- Inform parents both before and after practice drills, but without specifics (date/time.)
- Develop family reunification protocol.

PRE-INCIDENT PLANNING

- Debrief with School Safety Team and local law enforcement as soon as possible.
- Inform parents of specifics of any actual evacuation.
- If the evacuation is to another location, review process of contacting that facility, and contacting parents regarding student transportation home and parental pick-up.

Evacuation Kit “Go—Bag”

In case of an emergency evacuation, it is critical that administrators maintain a “Go-Bag”. The Go-Bag is a self-contained and portable stockpile of emergency supplies, often place in a bag or backpack which is left in a readily accessible but secure location n the main office. It will become the portable “command center” for the principal during the first critical minutes of any crisis which requires the evacuation of the facility. The principal or a designated office staff member should take the kit whenever the building is evacuated, including during drills. Its contents should be updated regularly.

Go-Bag Items for Consideration

- Emergency communications device(s) (walkie-talkies, Nextels, cell phones).
- List of students with emergency contact information
- List of students with special needs and description of those needs (i.e., medical issues, prescription medicines, dietary needs)
- List of school personnel with emergency contact information
- List of CPR/AED trained personnel
- Copy of School Emergency procedures Manual for Administrator
- Building floor plans with utility shutoffs and instructions for turnoff procedures
- Student release/sign out sheets for that day*
- Visitor sign-in sheets for that day*
- Family reunification procedures
- Bus routes and driver contact information
- Telephone numbers of emergency agencies (police/fire/EMT)
- Copy of most recent school yearbook (for student identification purposes)
- Copy of school or district personnel directory with phone contact information
- Battery-operated flashlight and/or light sticks
- Clipboard, pens, pencils
- Battery-operated radio
- Whistle and hat for leadership identification
- Reflective vests for safety team members
- Bullhorn with batteries
- First aid kit with instructions
- Two sets of master keys
- Tape recorder
- Binoculars

Each classroom teacher and the school nurse should also maintain their own personal “Grab & Go” kits with relevant items.

*May be brought out of the building during an evacuation by security/greeters/receptionist if sign-in/sign-out station is not maintained in school office

Fire or Explosion

- ✓ Evacuate dangerous area immediately.
- ✓ Pull fire alarm, if not already activated.

- ✓ **Call 9-1-1. Request fire and/or police response and emergency medical services if injuries have occurred.**



- ✓ Immediately administer first aid to students and/or staff who are injured.
- ✓ Notify school nurse, principal, and the main office.
- ✓ Meet with emergency response officials upon their arrival and follow their instructions.
- ✓ Notify Central Office.
- ✓ Use PA system to notify building occupants if an alternate evacuation route or alternate assembly area needs to be used.
- ✓ If minor fire, staff may attempt to extinguish if properly trained and it is safe to do so.

Caution: Notify fire department even if fire has been extinguished.

- ✓ Evacuate all staff and students to pre-designated on-site location at least 300 feet away for fire emergency or 1000 feet for explosion.
- ✓ Follow evacuation procedures.
- ✓ Follow shelter-in-place procedures if trapped in the building due to external fire or explosion.
- ✓ Notify fire department of any missing staff or students after class rosters are checked.
- ✓ Determine whether students need to be transported to another site and implement evacuation procedures.
- ✓ Notify parents using script approved by Central Office.
- ✓ Direct all media inquiries to the Central Office.
- ✓ Do not reenter building until it is declared safe by fire or police personnel. Give "All Clear" signal.

See following page for Pre-Incident Planning/Post-Incident Procedures

Fire or Explosion

PRE-INCIDENT PLANNING

- Provide all staff and students with training in use of fire alarm and proper use of fire extinguishers.
- Post evacuation route diagrams in each room.
- Conduct Fire drills at varied times during the school day. Practice both primary and alternate routes. Also, block stairwells or other exits to test whether students and staff will adjust.
- Exercise evacuation plans, avoiding patterned responses that have students gathering in the same location.
- Ensure that teachers take attendance every time there is a fire or emergency evacuation drill.
- Ensure that a comprehensive system to reach parents in emergencies has been established (using radio/TV, district web site, telephone chains, etc.) and communicated to parents.

PRE-INCIDENT PLANNING

- Convene School Safety Team to address all follow-up issues such as student injuries, parental and public notifications, etc.
- If significant damage to the facility was sustained, work with custodial and facilities management to develop a “plan of action” for regaining building use.

Hazardous Materials (HAZMAT)

Incident in School

- ✓ Call 9-1-1 upon discovery or detection of any spill of a hazardous substance.
- ✓ Notify custodial/security personnel to seal off the area of leak/spill. Keep staff and students away.
- ✓ Notify the Central Office.
- ✓ Attempt to identify the chemical if possible, and if it can be done safely. If positive identification cannot be made, assume the material to be dangerous.
- ✓ Based on advice of fire department, curtail or cease building operations as appropriate. Lockdown, Shelter-in-Place or evacuate staff and students as advised.



Caution: In case of imminent danger/lockdown, and emergency response personnel have not arrived, decide whether to Shelter-in-Place or evacuate staff and students.

- ✓ Notify the New York State Department of Environmental Conservation (1-800-457-7362) and the Westchester County Department of health (813-5000)
- ✓ Designate staff to meet emergency responders upon their arrival.
- ✓ If students are to be evacuated, relocate upwind of the chemical. Follow Evacuation procedures.
- ✓ If sheltering-in-place, close all doors and shut off ventilation system.
- ✓ Be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- ✓ Arrange for cleanup of the material in coordination with fire and environmental officials. If necessary, hire a firm to clean and decontaminate the area.
- ✓ Resume normal operations after consulting with fire and environmental officials.
- ✓ Notify parents about the hazardous materials release and actions taken.

Incident Near School Property

- ✓ Upon being notified of a hazardous materials problem, follow the directives of emergency response agencies and/or environmental officials.
- ✓ Notify Central Office

Hazardous Materials (continued)

- √ Do not proceed outside unless directed. If required, take action to evacuate the building and, if necessary, the school grounds. Stay upwind of the hazardous materials. Follow Evacuation procedures.
- √ In the event of Shelter-in-Place recommendation, move all students inside the building. Close all windows and doors. Advise custodians to shut off heating, ventilation and air conditioning systems, including the exhaust system in the kitchen.

Caution: If material is extremely hazardous, advise staff to use wet towels in door cracks, tape or other materials around the doors and windows to block air from the outside. Follow Shelter-in-Place procedures.

- √ Tune into the emergency radio system and monitor situation through local authorities and the media.
- √ Be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- √ Resume classes or reopen school when emergency response or environmental officials indicate it is safe to do so.
- √ Notify parents of situation and actions taken

PRE-INCIDENT PLANNING

- **Locate, identify and label all chemicals located in school buildings and on school property and ensure that emergency responders know those locations.**
- **Maintain current lists of clean-up contractors and/or make prior arrangements for response.**
- **Identify community agencies and organizations that deal with hazardous materials, and keep telephone numbers on the school's emergency phone list.**
- **Ensure that key staff (custodians, security, science teachers) are aware of trained in HAZMAT procedures.**

PRE-INCIDENT PLANNING

- **Convene School Safety Team to address all follow-up activities.**
- **Debrief with authorities the procedures implemented and actions taken.**

Intruder or Hostage Situation

- ✓ Advise all staff to immediately report any suspicious person to the main office or to security. Obtain a description of the person, and the last known direction they were heading. (See Criminal Description Sheet on the following pages).



- ✓ Immediately notify the main office (or security of the suspicious individual by Intercom, two way radio, or cell phone. Approach the individual **ONLY** if there appears to be no imminent danger. Politely ask to provide assistance. Direct or escort them to the Main Office or to a security/visitors check-in station.
- ✓ If the individual is unresponsive or acts in an aggressive, hostile or strange manner, **DO NOT** attempt to physically intervene or confront. Call for immediate assistance, attempt to maintain distance (but within eye-contact, if possible), and always provide descriptive information about the suspicious person's appearance, actions, and whereabouts within the building.

Caution: Assume any intruder could be armed and dangerous.

- ✓ Upon notification an intruder who is suspicious, not responsive to requests or seems to be hostile, give the lockdown signal using the PA system. Plain language is desirable such as, "We are in a lockdown" OR "We have an emergency, please go into lockdown."
- ✓ **Call 9-1-1**
- ✓ Notify Central Office and the Director of Security
- ✓ Remain in lockdown until the suspicious person has been apprehended or the situation has been resolved. Provide the "all clear" signal.
- ✓ In hostage situations, provide law enforcement with as much information as possible regarding those being "held" and the area of the building, as well as knowledge of the hostage taker, if known, (e.g., an irate parent, suspended student, disgruntled employee, etc.).
- ✓ **IMPORTANT:** Recognize that law enforcement will be in charge of any hostage, intruder, or other criminal situation in which they have been called. They will try and respect the wishes of the school administration. But remember that they are the experts in dealing with these types of incidents and that we must be guided by them.

See following page for Pre-Incident Planning/Post-Incident Procedures

Intruder or Hostage Situation

PRE-INCIDENT PLANNING

- Inform all staff their responsibilities to report any suspicious persons.
- Ensure that lockdown procedures are developed for all areas of the school including outdoor athletic fields, cafeteria and auditorium.
- Practice Lockdown Drills

PRE-INCIDENT PLANNING

- Convene the School Safety Team to debrief and to consult with Central Office to determine the appropriate information to communicate to staff, students and parents.
- Meet with faculty at the end of the school day to communicate information on the situation.

Lockdown/Lockout

Lockdown

A lockdown is when a potential threat is identified within a building an evacuation would be dangerous. For example, an intruder in the building would warrant a lockdown.



- ✓ Use the public address system to announce a lockdown. Use plain language, such as “We are in a lockdown,” or, “We have an emergency, please go into lockdown.

REMINDER: All students, staff and visitors need to know that during a lockdown they are to enter the nearest classroom, office or secured space.

- ✓ Call 9-1-1
- ✓ Notify any staff or students outside the building to relocate to a “safe area”.

REMINDER: All staff and students should know to not re-enter the building in a lockdown.

- ✓ Notify Central Office and the Director of Security of the lockdown.
- ✓ Direct custodians to lock any doors that will best isolate the intruder (if they can do so safely).
- ✓ Ensure that law enforcement is met at a designated entrance (usually the main single point of entry). Provide them with information that is as detailed as possible regarding the description, actions, and whereabouts of the intruder.
- ✓ Instruct all staff to move away from all doors and windows.

Lockout

A lockout is when a potential threat is identified outside of a building an evacuation would be dangerous. For example, armed robbery at a nearby bank with suspects at-large.

- ✓ Announce a lockout with a PA system, using plain language, such as “We are in a lockout,” or, “We have an emergency, please follow your lockout procedures.”
- ✓ Usually a school would be notified of an outside threat by law enforcement, but, if not, call 9-1-1.

Lockdown/Lockout (continued)

- √ Via walkie-talkie or other two-way communication devices, direct all students and staff outside of the building to immediately return inside to the designated “safe areas.”
- √ Direct custodians to lock all exterior doors and windows.
- √ Communicate with local law enforcement regarding the security of the perimeter of the school and the current status of the outside threat.

PRE-INCIDENT PLANNING

- In a lockdown situation, window shades and lights should be left as they are.
- Ensure that teachers are trained in lockdown/lockout procedures (e.g., secure doors, move students out of line of sight of all doors and windows) and conduct practice drills.
- Consider making an action plan for people in large common areas (i.e., cafeteria, gymnasium).
- Ensure that all staff responsible for students outside of the building (e.g., physical education teachers, recess monitors, etc.) have two way communication and know what to do in the event of a lockdown/lockout.
- Identify “safe areas” in the school as well as near/around school grounds.
- Identify various communication systems during a lockdown/lockout (school e-mail, PA system, runners, etc.).

PRE-INCIDENT PLANNING

- Meet with School Safety Team and local authorities to debrief incident and follow-up.
- Notify all parents of incident and school’s response.

Media Relations

In emergency or crisis situations, the responsibility of managing official communications between the school system and news media rests solely with the Central Office (usually the Superintendent's Office). Therefore, in an emergency or crisis affecting a school the following procedures will be followed:



- √ Notify Central Office of any requests by media for information. Direct all such requests to Central Office.

NEVER release any names or personally identifiable information on students or staff.

- √ Prevent media access to school grounds, unless authorized by the Central Office.
- √ The Superintendent, or his/her designee, is the only administrator authorized to speak on behalf of the school district.
- √ An written releases to the media will be provided from Central Office.
- √ Any correspondence sent home or announcements to parents (via web site or educational TV channel) about the emergency/crisis must be approved in advance by Central Office.
- √ Staff and students may need to be advised about media's presence just off school grounds, as well as the media's possible interest in interviewing students or staff about the incident.
- √ Central Office will work with local law enforcement and public safety authorities to establish a designated location for press briefings.

PRE-INCIDENT PLANNING

- Ensure that all staff know these media procedures.
- In concert with security and building/grounds staff, and local law enforcement, develop a plan to prevent media from coming on campus.

POST-INCIDENT PLANNING

- Debrief with Central Office, School Safety Team and other local authorities.
- For situations that may last several days, anticipate media requests.

Medical Emergency

Non-Life-Threatening Injury or Illness:

- √ Notify school nurse.
- √ Assess the situation with school nurse to determine what additional actions need to be taken.
- √ Contact parent or family member immediately.



Life-Threatening Injury or Illness:

- √ Call 9-1-1
- √ Summon nurse, medical response team and/or CPR/AED trained staff to administer first aid.

Caution: Have a staff member stationed to meet and escort EMT's to the location where the injured party is located.

- √ Isolate the affected student or staff member (if possible). Disperse onlookers and keep others from congregating in the area.
- √ Retrieve emergency contact and medical information for the individual from school records.
- √ Notify parents or the family of the student or staff. If the parent or family cannot be contacted immediately, act in accordance with the school policy. Continue attempts to contact the family and keep a log recording times and actions.
- √ Notify Central Office.
- √ If the individual is transported to a hospital, assign a staff member to accompany him/her and to act as liaison between the hospital and the school until a family member arrives.
- √ Keep a record of procedures administered (first aid, CPR, etc.), times and actions.
- √ Provide support to any possible onlookers who may have witnessed the life-threatening event.
- √ If multiple injuries or illnesses, work with Central Office to notify all parents/staff.

Medical Emergency (continued)

Food Poisoning: (in addition to the above procedures)

- √ Notify the Westchester County Department of Health at 813-5000.
- √ Implement above procedures.
- √ Secure Kitchen area and items used in food preparation for inspection by health officials.

PRE-INCIDENT PLANNING

- **Maintain accurate and updated emergency student and staff contact information, as well as medical information.**
- **Prepare an annotated list of persons with known medical problems (e.g., epilepsy, diabetes, severe allergies), sometimes called a “medical alert” list.**
- **Ensure continuity of staff training in first aid, CPR and AED use.**
- **Keep listing of all CPR/AED trained staff with their location and telephone extension in the AED box.**

POST-INCIDENT PLANNING

- **Debrief with local authorities after the situation has subsided.**
- **Convene the School Safety Team to debrief and to consult with Central Office to determine the appropriate information to communicate to staff, students and parents.**
- **Meet with faculty at the end of the school day to communicate information on the situation.**

Pandemic Flu

An influenza (flu) pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to it; therefore, serious illness or death is more likely to result than during seasonal flu.



The following planning assumptions have been developed by the U.S. Department of Health and Human Services:

- The clinical disease rate is likely to be 30% or higher in the overall population. The rate will be highest among school-aged children (approximately 40%) and declines with age. Among working adults, an average of 20% will become ill during an outbreak.
- In a severe outbreak, absenteeism due to illness or care of a sick family members may be 40% in the workplace.
- A pandemic flu outbreak may last 6-8 weeks.
- In a severe pandemic, expect to suspend classes for up to 12 weeks.
- A pandemic may come and go in waves over several months.
-
- √ Disseminate information to parents about the influenza pandemic and steps that can be taken to reduce exposure to infection. Information may be disseminated via web site posting, educational TV channel, parent letters, school newsletters, and TV and radio broadcasts.
- √ Implement non-medical ways to reduce the spread of flu, such as frequent hand washing, "cough and sneeze etiquette," maintaining clean work areas, social distancing, and staying home when sick.
- √ Monitor daily attendance and be alert to increased absence. Report the number of students and staff absent to Central Office and the Department of Health.
- √ Require students and staff with influenza-like symptoms to stay at home.
- √ Encourage parents of students at greater risk of infection to be more cautious in keeping their children out of school.
- √ Convene the school safety team to assist in implementing appropriate procedures.
- √ Encourage frequent hand washing and/or use of alcohol-based hand sanitizer.

Pandemic Flu (continued)

Caution: Children should only use alcohol-based products under adult supervision. Hand sanitizer gel is not suitable for children under six. These products are flammable and should not be placed near heat sources.

- √ Ensure tissues are available in all classrooms and common areas, such as libraries and lunchrooms.
- √ Instruct janitorial staff to keep restrooms stocked with soap and paper towels.
- √ Upon recommendation by the Health Department, determine whether the school should be cleaned differently or more often. Institute increased disinfection processes by custodial/cleaning staff if needed.
- √ Post visual alerts (signs) near the entrance of the school restricting entrance by persons who have been exposed to or have developed symptoms of pandemic flu. Inform greeters, receptionist and security of this restriction.

Caution: Teachers should be alert to the sign and symptoms of influenza illness and begin morning “flu-check” during the first hour of school to screen for symptoms. Refer possible flue cases to nurse who will further screen according to CDC guidelines.

- √ Consider social distancing practices. Assess school events and after school activities and consider cancellation.
- √ Be prepared to implement continuity of education plan.
- √ Communicate status of pandemic and the school’s response to staff, students and parents.
- √ Maintain communication with Health Department officials and assess whether further protective measures are needed.
- √ Consider assigning mental health counselors to students and staff as needed.
- √ Assess pandemic condition on an ongoing basis.

See following page for Pre-Incident Planning/Post-Incident Procedures

Pandemic Flu (continued)

PRE-INCIDENT PLANNING

- Identify students who are most vulnerable to serious illness and students with special needs.
- Update emergency contact forms for parents and staff.
- Provide training for nurses, teachers, food service workers and administrative staff about flu symptom recognition and practices for infection control especially, respiratory etiquette, hand washing, social distancing). Also provide information for students and parents.
- Stock appropriate sanitation supplies such as soap, alcohol-based/waterless hand cleaning products, tissues, hand towels, and surgical masks. Post signs in school to promote their use.
- Work with Central Office to prepare for alternate learning strategies should school be closed for an extended period time (e.g., use of educational channel, district website for instruction, web-based distance instruction, teleconferencing, lessons on CDs, mailed lessons and assignments, etc.).
- Work with Central Office to prepare a continuity of operations plan to maintain essential school functions (e.g., payroll, alternate leadership) during a pandemic crisis.

POST-INCIDENT PLANNING

- Continue to meet with the School Safety Team to address a long-term plan.
- Assess need for additional building disinfection in consultation with Health Department.
- Continue to provide counseling support services to affected staff, students and parents as needed.
- Maintain ongoing communication with Central Office and Health Department.
- Continue to provide counseling support services to affected staff, students and parents as needed.
- Maintain ongoing communication with Central Office and Health Department.
- Closely monitor student and staff attendance for possible reoccurrence.
- Debrief pandemic implementation procedures with Health Department officials.

School Safety Team

The School Safety Team (sometimes referred to as Crisis Management Team, Crisis Response Team or Emergency Management Team) should have three primary responsibilities:



1. Pre-Incident Planning, including the development of prevention strategies to eliminate or mitigate a potential emergency/crisis;
2. Crisis Management, including the coordination of strategies and activities that need to be implemented during the actual emergency/crisis;
3. Post-Incident Procedures, including the de-briefing and review of actions taken in the “aftermath” of an emergency/crisis;

When deciding whether to convene the School Safety Team, a building principal should consider the following factors:

- √ Does the situation warrant the team to meet? In other words, is this incident truly an emergency/crisis that requires team input. A disciplinary or minor incident might best be handled by administration alone.
- √ *When should the team be assembled?* Depending on the “nature” and “time” of the emergency/crisis, it may be advisable to meet after the incident has been resolved (e.g., after a bomb threat, after an intruder has been apprehended, etc.). Of course, in cases of sudden death of a student or staff member, the team may need to meet over a weekend, before school or in the evening.
- √ *Does the principal need to seek permission from Central Office to convene the team?* No. The building principal can convene the team at any time they deem it appropriate.
- √ Once a decision to meet with the team is made, constant communication with Central Office needs to be maintained.
- √ Any formal correspondence or announcements to staff, students or parents recommended by the team need to first be cleared with Central Office (e.g., letters sent home to parents informing them of the emergency or crisis).
- √ Always remind team members about the confidentiality of information, as well as the “advisory” nature of their roles.

See following page for Pre-Incident Planning-Incident Procedures

School Safety Team (continued)

PRE-INCIDENT PLANNING

- It is essential that the School Safety Team meet on a regular basis to develop and review pre-incident procedures, prevention strategies and potential “stabilization” plans.
- New Members of the team should be trained each year and refresher training of continuing members is also recommended yearly.
- The team should review the building’s Safety Plan yearly.

POST-INCIDENT PLANNING

- It is essential for the School Safety Team meet and debrief in the “aftermath” of an emergency/crisis.
- Recognize that in a crisis where the incident affects the community over a long period of time, the team will need to continually meet to address ongoing issues (e.g., tragic death of student followed by wakes, funerals, memorial services, media attention, etc.).

The following are suggested members of staff that could be included as part of your building School Safety Team. Members can be added or subtracted depending on the incident that is being addressed.

- √ Principal
- √ Assistant Principal
- √ Guidance Counselor
- √ Security
- √ Nurse
- √ Psychologist
- √ Custodian
- √ Member of the Parents Association
- √ Representative of Student Government

Search and Seizure

Administrators need to familiarize themselves with the school's authority to conduct searches only when "reasonable suspicion" is warranted. random searches are permissible (such as searches of lockers), but the "profiling" or "targeting" of particular groups, without "reasonable suspicion" is not.



- √ Before searching for items such as a weapon, illegal substances or stolen items., make every attempt to get the student's voluntary consent.
- √ When possible, "confiscate" rather than search a backpack, book bag or purse. Call the parent after the item has been confiscated.

Caution: Only administrators should conduct searches. Security staff can only search in cases of imminent danger.

- √ Have a witness present during any search and at least one same-gender searcher or witness should be involved.
- √ Students can only be required to empty contents of their pockets and/or remove outer garments (coat, jacket or sweater) and their footwear.

Caution: No strip searches should be conducted.

- √ Keep a written record of the search (i.e., date, time, student involved, description of search, reason for search, witnesses, and what was found, if anything).
- √ Involve law enforcement if a weapon or illegal substance is found. Stolen items may also necessitate a call to the police depending on the specific situation and the value/nature of item stolen (e.g., stolen credit cards).

PRE-INCIDENT PLANNING

- Ensure that all administrators and security personnel know the district's policy and procedures for search and seizure.
- Ensure that students/parents know the school's right to search (especially lockers and other school property).

POST-INCIDENT PLANNING

- Review with local law enforcement all procedures if weapons or illegal substances are confiscated.

Severe Weather

Severe wind, snow, rain, hail, lightning, thunderstorms, flooding, and hurricanes are not uncommon in Westchester. Tornadoes, while not common do occur as well. Procedures for dealing with these threats are similar.



- ✓ Monitor emergencies through NOAA Weather Stations (or radio), National Weather Service, or The Weather Channel and be alert for severe weather warnings.
- ✓ Keep a battery operated radio and cell phone readily available.
- ✓ Review emergency procedures for your site.
- ✓ Bring all students and staff inside building. Relocate students from portable classrooms into the main school building.
- ✓ Account for all students. Check restrooms, locker rooms, etc.
- ✓ If hurricane warning is issued, consult Central Office to coordinate response.
- ✓ Announce through PA system when to move to safe areas within school building, shelter-in-place, evacuate/relocate or dismiss students early.

Caution: If loss of electricity occurs, have a back-up communication system using “runners” to deliver messages to staff throughout the building.

- ✓ If school remains in session, continue to monitor weather and road conditions.
- ✓ In event of tornado, place students in safe areas in interior hallways at the lowest floor of the building possible (and/or under desks), away from windows. Avoid, if possible, large rooms with long-span ceilings such as cafeterias and gyms. Students should assume “drop and tuck” positions seated on floor with their backs to corridor walls.
- ✓ Appoint staff to assist special needs students.
- ✓ Have students and staff remain in safe areas until warning expires or until emergency personnel have issued an “all-clear” advisory.
- ✓ After the storm’s impact, assess damage to school property and surrounding areas. Notify Central Office of any damage sustained. When conditions permit, resume normal school operations.
- ✓ If school is a designated public shelter, ensure that shelter team members remain available to perform their assigned duties.

Severe Weather

PRE-INCIDENT PLANNING

- Install NOAA radios in main office.
- Identify “safe areas” for sheltering within the building. Post diagrams in each classroom showing routes to areas.
- Practice shelter-in-place, evacuation and early dismissal procedures.
- Ensure that parent contact information is current.
- Establish alternate communication system in the event of loss of electrical power.

POST-INCIDENT PLANNING

- Convene School Safety Team to assist with follow-up activities.
- In aftermath of severe weather, evaluate whether surrounding community is safe enough for students to be dismissed (flooding, downed power lines or trees blocking road, etc.).
- Debrief with local authorities regarding school’s response.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:



Submission to, or toleration of, such conduct is made (explicitly or implicitly) a term or condition of participation in or rejection from any school district work or learning activity.

- ✓ Such conduct has the purpose or effect of creating an intimidating, hostile or offensive work or learning environment.
- ✓ Sexual harassment can originate from a person of either sex against a person of the opposite or same sex. It can occur between students, between adults, or between students and adults.
- ✓ Anyone (student or adult) who believes that he/she has been a subject of sexual harassment should report the alleged misconduct immediately to the building principal.
- ✓ Any witness to the person having learned or having reason to suspect that sexual harassment should report the alleged misconduct immediately to the building principal.
- ✓ Notify Central Office of any sexual harassment allegation.
- ✓ Any investigation of an allegation of sexual harassment will be conducted under the direction of the Central Office.

Caution: The allegation, as well as all information related to the investigation, must be kept strictly confidential. No written materials should be placed in any student or staff file unless authorized by the district's legal authorities.

PRE-INCIDENT PLANNING

- Inform all staff and students of the issue of sexual harassment and its prohibition in school and the workplace.
- Provide workshops on sexual harassment.
- Distribute the Board of Education's policy on this matter as part of ongoing practice.

POST-INCIDENT PLANNING

- Maintain confidentiality regarding the allegation, as well as the investigation.

Shelter-in-Place

Shelter-in Place is the use of a facility for the purpose of providing temporary shelter from a potentially hazardous or dangerous situation. For example, a release of toxic chemicals nearby the school.



- √ Announce the Shelter-in-Place upon receiving instructions from law enforcement or local emergency management officials. Use plain language such as “Due to an emergency in the immediate area, we will activate our Shelter-in-Place plan.”
- √ Notify Central Office and request any assistance as needed.
- √ Ensure that all students and staff outside of the building return indoors as soon as possible. Account for all students.
- √ If the shelter-in-place relates to an airborne threat, have custodian’s shut-off HVAC (Heating, Ventilation, + air Conditioner) systems. In addition, all doors and windows need to be shut.
- √ Provide current updates on the status of the incident to students and staff either using the PQ system, through the use of “runners” with written messages delivered to teachers’ classrooms, or through the use of e-mail systems within the school building.
- √ Depending on the emergency, determine whether a building “lockout” should also be enforced.
- √ If the sheltering-in-place may extend for a long period time, ensure that there is adequate water, food and snacks available.
- √ Coordinate communication with parents and the public-at-large with local authorities through the use of radio, TV, internet and reverse 9-1-1 systems, district website and educational TV channel.
- √ Ensure that teachers take attendance and that no leaves the building during the emergency, including visitors.
- √ Convene School Safety Team to assist with various Shelter-in-Place activities.

See following page for Pre-Incident Planning/Post-Incident Procedures

Shelter-in-Place

PRE-INCIDENT PLANNING

- Discuss with local law enforcement and emergency management officials how the school will be notified regarding Shelter-in-Place.
- Inform staff, students and parents of the procedures and their responsibilities during a Shelter-in-Place situation.
- Maintain a list of any students requiring special assistance during an extended Shelter-in-Place.
- Identify various communication systems during Shelter-in-Place (use of school's email, PA system, runners).

POST-INCIDENT PLANNING

- Debrief with local authorities and School Safety Team after the situation has been resolved.
- Communicate with parents about the need for the Shelter-in-Place and the school's response.
- Carefully follow-up on any health related issues affecting students or staff (e.g., impact of toxic fumes on their health).
- Restock supplies used during Shelter-in-Place.

Suicide Threat

- ✓ Treat any suicide threat (verbal, written, email or Otherwise) seriously.
- ✓ Notify the school psychologist, guidance counselor, school nurse, and/or social worker Immediately.
- ✓ Inform the principal who in turn notifies the Central Office.
- ✓ Move the student to a private area in which he/she can be assessed by the nurse and pupil services staff.



Caution: Never leave the student alone.

- ✓ Call the student's parents and request them to come to the school or to the appropriate emergency room depending on the seriousness of the situation.
- ✓ If the threat assessment is very serious, call the local Mobile Crisis or Medical Team or 9-1-1, depending on local procedures.
- ✓ Calm and support other students or staff aware of threat or those who witnessed the suicide attempt.
- ✓ Have any staff member or peer that the student trusts be available during the suicide risk assessment.

PRE-INCIDENT PLANNING

- Ensure that all pupil services, nursing and administrative staff know the procedures.
- Identify and monitor any student whose life circumstances might increase his/her likelihood of being despondent, depressed or suicidal.
- Ask Pupil Services staff to maintain a list of "vulnerable" students for counseling and support should the suicide threat/attempt become known (to prevent any "copy cat" behavior).

POST-INCIDENT PLANNING

- Do not allow a student to return to school without medical clearance.
- Continue to provide monitoring and counseling support to suicidal students, as well as to other "vulnerable" classmates who were greatly affected by this situation.

Superintendent's Hearing

When recommending that a student be suspended for more than five consecutive days, the following procedures apply:

- ✓ Identify the Code of Conduct violation. Be specific about the behavior that caused the suspension.
- ✓ Verify with the Superintendent's Office that you are recommending a Superintendent's Hearing.
- ✓ Complete the appropriate suspension checklist to make sure you have all necessary paperwork for the hearing.
- ✓ Notify the student and parent, in a timely fashion and in writing, that the student is being suspended and being referred to the Superintendent for further disciplinary action.



Caution: Ensure that the parent was offered an informal conference to discuss the suspension before receiving

- ✓ Immediately arrange for Home Bound instructional services for the student.
- ✓ The Superintendent's Office will assign a Hearing Officer and schedule a date for the hearing.
- ✓ The building administration is responsible to present evidence and should be prepared to "prosecute" the case.

PRE-INCIDENT PLANNING

- Advise parents of their right to legal representation or an advocate at the hearing.
- Have written statements from witnesses and all "charges" should use clear descriptive language.
- Ensure that suspension letters and Superintendent's Hearing notifications are mailed on a timely basis.

POST-INCIDENT PLANNING

- Ensure that student's educational needs continue to be met.
- Be prepared to receive student back in the building.

Terrorist Threat

Terrorism involves groups or individuals whose harmful activities are directed at elements of the government or general population. The weapons most likely to be used by terrorists fall into four categories: conventional, chemical, biological and nuclear.

Two key variables in responding to a terrorist attack are the nature of the terrorist threat and how much warning time is available. In all cases of a terrorist threat, school officials must establish and maintain close communication with local law enforcement and public safety officials.



NATIONAL LEVEL THREAT

The Office of Homeland Security identifies five threat Levels for possible terrorist attack:

Red = Severe; Orange = High; Yellow = Elevated;
Blue = Guarded; Green = Low

Refer to the American Red Cross “Homeland Security Advisory System Recommendations for Schools” this section.

- ✓ Central Office receives notification from governmental authorities as threat levels increase.
- ✓ Depending on when threat is received, a prepared statement will be issued.
- ✓ Monitor Emergency Broadcast System.
- ✓ If school is in session and depending on time of day, Central Office will direct whether or Not students/staff are to be dismissed.

LOCAL LEVEL THREAT

- ✓ Call 9-1-1
- ✓ Notify Central Office

Terrorist Threat (continued)

- √ Receive instructions from emergency responders as to proper procedures to follow.
- √ If threat is imminent, decide whether to shelter-in-place, evacuate, lockdown or lockout. Refer to appropriate procedures described in this manual.
- √ Remain in contact with emergency response personnel for information and instructions until the incident is under control.
- √ Refer all media inquiries to Central Office.

PRE-INCIDENT PLANNING

- Monitor Homeland Security threat level and discuss with law enforcement their planned response to each level.
- Develop a plan with local authorities regarding how communication will occur and how procedures will be implemented in the event of a terrorist threat.

POST-INCIDENT PLANNING

- Convene school safety team and local authorities to debrief and discuss impact of aftermath.
- Notify parents of nature of threat and the school's response.
- In case of a local threat, utilize bomb threat checklist as a guide.

New York State Terrorism Tips Hotline 1-866-SAFENYS

For further guidance about color coded risk levels for schools refer to:
"New York State Homeland Security for Schools: @
www.emsc.nysed.gov/deputy/documents/alerts/homelandsecurityguidance.pdf

Red Cross Homeland Security Advisory System
Recommendations for Schools
<http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf>

Customized Building Preparedness Form

Appendix A

Name of School _____

Names of Safety Team Members _____

Location of "Go" bag(s) _____

Floor Plans (maintained as part
of this document) _____

Fire Drill Schematic (maintained
as part of this document) _____

Name of Specific Site for
evacuation purposes
(sheltered evacuation) _____

Hand drawn map showing
required route to walk to
alternate indoor shelter

Plans for parent reunification
if needed at alternate indoor
shelter site _____