

2018-2019

# Safety Plan



Crown Point Central School

*Home of the Panthers*



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# **Project SAVE**

## **District-level and Building-level Emergency Response Plan**

### **Crown Point Central School**

#### **INTRODUCTION**

Emergencies in schools are paramount issues that must be addressed in an expeditious and effective manner. Schools stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Clinton/Essex/Franklin BOCES, in coordination with the Crown Point Central School District, supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Crown Point Central School encourages and advocates on-going district-wide cooperation and support of Project SAVE.

#### **SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

##### **A. PURPOSE**

The Crown Point Central School Building-level Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Crown Point Central School District Board of Education, the Principal of Crown Point Central School appointed a Building-level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

##### **B. IDENTIFICATION OF SCHOOL TEAMS**

The Crown Point Central School has developed four emergency teams:

School Safety Team  
School Emergency Response Team  
Crises Team  
Threat Assessment Team

Roles and Responsibilities of team members:

The role of the Building-level Safety Team is to develop and maintain this plan. The roles and responsibilities of the Emergency Response Team are outlined in Section E (Incident Command System) in the Building-level Emergency Response Plan. The roles and responsibilities of the Post-Incident Response Team are outlined in Section C (Crisis Response Plan) in the Building-level Emergency Response Plan. The roll of the Threat Assessment Response Team is outlined in the Threat Assessment.

##### **C. CONCEPT OF OPERATIONS**

- The initial response to all emergencies at Crown Point Central School will be by the School Emergency Response Team.

- Upon the activation of the School Emergency Response Team, the Superintendent of Schools, or his/her designee will be notified and, where appropriate, local emergency officials will also be notified
- Efforts may be supplemented by County and State resources through existing established protocols.

#### D. PLAN REVIEW AND PUBLIC COMMENT

- This Emergency Response Plan shall be reviewed and maintained by the Building-level School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment 30 days prior to its adoption. The plan must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the plan will be supplied to both local and New York State Police within 30 days of adoption.

#### Annual Multi-hazard training for staff and students

Multi-hazard training for students and staff will be conducted on an annual basis as specified in the District-wide Safety Plan.

#### C. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

- The Building-level School Safety Team will work to identify both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population. This will be achieved by conducting periodic hazard assessment surveys of the school building and facilities.

### **SECTION III: RESPONSE**

#### A. ASSIGNMENT OF RESPONSIBILITIES

- The building-level Emergency Response Team will respond utilizing a chain of command consistent with the National Interagency Incident Management System, (NIIMS) Incident Command System, (ICS).
- In the event of an emergency, the response team may adapt NIIMS ICS principles based on the needs of the incident

#### B. CONTINUITY OF OPERATIONS

- In the event of an emergency, the Superintendent or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
- After relinquishing command, the Superintendent or his/her designee may be asked to serve as a support role as part of a Unified Incident Command, if established, by the local emergency agency.

- The school will establish a chain of command to ensure continuity of operations.

#### C. NOTIFICATION AND ACTIVATION

- The report of an incident or a hazard's development will be reported to the Superintendent or his/her designee as soon as possible following its detection.
- The building will utilize both internal and external communications in emergencies. Those communication methods include one or more of the following,
  - Automated Messaging System
  - Telephone
  - Intercom
  - District radio system (portables)
  - Local media
  - Emergency Alert System (EAS)
  - Bull horns
  - Bus radio system
  - Runner system
  - NOAA Weather Radio
- In an event of an emergency, the Building Principal or his/her designee will notify all building occupants to take the appropriate protective action.
- Further district notification procedures will be addressed as outlined in the district-wide plan.

#### D. THE BUILDING-LEVEL EMERGENCY RESPONSE PLAN INCLUDES AT LEAST THE FOLLOWING HAZARD SPECIFIC GUIDELINES:

- |                              |                                   |
|------------------------------|-----------------------------------|
| ▪ Threats of Violence        | ▪ Bomb Threat                     |
| ▪ Hostage                    | ▪ Hazardous Materials             |
| ▪ Natural / Weather Related  | ▪ Mass Casualty                   |
| ▪ Civil Disturbance          | ▪ Biological                      |
| ▪ School Bus Accident        | ▪ Radiological Epidemic           |
| ▪ Natural Gas / Propane Leak | ▪ Others as determined by the     |
| ▪ Intruder                   | Building-level School Safety Team |
| ▪ Kidnapping                 |                                   |
| ▪ Medical Emergencies        |                                   |
| ▪ Explosion                  |                                   |

*Note: Section K of the Building-level Emergency Response Plan contains multi-hazard emergency response action guidelines for district personnel to follow.*

#### E. The evacuation procedures of students, staff and visitors includes at least:

- Evacuation before, during and after school hours (including security during evacuation)
- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by school building level safety team. *Note: Section G of the Building-level Emergency Response Plan contains emergency evacuation procedures.*

#### F. SECURITY OF CRIME SCENE

- In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve evidence from being disturbed or destroyed:.
- The initial scene security is charged with the Building Principal or designee until reviewed by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

#### G. Access to Floor Plans

- The identification of sites of potential emergencies is located in Section M (Maps & Diagrams) of the Building-level Emergency Response Plan. The location of potential hazards, such as: chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented on building and facilities diagrams. The diagram was developed from hazard assessment surveys that were conducted by school personnel, fire safety inspectors, law enforcement agencies and risk management specialist. Copies of these floor plans, maps, and other documents shall be provided to all appropriate agencies (fire, rescue, law enforcement, and county disaster preparedness).

### **SECTION IV: RECOVERY**

The Emergency Response Plan includes a copy of the District Crisis Response Plan. In the event of an emergency the Post-Incident Response Team and Crisis Plan will be implemented to address student, staff, and community needs. The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

#### A. SHORT TERM

1. Mental health counseling (students & staff)
2. Building security
3. Facility restoration
4. Post-incident response critique

#### B. Long Term

1. Mental health counseling (monitor for post-traumatic stress behavior)
2. Building security
3. Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)

# Emergency Operations Plan

Crown Point Central School

PO Box 35

2758 Main Street

Crown Point, NY 12928

518-597-3285

or

518-597-4200

## **SECTION 1: INTRODUCTION**

### **1.1 Purpose, Scope and Relationship to Other Plans**

This emergency operations plan details how the school district will operate during critical incidents affecting students, faculty, staff or facilities. It is designed to provide guidance for personnel who discover or are notified of any emergency situation. The plan also aids in the resolution of the events by structuring levels of potential responses, each designed to address a corresponding level of threat. The emergency operations plan does not replace existing contingency plans. Rather, it supplements those plans by providing a means for "operationalizing" them quickly and efficiently.

### **1.2 Incident Command System**

The emergency operations plan is based on the nationally-recognized Incident Command System (ICS). ICS provides flexibility and adaptability to a wide variety of situations. It does this by establishing common standards in organization, procedures, communications and terminology. The system calls for the appointment of an Incident Coordinator (IC), a person responsible for the overall coordination of a situation. An Incident Management Team (IMT) is also appointed to help manage a response. The IMT serves under the direction of the IC.

This plan recognizes the need to ensure direction and control for an incident affecting more than one site or school district. When such a situation exists, a unified command structure will be used under the direction of the IC. The concept of unified command means that all agencies and organizations having responsibility and authority at an incident will contribute to the process of

- Determining overall response objectives
- Selecting response strategies
- Ensuring joint application of tactical activities
- Maximizing the use of available resources

### **1.3 How Incidents will be Managed**

Generally, emergency incidents will be managed and progress through the following steps:

- A faculty or staff member discovers or is notified of an incident and takes appropriate immediate action. One such action is to notify a person authorized to be an IC.
- The IC determines the level of threat and sets proper response actions into motion. The IC notifies the members of the Incident Management Team (IMT) and consults with them as the situation and time permit.
- The IC directs faculty and staff on-scene to take additional steps in line with the level of threat.
- Faculty and staff follow the directives of the IC.
- When other sites, districts or agencies are involved, a unified command structure is employed.

### **1.4 Role and Authority of Incident Coordinator and Incident Management Team**

By adopting this emergency operations plan, the school district empowers the Incident Coordinator and Incident Management Team to take action as appropriate to protect students faculty, staff, visitors, facilities and equipment during all critical incidents. The IC and IMT are authorized representatives of the Superintendent; their directives are to be followed.

## **SECTION 2: CLASSIFYING THE LEVEL OF THREAT**

### **2.1 "All Hazards" Approach**

This emergency operations plan uses an "all hazards" approach, allowing it to be effective in any emergency situation. An "all hazards" approach calls for an initial response based on the threat posed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential levels of threat is often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

### **2.2 Levels of Threat**

The emergency operations plan uses three levels of threat to structure the district's response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

#### **Level I - Monitor**

A Level I situation is one where a minor event occurs or may occur that could negatively affect one or more district facilities, students, faculty and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

Examples of a Level I situation include

- A severe storm watch issued by the National Weather Service
- A fire or hazardous materials incident within the district or within two (2) miles of a district facility
- A minor building system problem
- A local power outage

#### **Level II - Standby**

A Level II situation is one where a risk exists or is about to occur that will impact one or more district facilities, students, faculty or staff. This risk requires that a preparatory status be adopted. Level II is characterized by the following:

- The potential danger is real; district personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.

- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

#### **Examples of a Level II situation include**

- A severe storm warning issued by the National Weather Service.
- A major fire or hazardous materials incident within one-half (1/2) mile of a dist facility.
- A major building system failure.
- An incident at a district facility that, although being handled by the appropriate administration, may need additional district resources such as personnel, transportation, supplies, notifications, etc.

#### **Level III - Emergency**

Level III recognizes that a risk is real and requires a response by the district. It is characterized by the following:

- Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on district property, or it is off district property but close enough affect a facility or involves district students or personnel.
- The situation requires the coordination of district resources or coordination wit outside agencies.

#### **Examples of a Level III situation include**

- A fire or hazardous materials incident occurring at a district facility.
- A major storm or weather event that is causing or has caused injury/damage .
- A traffic accident involving students and/or district personnel.
- Notification by competent authority that action is required due to a fire, hazard materials incident or other emergency near a district facility.

### **2.3 Determining the Level of Threat**

The process for determining the level of threat for any incident will be as follows:

- The IC, upon being notified of an incident, will determine the level of threat.
- The IC, either personally or through the IMT, will communicate the level of threat to those who need to know.
- The IC may modify the classification up or down as more information becomes available or as the situation changes.
- Any reclassification of the level of threat will be communicated by the IC, either personally or through the IMT.

## **SECTION 3: PROTECTIVE OPTIONS**

### **3.1 Limited Options Rationale**

The nature of any response taken by the school district will be limited. This is because the ones who will be responsible for resolving the most serious incidents are police, fire, emergency medical, emergency management and utilities personnel. The district's primary responsibility is to protect students, faculty and staff.

### **3.2 Options**

There are six general response options available to the district in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities and procedures.

#### **Cancel School prior to Start**

Cancelling school prior to start means notifying students, faculty, staff, transportation and facility managers that school will not be open on a specific day. A variation of this option is to notify students and personnel that reporting times for a specific day have been changed. This option is available whenever district buildings are unoccupied and the time of day allows sufficient time for notifications. Procedures are as follows:

- The IC, with the concurrence of the Superintendent, will notify the IMT that school is to be canceled or that reporting times have been changed.
- The IC and/or IMT will contact local media.
- All students, parents, faculty and staff should monitor local radio and television stations for announcements.

#### **Early Dismissal**

Early dismissal refers to releasing students, faculty and staff prior to normal dismissal times. This option assumes there is a need to clear buildings while school is in session. This planning and coordination or transportation needs will be important. Early dismissal should be used only when it is safe to do so. Students, faculty and staff should not be released if they will be exposed to more danger by leaving school facilities than they would if they remained under the district's control. Procedures are as follows:

- The IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place .
- The IC and/or IMT will notify local radio and television stations of the early dismissal.
- The IC and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for telephoning parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

## **Shelter-in-Place**

Shelter-in-place refers to protecting students, faculty and staff within the buildings where they currently reside. This option can be used in two types of situations. First, there is no immediate threat to the structure of the facility itself, so all people can remain safe by staying inside. Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger than they would face by staying put. This option would most likely be used during a hazardous materials incident, such as the escape of a gas that could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or fire fighting activity in the area. Procedures are as follows:

- The IC or public safety authorities will direct on-site administration to implement the shelter-in-place option.
- On-site administrators will determine whether sheltering should take place in classrooms or pre-determined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off NC and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

## **Lockdown**

Lockdown is protecting students, faculty and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat. This option requires the ability to quickly secure classrooms, exterior doors and the physical plant. Movement of students and school personnel should be limited; protective cover should be sought. Procedures are as follows:

- The IC or public safety authorities will order the lockdown, specifying the scope, i.e. exterior doors and windows only, classrooms only, specific sections, etc.
- On-site administrators will oversee the lockdown and notify the IC when the procedure is completed.
- All students, faculty and staff should move into isolated sections of buildings and reduce exposure to outside windows and doors.
- A 100% accounting of students will be completed and verified.
- The IC and/or IMT will inform public safety authorities of the lockdown and ensure that appropriate public safety personnel have keys to access the secured areas.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

## **Evacuation**

Evacuation is the removal of all students, faculty and staff from district facilities. Designated safe areas for each facility should be pre-established, with primary and secondary sites being identified. Routes to get to those designated safe areas should also be pre-established. Procedures are as follows:

- A directive to evacuate can be issued by the IC or public safety authorities.
- Evacuate students to the primary safe area unless directed to go to a secondary.
- Location or to a congregate care center established by public safety authorities.
- All persons will leave the facilities by moving along assigned routes.
- Remain calm and keep students as calm as possible.
- Close all windows and doors behind you. **DO NOT LOCK DOORS.**
- A 100% accounting of students, faculty and staff will be completed and verified.
- All students shall remain under the control and authority of the school district.
- All buses and cars will be moved as necessary to allow the access of emergency equipment.
- All persons will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility. **DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN; IT MIGHT BE A MALFUNCTION.**

## **Relocation**

Relocation is very similar to evacuation in that it is the process of vacating district facilities. It could occur during an incident that does not directly threaten the school but where public safety authorities wish to use the premises as an emergency center. Procedures are as follows:

- A directive to relocate can be issued by the IC only. (All public safety requests for relocation must go through the IC.
- The IC will determine the location to where students will be moved.
- Moving procedures are the same as for evacuation.

## **SECTION 4: FACULTY/STAFF INITIAL ACTIONS AND RESPONSE**

### **4.1 Initial Actions: "What to Do if You Discover an Incident"**

Typically, incidents involving schools will come to the attention of a faculty or staff member by observation or telephone notification. The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Call police, fire or EMS if needed. The local emergency number is 911.
2. Activate the emergency system--Notify the IC, providing the following information:
  - Your name.
  - Nature of incident.
  - Location of incident.
  - Severity of injuries or property damage.
  - Telephone number (as a call back).
3. Take action to protect students, faculty, staff and property. This might include
  - Moving people away.
  - Isolating and securing the area.
  - Providing assistance as needed to students and personnel.
  - Directing public safety responders to the scene.

The district recognizes that catastrophic events can occur with little or no warning. Events such as earthquakes, tornados and explosions may require taking action to protect lives prior to notifying the IC. Among the actions that might be taken is duck and cover.

### **Procedures for Duck and Cover**

- If inside, use a desk or piece of furniture as a shield.
  - Drop to knees with your back to the window.
  - Make body as small as possible.
  - Bury face in arms.
  - Keep eyes closed and ears covered.
- If outside, try to get behind any solid object.
  - Lie prone with face away from source of event.
  - Cover head, face and as much skin surface as possible.
  - Keep eyes closed and ears covered.

### **4.2 Executing Decisions of IC and/or IMT**

The school district has empowered and authorized the Incident Coordinator and Incident Management Team to direct the district's response to emergency situations. The IC will classify the levels of threat for all incidents and determine the appropriate actions based on the level assigned. On-site administrators may be notified of actions to take by either the IC or another member of the IMT, most likely the person serving as Operations. District personnel will follow and execute all directions and orders from the IC and/or IMT.

## **SECTION 5: INCIDENT COORDINATOR**

### **5.1 Authorized Personnel and Responsibilities**

The role of the Incident Coordinator (IC) is to manage and coordinate the school district's response to incidents affecting students, faculty, staff and facilities. In that capacity, the IC may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident. The following individuals are authorized to assume the position of IC:

- |   |                    |
|---|--------------------|
| ▪ Primary IC: Superintendent of Schools - | Shari L. Brannock  |
| Work: 518-597-4200                        | Work: 518-597-3285 |
| Home: 518-585-7629                        | Cell: 518-222-6814 |
| ▪ Backup IC: Principal –                  | Tara Celotti       |
| Work: 518-597-3285                        | Home: 518-597-3652 |
| Cell: 518- 586-6624                       |                    |

Once a person has assumed command of an incident, that person will remain the IC until relieved by choice or by the Superintendent. The responsibilities of the IC are as follows

- Assume command.
- Classify level of threat by matching situation facts to threat criteria.
- Take protective action to stabilize the scene.
- Select and establish an appropriate command post.
- Activate appropriate ICS functions.
- Establish a unified command structure with responding agencies, if necessary.
- Conduct initial briefing of the IMT.
- Set specific objectives and direct that incident action plans be developed.
- Brief all command post personnel on incident action plans.
- Continually review and update incident action plans with the IMT.
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

## **5.2 Initial Steps upon Notification**

Upon being notified of an event, the IC will take the following initial actions:

1. Assume command.
  - State that you will serve as IC.
  - Gather all available information.
  - Ensure that emergency notifications have been made.
  - Ensure that initial protective actions have been taken.
2. Classify level of threat by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

## **5.3 Build and Maintain a Command Organization**

As the incident continues and becomes more complex, the IC will need to delegate duties to others. This is done by activating the ICS functions that comprise the Incident Management m. Which functions are activated and when that takes place will depend on the nature of the It confronting the district. Specific actions to be taken by the IC are as follows:

- **Level I--Monitor**
  1. Identify the command post (CP).
  2. Notify the IMT, directing them to keep a 10 minute response capability to the CP.
  3. Monitor the situation, updating the IMT as necessary and others as appropriate.
- **Level II--Standby**
  1. Identify the command post (CP).
  2. Notify the IMT, directing them to report to the CP.
  3. Activate positions and assign duties as needed.
  4. Develop incident action plans.
  5. Take action as conditions dictate.

- **Level III--Emergency**

1. Identify the command post (CP).
2. Notify the IMT, directing them to report to the CP.
3. Activate positions and assign duties as needed.
4. Evaluate initial response options.
5. Order and execute actions.
6. Develop and implement action plans for incident resolution.

#### **5.4 Change of Command Procedures**

As stated earlier, once a person has assumed command of an incident, that person will remain as IC until he/she requests that another person take that roll or until the Superintendent directs that another person will become the IC. Should either of those events occur, the change of command procedures for the Incident Coordinator will be as follows:

- The IC will remain in command until relieved, either by choice or the Superintendent.
- The person being relieved will brief the person assuming command, (face-to-face if possible) and address at least the following issues:
  - Incident conditions.
  - Safety considerations.
  - Status of incident action plans.
  - Deployment of personnel and equipment.
  - Progress toward completion of tactical objectives.
  - Need for additional resources.

#### **5.5 Unified Command**

The district recognizes the need to ensure direction and control for an incident involving more than one site or school district and involving multiple responding agencies. When such a situation exists, a unified command structure will be used. A unified command structure means all agencies and organizations that have responsibility and authority at an incident will contribute to its solution. The process for a unified command structure is as follows:

- All authorized response agencies and organizations will contribute to
  - Determining overall response objectives.
  - Selecting response strategies.
  - Ensuring joint planning and application of tactical activities.
  - Maximizing use of available resources.
- There will be only one IC. When public safety agencies are on-scene, one will assume command. The school district's IC will brief public safety authorities in the same manner as a district change of command.
- The school district will be a valuable resource and will assist public safety authorities whenever possible.
- The school district will retain authority over students, faculty and staff.

## **SECTION 6: INCIDENT MANAGEMENT TEAM**

### **6.1 Role of the Incident Management Team**

The Incident Management Team (IMT) will be responsible for carrying out the directives of the IC. The principal IMT functions are listed below, along with the contact numbers for the designated to fill them. Additional functions can be created and activated as needed.

#### **Operations:**

Shari L. Brannock, Superintendent of Schools

Work: 518-597-4200

Home: 518-585-7629

Fax: 518-597-4121

Cell: 518-222-6814

Backup: Tara Celotti, Principal

Work: 518-597-3285

Home: 518-597-3652

Cell: 518-586-6624

#### **Logistics:**

Caleb Spaulding, Building and Grounds

Work: 518-597-3285 Home: 518- 597-4220

#### **Plan & Intel:**

Shari L. Brannock, Superintendent of Schools

Work: 518-597-4200 Home: 518-585-7629

#### **Adm/Finance:**

Vicki Russell, Treasurer

Work: 518-597-3285 Home: 518- 597-4473

#### **Public Information:**

Shari L. Brannock, Superintendent of Schools

Work: 518- 597-4200 Home: 518- 585-7629

Backup:

Tara Celotti, Principal

Work: 518-597-3285 Home: 518-597-3652

#### **Safety:**

Caleb Spaulding, Building and Grounds

Work: 518-597-3285 Home: 518-597-4220

#### **Liaison:**

Tara Celotti, Principal

Work: 518- 597-3285 Home: 518-597-3652

#### **Incident Log/Scribe:**

Jacalyn Popp

Work: 518-597-4200 Home: 518- 597-3653

## 6.2 Operations

Operations manages all tactical operations of the incident, directing the implementation of action plans and strategies developed by the IC and IMT. The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations section.
- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the IC.
- Advise the IC of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the IC.
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to incident action plans based on field developments (with the concurrence of the IC.)
- Provide the IC with frequent incident status updates.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Operations will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**
  1. Get briefing from the IC.
  2. Maintain a 10 minute response capability to the command post (CP).
  3. Get periodic updates.
- **Level II--Standby**
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Provide input on operation needs of incident action plans.
  4. Be prepared to initiate tasks if directed by IC.
- **Level III--Emergency**
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Provide input on the evaluation of options.
  4. Execute actions as directed by the IC.

## 6.3 Logistics

Logistics provides personnel, facilities, services and other resources required for the incident. The responsibilities of Logistics are as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics section.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.

- Provide, maintain and control selected equipment, supplies, facilities and services required by the Operations section.
- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate and process requests for additional resources.
- Assign security for command post, staging areas and other sensitive areas as required.
- Maintain a visible chart of resources requested and advise the IC and Operations when resources are available for deployment.
- Direct that meals and refreshments be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**
  1. Get briefing from the IC.
  2. Maintain a 10 minute response capability to the command post (CP).
  3. Get periodic updates.
- **Level II--Standby**
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Check communications capabilities.
  4. Provide input on logistical issues of incident action plans.
  5. Be prepared to initiate tasks if directed by IC.
- **Level III--Emergency**
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Make operationally full emergency communications system.
  4. Stage resources.
  5. Call up resources as needed for tactical operations.

## 6.4 Planning & Intelligence

Planning & Intelligence collects, evaluates and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the district. The responsibilities of Planning & Intelligence are as follows:

- Provide briefing on incident size and scope to all personnel.
- Deploy and supervise personnel as needed to gather and assess intelligence information.
- Participate in planning sessions, concentrating on obtaining the information needed for decision making.
- Prepare estimates of incident escalation or de-escalation.
- Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.

- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Planning & Intelligence will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**

1. Get briefing from the IC.
2. Maintain a 10 minute response capability to the command post (CP).
3. Get periodic updates.

- **Level II--Standby**

1. Get briefing from the IC.
2. Report to the CP.
3. Assess incident information.
4. Be prepared to collect, evaluate and disseminate any additional information for incident action planning.

- **Level III--Emergency**

1. Get briefing from the IC.
2. Report to the CP.
3. Activate all planning & intelligence functions.
4. Collect, evaluate and disseminate information as the situation dictates.

## 6.5 Administration/Finance

Administration/Finance handles the cost and financial matters of the incident. This generally includes overseeing the district's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process filing claims for loss, compensation, etc. The responsibilities of Administration/Finance are as follows:

- Participate in planning sessions, concentrating on financial and cost analysis Issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the IC.
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Administration/Finance will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**

1. Get briefing from the IC.
2. Maintain a 10 minute response capability to the command post (CP).
3. Get periodic updates.

- **Level II--Standby**

1. Get briefing from the IC.
2. Report to the CP.
3. Assess potential cost/financial impact of incident action plans.

- **Level III--Emergency**

1. Get briefing from the IC.
2. Report to the CP.
3. Provide cost/financial input on the evaluation of options.
4. Document all procurement, compensation, claims and other costs of operations.

## **6.6 Public Information**

Public information is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel. The person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. All information and briefing material should be approved by the IC prior to being released. The responsibilities of Public Information are as follows:

- Establish a media information center.
- Obtain copies of all media releases and post them in the CP for review.
- Prepare information summary on media coverage for command post personnel.
- Obtain approval from the IC for release of information to the news media.
- Provide press briefings and news releases as appropriate.
- Arrange for meetings between news media and incident personnel as directed by the
- Provide escort service for the media and other officials as necessary.
- Maintain a log of all activities.

Public Information will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**

1. Get briefing from the IC.
2. Maintain a 10 minute response capability to the command post (CP).
3. Get periodic updates.

- **Level II--Standby**

1. Get briefing from the IC.
2. Report to the CP.
3. Assess information needs of the media and other appropriate agencies.
4. Be prepared to release information as directed by IC.

- **Level III--Emergency**

1. Get briefing from the IC.
2. Report to the CP.
3. Activate media information center.
4. Prepare press releases.
5. Coordinate and release information as directed by the IC.

## **6.7 Safety**

Safety's mission is to help prevent injuries from occurring to anyone involved in the incident. The person serving in this function is the only person other than the IC who has the authority to stop

an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary. The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.

Safety will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**
  1. Get briefing from the IC.
  2. Maintain a 10 minute response capability to the command post (CP).
  3. Review applicable safety regulations and procedures.
  4. Get periodic updates.
- **Level II--Standby**
  1. Get briefing from the IC.
  2. Report to the CP.
  3. Be prepared to provide input on safety issues related to incident action plans.
- **Level III—Emergency**
  1. Get briefing form the IC.
  2. Report to the CP.
  3. Assist in formulation of incident action plans.
  4. Monitor activities, assessing potential danger and unsafe acts.
  5. Exercise EMERGENCY AUTHORITY to stop unsafe acts when necessary.

## **6.8 Liaison**

Liaison serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representatives, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the district and sent to other command/operations posts to coordinate activities there. The responsibilities of Liaison are as follows:

- Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from command post personnel for inter-organizational contacts.
- Monitor operations to identify current/potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Liaison will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**

1. Get briefing from the IC.
2. Maintain a 10 minute response capability to the command post (CP).
3. Cross-check contact names and numbers of anticipated agencies that may respond.
4. Get periodic updates.

- **Level II--Standby**

1. Get briefing from the IC.
2. Report to the CP.
3. Verify contact information as potential responding agencies are identified.

- **Level III -- Emergency**

1. Get briefing from the IC.
2. Report to the CP.
3. Identify agency representatives from each responding organization.
4. Coordinate with IC and Operations on implementation of incident action plans.
5. Handle requests for inter-organizational contacts.
6. Monitor operations to identify current/potential inter-organizational conflicts.

## **6.9 Incident Log/Scribe**

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate command post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serves as the cornerstone for analysis and training that will aid the district's response to future events. The responsibilities of Incident Log/Scribe are as follows:

- Maintain a command post journal, including minutes from command post briefings.
- Periodically distribute "situation reports" to command post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.

Incident Log/Scribe will carry out these responsibilities by performing the following activities for each level of threat:

- **Level I--Monitor**

1. Get briefing from the IC, recording initial assessment of situation and times.
2. Maintain a 10 minute response capability to the command post (CP).
3. Gather appropriate logs, forms and supplies that could be used.
4. Get periodic updates, recording current assessment, activities and times.

- **Level II --Standby**

1. Get briefing from the IC.
  2. Report to the CP.
  3. Maintain a journal of significant events and decisions, including times and other important data.
  4. Make pertinent information available to command post personnel as they arrive.
- Level III -- Emergency
    1. Get briefing from the IC.
    2. Report to the CP.
    3. Maintain a journal of significant events and decisions, including times and other important data.
    4. Distribute a "situation report" at the direction of the IC to other CP personnel.
    5. Refer pertinent information to Public Information.
    6. Maintain custody of important documents and resources that are used in the CP.

## **6.10 Change of Command Procedures for the IMT**

The change of command procedures for the Incident Management Team will be as follows:

- A person serving in an IMT function will continue to do so until the IC directs a change of command.
- The person being relieved will brief the individual assuming command, face-to-face, if possible. This briefing should address at least the following issues:
  - Incident conditions.
  - Safety conditions.
  - Status of incident action plans.
  - Assignment and deployment of personnel and equipment under the direction of that IMT function.
  - Appraisal of need for additional resources.
  - Any other issue applicable to that IMT function.

## **SCHOOL SAFETY TEAM**

### **7.1 District Wide School Safety Team 2018-2019**

Shari Brannock - Superintendent / Co-Chair

Tara Celotti- Principal / Co-Chair School

Tom Fish - Transportation

Ursula Thompson – Teaching Assistant

Julie Budwick - Board of Education

Trooper Peters

Cindy Condit, RN – School Nurse

John Swinton – Athletic Director

Joanne Mazzotte-Guidance Counselor

Jeff Sisson – CV Prep Representation

Terry Ross – Board of Education

## **7.2 District Overview**

### **TEAM TO MEET ANNUALLY IN JUNE**

Crown Point is a small one building rural district with a student population of approximately 300 students and 58 staff members. The district is located in the Adirondack Park and borders the southern portion of Lake Champlain. Over one-half of the school population is bussed daily by a fleet of six buses which are also available during a time of crisis.

The district-wide School Safety Plan was developed using the Project SAVE Guidance Document for Safety Plan. The plan evolved through year-long monthly meetings of the committee members. The committee consisted of administration, faculty/staff members, parents, clergy, students, local and state law enforcement, and local emergency response.

The School Emergency Response Team is the first step in dealing with any violent incident or emergency. Since Crown Point is a one building rural school district, when the School Emergency Response Team is notified, the whole district has been notified.

Upon activation of the School Emergency Response Team, the Superintendent of Schools (Shari L. Brannock) and/or Principal (Tara Celotti) will be notified. Where appropriate, local emergency officials Volunteer Fire Chief/First Response; Charles Harrington, Town Supervisor will be notified. Also, local and state law enforcement will be notified when appropriate.

### **7.3 At the County level:**

- ☐ Emergency Services Director - - Emergency Donald Jaquish Consultation, 873-3900
- ☐ Essex County Sheriff – Richard Cutting, 873-6902
- ☐ Under-Sheriff – Michael D. Badger, 873-6902
- ☐ Social Services Commissioner - John O'Neill, 873-3760
- ☐ Mental Health Director – Stephen Valley, 873-3670
- ☐ Public Health Director – Linda Beers, 873-3500

### **7.4 Supplement at the State Level:**

- ☐ Health Safety Risk Management Training Specialist – Jeff Sisson, 561-0100

The district-wide School Safety Plan was made available for public comment on June 18, 2013 pursuant to NYS Commissioner's Regulation Section 155.17(e)(3). The plan was presented by Crown Point Central School Superintendent Shari L. Brannock for a public hearing on June 18, 2013. The plan was formally adopted by the Crown Point Central School Board of Education on July 15, 2008. Full copies of the district wide safety plan were submitted to the NYS Education Department on July 30, 2014.

## 7.5 Change of Command Procedures

The change of command procedures for the Incident Management Team will be as follows:

- A person serving in an IMT function will continue to do so until the IC directs a change of command.
- The person being relieved will brief the individual assuming command, face-to-face, if possible. This briefing should address at least the following issues:
  - Incident conditions
  - Safety conditions
  - Status of incident action plans
  - Assignment and deployment of personnel and equipment under the direction of that IMT function
  - Appraisal of need for additional resources
  - Any other issue applicable to that IMT function

## 8.1 School Incident Command Post

The Command Post is a location designated in the emergency plan where key people will operate during emergency situations to facilitate a unified, coordinated response. It is referred to in other disciplines as the emergency operations center (EOC) or control center.

### Main School Building

#### Command Post

Superintendent Office  
Bus Garage/Transportation Building

#### Command Post

Transportation Office

#### Off Site Command Post(s)

Crown Point Fire Department  
Crown Point Telephone Company

#### Alternative Command Post

Principal Office  
Business Office  
Building & Grounds Office  
Transportation Office

#### Alternative Command Post

Superintendent Office  
Principal Office  
Business Office  
Building & Grounds Office

*Note: Mobile sites could be employed under certain circumstances*

## 8.2 Lock Down Security Procedures

### *Safety Memo*

TO: All Staff

FROM:

DATE:

RE: Lock down Security Procedures

We will be resuming lock down security drills sometime in the near future. Please review these procedures and go over them with the students.

Crown Point Central School Building Lock Down and Security Procedures Under circumstances when it is found that an intruder is known to be in, or outside of the building whose intent is to cause bodily harm forcibly remove an occupant without authorization, or is brandishing a weapon or displaying erratic behavior, the following message will be given over the public announcement system:

“Implement security procedures. Any students or staff who are not in a classroom are to report to the nearest one immediately.”

Upon hearing the announcement staff will take the following steps:

1. Check the corridor to see if anyone needs sheltering.
2. Lock the classroom door.
3. Close and lock any open windows.
4. Leave the window blinds.
5. Turn off lights.
6. Move all room occupants to an area of the room where they can not be viewed by someone at the door window, or in the case of someone outside of the building the exterior windows. Maintain a low profile.
7. Maintain silence and stay calmly in place until an Administrator or a State Policeman releases you.

Please contact Mrs. Brannock if you have any questions.

### **8.3 Building-level Emergency Response Plan**

#### **Crown Point Central School – on Campus Shelter**

The following areas are to be used for sheltering when conditions allow for the safe movement of staff and students throughout the building:

Area #1:                   Gymnasium  
Liaison Person(s)       Shari Brannock  
Max Occupancy:       600

Area #1:                   Cafeteria  
Liaison Person(s)       Caleb Spaulding  
Max Occupancy:       150

Area #1:                   Auditorium  
Liaison Person(s)       Tara Celotti  
Max Occupancy:       250

Note: all directions and communications will flow through the Command Post.

#### **Crown Point Central School – off Campus Shelter**

This plan is to be used when it becomes necessary to move students and staff off campus completely and immediately:

Steps:

1. Upon hearing one long ring of the audible alarm system or being notified by intercom, Staff and Students are to immediately leave their building according to the Fire Drill Exit Plan posted near each door, or by alternate procedures announced by school administration.
2. Upon further instructions, communicated by intercom or loudspeaker system, Staff shall lead their students to the Front Entrance parking area.
3. School buses shall be utilized for short-term sheltering prior implementing the school cancellation plan.

Note: Temporary Sheltering is available on School Buses or at the Bus Garage Facility if the building is available for occupancy.

Additional Off-site Resources:

Crown Point Town Hall  
Crown Point Fire House  
Crown Point Telephone Company

#### **8.4 Crown Point Central School – Take Cover/Lockout/Shelter Plan**

Steps:

1. In the event of Imminent Danger due to natural or man-made disasters, building occupants will be notified by intercom to "take cover."
2. Staff and Students in Crown Point Central School will move to the main corridor outside the classrooms. Classroom doors are to be closed.
3. Students will sit on the floor with their backs to the wall, quietly.
4. The following persons will go to the Main Office to assist as needed:
  - a. School Health Officer
  - b. Head Custodian and or Designated Maintenance Personnel

**NOTE:** All directions and communications will flow through the Command Post.

#### **8.5 School Cancellation and Early Dismissal Procedures**

This plan should be used when it is necessary to return students to their homes and families as rapidly as possible.

1. Students are to remain in their classrooms until called for Bus Loading. Classroom instruction should be continued whenever possible.
2. The Superintendent's office will notify each District to send the buses home immediately and place Special Education students on them if space is available.
  - a. Some District occupational buses may already be at the BOCES. Permission will be requested to send these buses home immediately and place Special Education students on buses if space is available.
3. Teachers and Administrators are to assist in bus loading. Before any bus is permitted to leave, a check will be done to ensure that all students designated to ride the bus are aboard.
4. Staff are to remain until dismissed by an Administrator. Upon leaving, all doors are to be closed and lights turned off. Administrators are responsible for making a building check before leaving and locking doors.
5. For some Districts, this procedure may result in delays before students reach their homes. Therefore, it may become necessary to notify the students' parent or guardians.

### **Release Procedures for Students in the Event of a Bomb Threat:**

1. The safety of students and staff is the Number One Priority of Crown Point Central School.
2. Students cannot be released without the authorization of the law enforcement agency presiding over the incident. All students and staff are considered potential witnesses to a crime scene.
3. Under no circumstances will students be released to parents or legal guardians on school property.
4. Students will be released to parents and legal guardians at an off campus location.
5. A representative of the school will be present on school grounds to provide information on the off site location for student release.
6. All parents and legal guardians will have to provide picture identification when requesting their child.
7. A student release form will need to be completed and signed prior to obtaining custody.
8. Students will not be released to any individual who is not identified by the parents prior to the incident.

### **8.6 Emergency Closing Instructions:**

1. The regular school telephones are reserved to the Main Office. Only office staff are to use these phones for their assignments including: Police, Busses, Fire, Parents, etc.
2. Teachers are to instruct students requesting to make calls that they are to use the telephone at the Greeter's Desk. School telephones are to be used for school business purposes only. Students with emergency calls are referred to the appropriate school office.
3. Remember that each respective teacher is responsible for his/her assigned students.
4. Teachers are held accountable and responsible for assigned students until students have been officially dismissed from school grounds. This includes the safe boarding of students on busses.
5. All teachers must see that students are in their rooms at this time and seated in a quiet and orderly manner. No students are to be standing or in the doorway, hallway, etc.
6. When "bus riders" are called, only bus students may depart. All other students must remain in their seats until dismissed.
7. All teachers must position themselves in the rooms or hallways to assist with order and control.
8. No teacher is to leave the floor they are assigned until all students have vacated the floor.

## 8.7 Crown Point Central School - Student Release Form

Please Print

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Completed by: \_\_\_\_\_ Relationship: \_\_\_\_\_

\*\*\*\*\*

### To be filled in by Request Staff

Proof of I.D. provided: \_\_\_\_\_ Name of requester appears below: \_\_\_\_\_

Check: yes or no

\*\*\*\*\*

### Student's Status (to be filled in by teacher)

Sent with runner: \_\_\_\_\_ Absent: \_\_\_\_\_ First Aid: \_\_\_\_\_ Missing: \_\_\_\_\_

\*\*\*\*\*

### To be filled in by Release Staff

Proof of I.D. provided: \_\_\_\_\_ Name of requester appears below: \_\_\_\_\_

Check: yes or no

\*\*\*\*\*

### To be filled in by Requester at time of release

Signature of any individual authorized for release

Cross reference signature for release

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Released by: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

### **Draft memo to accompany student release form.**

Dear Parent:

Enclosed you will find a student release form for each child that you have enrolled in Crown Point Central School. The form is to be used for the safe release of your child in the event that an emergency forces occupants to evacuate the school and seek shelter at an off-site location. Under those circumstances any legal guardian or other authorized person may pick up your child if the district determines that an early release is in order. It would be greatly appreciated if you would complete the following information and return to the school prior to \_\_\_\_\_.

- Student's Name
- Student's Primary or Homeroom Teacher
- Grade Level
- Your Name and Relationship

Please have each individual whom you wish to authorize the release of the student to sign on the left side of the form noted; to be filled in by requester at the release site. A cross-reference signature will be required when the student is released. Remember that photo identification is required by anyone authorized to pick up your child. Thank you for your assistance in this matter. If you have any questions please contact the following:

\*\*\*\*\*

### **8.8 Building Lock Down and Security Procedures**

Under circumstances when it is found that an intruder is known to be in, or outside of the building, with the intent to cause bodily harm, forcibly remove an occupant without authorization, or is brandishing a weapon or displaying erratic behavior, the following message will be given over the public announcement system:

“Implement security procedures. Any student or staff who is not in a classroom are to report to the nearest one immediately.”

Upon hearing the announcement staff will take the following steps:

1. Check the corridor to see if anyone needs sheltering.
2. Lock the classroom door.
3. Close and lock any open windows.
4. Leave the window blinds and lights as they are.
5. Move all room occupants to an area of the room where they can not be viewed by someone at the door window, or in the case of someone outside of the building the exterior windows.  
Maintain a low profile.
6. Maintain silence and stay calmly in place until you receive the all clear announcement.

## **8.9 Crime Scene Annex**

### **Respond**

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

### **Evaluate**

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

### **Secure**

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

### **Protect**

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

### **Observe**

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

### **Notify**

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

### **Document**

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

## **8.9a STAFF AND VISITOR ACCOUNTABILITY**

- 1. When an evacuation of the facility is required, all staff that are not assigned to a class should leave the building report to their designated assembly area and notify the school administration that they are safe and out of the building. 2. All visitors should evacuate the building with the class or the individual staff member that they are visiting. The visitors' identity and location should be communicated to the school administrator or their designee as soon as they are safely out of the building. 3. The school office staff

shall take the visitor log with them as they evacuate the building and use the log to account for all visitors as they are notified that the visitors are safely out of the building. The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included: • Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place. • Reporting to the Incident Commander when a student, staff member, or guest cannot be located.\* Dismissal of Students if they have been relocated in the building.

## **9.0 Crown Point Central School - Building-level Emergency Response Plan**

### Building Resource Information

Crown Point Central School  
P.O. Box 35, 2758 Main Street  
Crown Point, NY 12928  
518-597-4200/3285 Fax 518-597-4121

### Building Information

Bus Garage: Yes

Motor Fuel Tanks: Yes - 1 (Diesel- 1,000 gallons)

Heating Plant: Yes

Heating Fuel Tanks: Yes - 1 10,000 and 1 2,000 gallon #2 Heating Oil

Athletic Field: Yes (Back sports field is designated life-flight landing port)

Phone System: Yes

Fax Machine: Yes (Superintendent's Office)

Portable Water: Yes

Water Supply: Municipal & Private Well

First Aid Supplies: Yes (Limited supplies in the Health Office)

Handicap Building Entrance: Yes - 3

Handicap Restroom: Yes (First Floor)

Shower Facilities: Yes (Male & Female)

Blankets & Cots: Yes -2 (Health Office)

Zoned Fire Alarm: Yes, Simplex

Security System: Yes, 4 video cameras

Food Storage: Yes (3 days)

Battery Radio: Yes

Handicapped Restroom: Yes

Flashlights: Yes

Bull Horn & Batteries:

Eyewash & Shower: Science Laboratory, Technology Shop & Health Office

School Buses: 7 Buses, 2 Mini-bus, and 1 Pick-up Truck

Fire Extinguishers: 35

## Appendix A

### AED

#### Crown Point Central School Emergency Plan

For all sponsored events occurring at the Crown Point Central School, an AED trained volunteer, a CPR trained volunteer, and the AED will be present. This includes all school functions. Individual volunteers are to be assigned roles before the beginning of the event. (There is approximately 8 minutes before an unresponsive person starts to lose brain cells). Be prepared, whoever arrives first to the scene gives instructions.

#### **Instructions: Person at the scene first, designate the following actions**

1. Retrieve the AED
2. Call 911
  - (A) Give the dispatcher location.
  - (B) School phone #.
  - (C) Nature of the problem.
  - (D) Age & sex of victim.
  - (E) Tell if the victim is conscious and breathing.
3. Start CPR (Have plan of action - who will gather students and reassure them if a teacher collapses).
4. Recorder - Write down all information (Reporting sheets within each AED unit.

To assure proper certified staff/students attending event. Persons listed below are assigned the following duties in an emergency situation of an unresponsive individual.

**Retrieved the AED - Designated Person's Name:** \_\_\_\_\_

**911 Caller's name:** \_\_\_\_\_

After calling 911 go to the front entrance to meet the ambulance and direct them to the scene.

#### **Report to Ambulance EMS**

- What happened?
- What was done (how many times shocked).
- How long patient was unconscious.
- CPR time and duration.

**Event:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Crown Point Central School AED Report Sheet

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_ **AM or PM**

**Location of Incident:**      Gym    Athletic Facilities    Classroom    Lunchroom    Other  
(Please circle one)

## Victim Information

**Age:** \_\_\_\_\_ **Sex:** M or F      **Race:** \_\_\_\_\_

**Name of Victim** (if known): \_\_\_\_\_

Was arrest witnessed? \_\_\_\_\_

Estimated time from arrest to first shock \_\_\_\_\_

Estimated time from arrest to CPR \_\_\_\_\_

Total number of shocks administered to patient \_\_\_\_\_

**Person performing CPR Care:** \_\_\_\_\_

**Person performing AED Care:** \_\_\_\_\_

**Patient response to CPR / AED:**      Became responsive      Regained Pulse  
(Please circle one)      Did NOT regain pulse      Remained unconscious  
Other \_\_\_\_\_

**Name of Hospital where Victim was transported** \_\_\_\_\_

**Description of Event:**

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# Crown Point Central School

## School District AED/CPR Certified Employees/Staff

### Staff Red Cross Certification Update 2016

Name	Certification	Work #	Home #
Jarad Andersen	AED - CPR - First Aid	597-3285	546-7101
Don Bishop Jr.	AED – CPR – First Aid	597-3285	597-4718
Cindy Condit, R.N.	AED - CPR - First Aid	597-3285	547-8724
Crystal Farrell	AED – CPR – First Aid	597-3285	873-2452
Chris Gibson	AED – CPR – First Aid	321-4100	321-4100
Paula LaDeau	AED – CPR – First Aid	366-4109	597-4233
Mary Hope McGinness	AED - CPR - First Aid	597-3285	597-3805
Jayna McLoughlin	AED- CPR – First Aid	597-3285	547-8201
Sharon Norton	AED – CPR – First Aid	597-3285	597-9340
Randy Pertak	AED – CPR – First Aid	597-3285	216-4111
John Swinton	AED - CPR - First Aid	597-3285	216-4003

**This has been placed in the Teachers' Lounge and in the Main Office**

**Left**

**Blank**

**Intentionally**

## Appendix B

# BOMB THREAT RESPONSE GUIDELINES

## Introduction

Recent bomb threats and other acts of violence in schools have increased awareness concerning the importance of response actions and coordination among school officials and local emergency management officials. These guidelines provide clarification regarding the roles of educators, staff and law enforcement officials related to bomb threats.

Proper planning and prudent actions are necessary to protect the safety of students and staff. It is critically important that school officials have a consistent, unified plan of action to deal with the threat of bombs and explosive materials in schools.

## School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. **No bomb threat should be treated as a hoax** when it is first received until prudent and appropriate action is taken to first protect students and other occupants, followed by a search for the suspect object. Prudent action is dependent upon known **information about the bomb threat – location**, if any, **time of denotation, etc.** If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be a prudent response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured as described in these guidelines.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time you have to reach a place of safety. Prudent action is to always move students and other occupants from a place of danger to a place of safety. **Routes of egress and evacuation or sheltering areas must be searched for suspicious objects before ordering an evacuation.** Failure to properly search evacuation routes before an evacuation can expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from the State Education Department, local police agencies and the State Police to train staff to check evacuation routes.

## Receiving Threatening Information

**Anyone receiving information about a bomb threat**, either verbally, by telephone, by written note or through seeing a suspicious object, is to **immediately notify the school building administrator or designee**. School personnel should not try to determine if a telephone bomb threat or suspicious package or letter is a hoax. **School personnel should proceed as if the threat is real.** The administrator or designee is to notify local law enforcement officials and initiate the planned actions to move all occupants out of harm's way. Bomb threat information is not to be treated as a hoax and an official search must be conducted.

If a written bomb threat is received, **handling of the note should be kept to minimum** since it will be used as evidence in the criminal investigation.

Handling **telephone threats** requires some training and preparation of the person answering the call. It is important to try to **get as much information as possible** about the bomb from the caller. The New York State Police recommend that, if possible, the telephone threat be taped. Caller identification or other types of tracing devices should be considered. The New York State Police Bomb Threat Instruction Sheet should be available and placed next to telephones that are the most likely to receive such calls. Information to be asked of the caller includes:

- ✓ **Where is the bomb located?**
- ✓ **When will it go off?**
- ✓ **What does it look like?**
- ✓ **What kind of explosive is involved?**
- ✓ **Why was it placed?**
- ✓ **What is your name?** (Sometimes the caller may be caught off guard and will give you his or her name.)

Other information which should be noted includes:

- Time of the call.
- Language used by the caller.
- Gender and approximate age of the caller (child or adult).
- Speech characteristics (slow, fast, loud, soft, disguised, intoxicated, accented, etc.)
- Any noticeable background noises.

Persons receiving calls in a school should have available a **list of emergency agency telephone numbers**, as well as the telephone numbers of **school officials to be immediately contacted**. Individuals who are likely to be the first to respond to threatening telephone calls should receive training offered by the New York State Police or local law enforcement agency.

## **Police Notification and Investigation**

A bomb threat to a school is a criminal act. Criminal acts are the domain and responsibility of law enforcement officials. **The appropriate State, county, or local law enforcement agency should be notified of any bomb threat as soon as possible.** Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Police agencies, provided they have the proper resources available, may **conduct building searches** with the permission of the school official responsible for the building. It is not unusual during a bomb threat for police officers, when present, to request volunteer assistance from school employees. People who can be the most helpful in **looking for suspicious objects** are the school employees themselves because they usually know what items belong or do not belong in the building. A stranger to the building does not have the advantage of the employee in conducting this type of building search.

It should be noted that the search for something unusual is not akin to touching or handling the suspect object. Only specified and highly trained law enforcement officials are authorized to handle the suspect object when located. **School officials and/or employees are not trained or authorized to touch, handle, or move any suspected explosive device.** Law enforcement officers, upon finding suspicious objects, will call for appropriate bomb technicians.

Law enforcement agencies generally do not initially send out bomb sniffing dogs and/or trained bomb technicians until a suspect device is noticed. It should be noted that bomb-sniffing dogs have a limited time (20-30 minutes) of efficiency so that their use is carefully considered.

## **Bomb Threat Response Actions**

The following are two approaches that may be used by school districts when coping with a bomb threat. Both approaches require planning, preparation and training.

- **Evacuation of the building after searching exit routes and the evacuation areas.**
- **Pre-clearance of the building and maintenance of security to ensure no suspicious objects have been brought into the building by students, visitors and staff.**

## **Building Evacuation**

When school officials receive specific information that a bomb may be in a building and the building has not been pre-cleared and kept secure, the school evacuation procedures for bomb threats are to be immediately activated.

The school emergency management plan for bomb threats should establish a process for determining who will be responsible for performing an **initial search of the stairwells, lobby, entrances, exits and evacuation areas for suspicious objects.** The immediate checking of these areas prior to evacuation is necessary in order for safe exit route evacuation. Simultaneously, all **school employees should take a quick look around their work areas for any suspicious items.** School emergency plans should make it clear that any suspicious items found must be left alone and must be immediately reported to the school administrator. **Under no circumstances are school personnel to touch or move suspect suspicious items.**

Based upon information known or not known about a bomb threat, and after it has been determined that reasonably safe passage of students and other occupants can be made to exit the building, and immediate evacuation signal must be given. The school emergency plan should **identify the type of signal(s) used to denote building evacuation.** The use of a "bull horn" is generally considered the desired option for notifying school occupants to take necessary response actions. Staff, teachers and students are to be familiar with such signals so they can respond without hesitation or confusion. Local law enforcement officials should be consulted as to options for signals during a bomb threat (i.e. some bombs may be triggered by radio signals or fire alarm systems).

- Persons evacuating the building should **remain calm and orderly** while traversing hallways and descending stairways, in order to prevent panic and confusion which can result in increased evacuation time, jeopardizing lives and increasing chances of injuries occurring.

- The school emergency plan shall identify floor wardens and alternate floor wardens to ensure an orderly process for clearing each floor, including restrooms. When floor wardens have cleared their areas of responsibility, they should report to the command area in the evacuation assembly area.
- **Elevators are not to be used for evacuation purposes.**
- Occupants are to proceed to the designated safe assembly area. After accounting for all students and staff, the superintendent will determine next steps as the situation requires. Designated evacuation areas should not be located near areas of incoming emergency responders. Open play fields, removed from the activity, are suitable evacuation assembly areas.
- The superintendent should designate an easily accessible location and known position as a command post for coordination with emergency responders and receiving information and communications related to the incident.

## **Weather Conditions and Evacuation**

The possibility that students and other occupants may have to evacuate in inclement weather conditions always exists. School emergency management plans should address procedures for prolonged outdoor exposure. There may be occasions where it would be practical for the individuals to put on coats prior to evacuation. When taking the time to put on outdoor clothing is not possible, the school plan may call for school buses to act as temporary shelters. Administrators at each school are to **determine how best to provide temporary shelter** should the time outside be prolonged.

## **Evacuation of Disabled Students, Staff and Teachers**

School emergency plans must provide evacuation procedures for disabled persons. All assigned responsibilities and procedures to **assist the disabled** should be identified in the school emergency plan. Local emergency responders need to know the school's plan for disabled persons.

## **Evacuation Areas**

As identified in the school emergency plan, all students, teachers, staff, parents and guardians should know evacuations areas. The school emergency plan should address procedures for informing parents and/or guardians of actions to protect and provide safety for their children. Parent and guardians need to know the locations (reception areas) of where students will be taken, if necessary, during emergencies until dismissal time or parental/guardian pick-up. (Bus Garage / Gymnasium / Auditorium / Fire House / etc.)

## State Examinations

If it is necessary to evacuate the building during State Examinations, the students must be allowed to talk to each other and they must be given extra time when they return to the examination to compensate for the time-lost during the evacuation process. School personnel are advised to refer to page 16, item 7 - Emergency Evacuation of a School Building, in the booklet entitled, "Regents Examinations, Regents Competency Tests, and Proficiency Examinations, School Administrator's Manual (Spring 2015 edition)

## Re-Entry of Building - School Superintendent

After a bomb search has been concluded, **authorization to re-enter the building will be made only by the police, fire or other emergency response team.**

Based upon information received from the building search, one of three decisions may be considered by the school administrator:

1. re-enter the building and resume classes
2. relocate the building occupants to another facility
3. activate the plan for early dismissal.

## Pre-Clearance and Security Screening in Lieu of Evacuation

If the school administrator chooses to enact the prudent procedures outlined below, and there is reasonable accountability for ensuring the safety of students and other building occupants, then evacuation is not necessary. This approach may be particularly helpful in the event of multiple bomb threats or bomb threats directed at all schools in a county, BOCES or school district. These procedures may also be useful in preparation for administering State examinations if there is concern over the possibility of a bomb threat.

1. Staff must be assigned to **do a "walk-through" of the buildings and grounds** prior to the arrival of students in the morning to assure that there are no suspicious objects in the building.
2. **Staff who complete the "walk-through" must report findings to the school superintendent.** Monitors must also be assigned to walk around the outside of the building if State examinations are being administered.
3. A single point of entry to each building for students and staff must be established, and monitored by school officials.
4. School staff will also monitor exits.

5. In the case of State examinations, students must not be admitted to the building for a State examination more than 30 minutes before the start of that examination. The school must ensure that students who will be beginning exams earlier than the normal start time because of a conflict in test scheduling or allowance for extended time are allowed to enter the building at the appropriate time.
6. **Students may only be admitted to the building after passing through a checkpoint** to ensure that they are bringing with them only lunch/snacks and other pre-approved items. These items would include inhalers for medical reasons that they are permitted to use; and pens, pencils and specific materials appropriate to the exam, such as a calculator or a compass. **Student's book bags and knapsacks must be inspected.**
7. During State examinations, exam locations are to be clearly marked. Except in those schools where regular interaction is occurring during the exam period, students must only be allowed in areas of the building where the exams are being administered.
8. All lockers including unassigned lockers must be locked.
9. A reporting procedure must be in effect for sighting of an unusual object or behavior.
10. Parking adjacent to buildings is not permitted.
11. In the event it is necessary to evacuate the building the steps outlined in the preceding sections must be followed.

In summary, evacuation is not required provided the building and grounds have been "cleared" at the start of the day and continually monitored throughout the day. Please note that if the procedures are not completely and correctly put into effect, then the building must be evacuated.

## **Sheltering in the School - Potential Explosive Device Outside of the Building**

**Bomb threats which indicate that an explosive device is in a car, in the school parking lot, or somewhere else outside of the building requires that building occupants remain INSIDE the building.** Building occupants should be moved to areas within the school which are free of glass. Persons outside the building in parking lots, playgrounds, etc., should be moved further away or to a location that takes students out of harm's way. Law enforcement agencies suggest that there be at least 1,000 feet between the suspected areas of a bomb.

## **Preventive Measures Checklist**

Depending upon the needs of a school district, policies, procedures and informational materials should be developed to discourage false reporting of an incident designed to threaten life and property. Preventive measures may include any of the following:

- Install a caller ID system on school telephone lines and/or tape record incoming calls.
- Arrange to have the local telephone company provide for the immediate tap and trace of a telephoned bomb threat. (Cell phones are traceable)

- Install a video camera in places where public telephones are located.
- All employees are responsible for scanning their areas of work for suspicious objects.
- Establish a policy whereby all "lost time" due to disruptive hoaxes will be made up.
- To insure testing integrity, develop contingency plans for bomb scares during times of academic examinations.
- Train all persons in a school who would generally be the first receiver of a telephone bomb threat. Training should include the procedures established by the New York State Police. Local law enforcement agencies may be a good training source.
- Conduct assembly programs on the school emergency plan procedures.
- Invite law enforcement personnel to discuss with students legal implications of calling in false alarms and bomb threats.
- Use trash receptacles of the wire basket type with clear plastic bags as liners.
- Lock unassigned lockers with school locks to identify those not occupied by students.
- Lock custodial closets and rooms that are not occupied in order to limit access.
- Keep lobby areas free of trash receptacles (other than wire mesh) and furniture that would allow for placing objects out of view.
- Reconfigure display cases so as to prevent easy placement of explosive devices above or beneath them.
- Place fire extinguishers in recessed areas with extinguishers in glass containers that require breakage to be used.
- Eliminate parking areas immediately adjacent to the building, except for official school vehicles.
- Have school health and safety committees discuss with the State Police or the local law enforcement agency other measures to ensure the building security.

## **School Employee Involvement**

To prepare for school emergency situations such as a bomb threat, schools may form teams of volunteers from administration, faculty and staff to assist in looking or sweeping a building or grounds for suspect objects. Volunteer school teams familiar with the building would speed up the time for looking for suspect items. Prior to an emergency incident, school officials should make certain volunteer personnel are trained and aware of their responsibilities and are willing to carry out such activities. School employees who volunteer or by job duty are assigned to assist should have access to building keys, floor plans and information about shut-off valves for heat, electric and water.

## **Reporting Bomb Threats: Superintendent's Duties**

School officials should inform parents and guardians as soon as possible of an incident that results in the activation of the School Emergency Management Plan, along with actions taken to protect the safety and well-being of students, staff, and property.

A superintendent of a school that is not in a supervisory district is to notify the State Education Department as soon as possible whenever the School Emergency Management Plan is activated and results in the closure of a school building in the district. A superintendent of a school within a supervisory district is to notify the BOCES District Superintendent as soon as possible whenever the School Emergency Plan is activated and results in the closure of a school building. The District Superintendent is to notify the State Education Department of all school building closures not related to routine snow emergencies.

Schools receiving bomb threats should send the following information to the State Education Department Office of Facilities Planning at fax (518) 473-3444 or send an email to [lshar@mail.nysed.gov](mailto:lshar@mail.nysed.gov) when it is safe to do so:

- Name of school
- Time and nature of the threat
- Action taken
- Contact person's name, telephone number and email address

## **Regulatory Basis for School Bomb Threat Actions**

Commissioner's Regulations, Par 155.17, requires school boards of education to prepare and annually update a school emergency management plan to insure the safety and health of children and staff, and to insure integration and coordination with local, county, and State emergency plans. This plan further requires annual instruction and drills to ensure its effectiveness. In updating the school emergency plan, conducting drills and training, and providing education and notification, the following issues should be considered:

- Formulating a school policy as to how students and employees are to leave the school premises during an emergency.
- Formulating a school policy regarding how to provide security for school premises during an emergency (i.e., public access; emergency responders, etc.)
- Media intervention policy.
- Communication procedures and access of details.

School emergencies have an impact on many people and other community operations. School administrators need to have a meeting with their local and county emergency coordinators to insure school plans are congruent with local and county plans and procedures. Issues of mutual concern might include:

- Traffic routing for emergency vehicles.

- Emergency area perimeter security.
- Parents and guardians rushing to school.
- Telephone and communication overload.

Case law under liability and negligence has established that a school board of education has the duty to exercise due care toward its students, as would a reasonable prudent parent under comparable circumstance (Miranda vs. City of New York 84 NY2d 44 [1994]). Based upon Duty of Reasonable Care, a district's responsibility begins when a child is picked up and ends when a child is dropped off.

Section 807 of the Education Law<sup>1</sup> imposes a duty on the "superintendent or other person in charge of the school" to instruct and train the pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible without confusion or panic. An Attorney General's opinion declares a bomb threat as a potential emergency.

<sup>1</sup> Section 807 is headed "Fire Drills" but the section itself speaks to emergencies, not fires. A section heading does not restrict broader language contained in the body of the section. (People v. Long Island RR Co., 194 NY 130[1909])

## **Criminal Penalties: False Reporting of Emergencies**

Schools need to educate the entire school community about the seriousness and penalties of reporting a false bomb threat. Information should be disseminated informing students and employees that the mere reporting of a false bomb threat is a Class E felony that may result in imprisonment and/or civil penalties being imposed against the individual. When a person reports a false bomb threat, they face criminal prosecution, as well as a one-year suspension of their license.

Legislation now permits municipalities, fire districts, and other emergency service providers to seek restitution costs associated with their response to a bomb threat on school grounds. The legislation allows for up to \$10,000 in restitution to be paid by any individual convicted of reporting a false incident or bomb, and up to \$5,000 to be paid by the parents of a child who makes a false report. Parents may make a hardship application to the Court for judgments over \$500. This law took effect in July 1999.

## **PROCEDURES FOR CLOSING SCHOOL**

These procedures must be followed when a school building must be closed during the day because of fire, bomb threat, weather or other emergency.

### **Communications of Instructions**

*Superintendent / Designee* **Decide** if students should be sent home or simply relocated to another school building.

**Notify** transportation supervisor to summon drivers and buses and indicate where the students will board the buses.

**Decide** where students should be taken if no one is at home and

*Transportation Supervisor* tell transportation supervisor.  
**Set** in motion the calling of bus drivers. **Relay** Superintendent's instructions.

*Bus Drivers* **Report** as directed. **Load** students at designated areas.

*Superintendent / Designee* **Oversee** loading of buses. **Dismiss** buses.

*Bus Drivers* **Drive** students home or to relocation sites as directed (unless they can walk).  
**Radio** to Transportation Supervisor (channel 2) the names of students for whom no one is at home.  
**Drive** these students to an alternate location chosen either by parents or by the Superintendent.

*Transportation Supervisor* **Relay** to the Superintendent the names of these students being returned for parental pick-up.

*Superintendent / Designee* **Maintain** a list of students being returned to holding location to await parents.

*Building Staff* **Remain** at assembly or relocation site until released by Superintendent.

## Notification of Media and Parents

*Superintendent / Designee* **Decide** what should be announced about emergency school closing. **Ask** District Office staff to call radio and television stations. If called by reporters, answer factually without getting into details.

*All Other Staff & Students* **Refer** all questions to the Superintendent or Designee

*Superintendent / Designee* **Establish** a reception site for parents. **Keep** accurate attendance list there. **Summon** children as parents arrive. **Release** children to parents or designee.

*Parents* **Sign** out children and proceed home.

*Superintendent / Designee* **Release** staff.

## Notify School Board of Closing

*Superintendent / Designee* **Call** Board President.

# ***BOMB THREAT CHECKLIST***

## **RESPONSE ACTIONS**

- ☐ Upon receipt of a bomb threat by telephone use the bomb threat incident form to write down information from the caller
- ☐ Notify the building principal
- ☐ Notify police agency and the Superintendent
- ☐ Notify faculty, students and staff to remain securely in their rooms.
- ☐ Organize bomb threat task force and develop an action plan (evacuation outside, off-site, shelter in a cleared and sanitized area, shelter in place, etc.).
- ☐ Determine location of and set up the command post
- ☐ Conduct a visual sweep of the facility to assure safe passage and initiate action plan. Do not use hand held radios for communications on campus.
- ☐ Activate Evacuation/Shelter Action Plan. Note: Do not evacuate to parking lots or locations, which are not visibly, free of suspect materials.
- ☐ When Police arrive turn over command position and advise them of the situation and follow their instructions. If evacuation is ordered leave a Liaison Officer at the command post

## **RESOURCES NEEDED**

### *Immediate Resources*

- Bomb Threat Incident Form (To be kept next to telephone)
- Bomb Threat Action Plans Media Response Plan School Floor Plans
- Student & Staff Emergency Contact Info. Hand Held Potable Radios (Off site communications)
- First Aid Supplies
- School Buses and Drivers Portable AMIFM Radio Extra Batteries for Equipment Crisis Counseling Resources

### *Long Term Resources*

- Sheltering Site
- Food & Beverages
- Activities for students Development of Recovery
- Development of Recovery Plan

## **Bomb Threat Sweep Team:**

Incident Commander - Shari L. Brannock  
Leader– Caleb Spaulding  
Team Member – Cindy Condit

Alternate – Tara Celotti  
Team Member – Guidance Counselor



## Place This Card Under Your Telephone

### Questions to ask:

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

### Exact wording of the threat:

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Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

## BOMB THREAT INSTRUCTIONS

Number at which call is received: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

### CALLER'S VOICE:

_____ 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:

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Report call immediately to: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_ Phone No: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

## Emergency Communication Information

This section of the building-level emergency response plan includes the following:

1. BOCES Emergency Communications Network
2. School District Emergency Communication Resource Information
  - a. Response Team Phone Numbers
  - b. Crisis Team Members-pg. 135
  - c. Radio Channels
  - d. Other
3. Emergency Response Plan Telephone Numbers
4. Emergency Resource Service Information
5. Community Notification Procedures (Appendix L)
6. Essex County Office of Emergency Management Information
7. Emergency Telephone Numbers
8. Local Contacts
9. Secondary Resources Information
10. School Cancellation - Staff Call Down List

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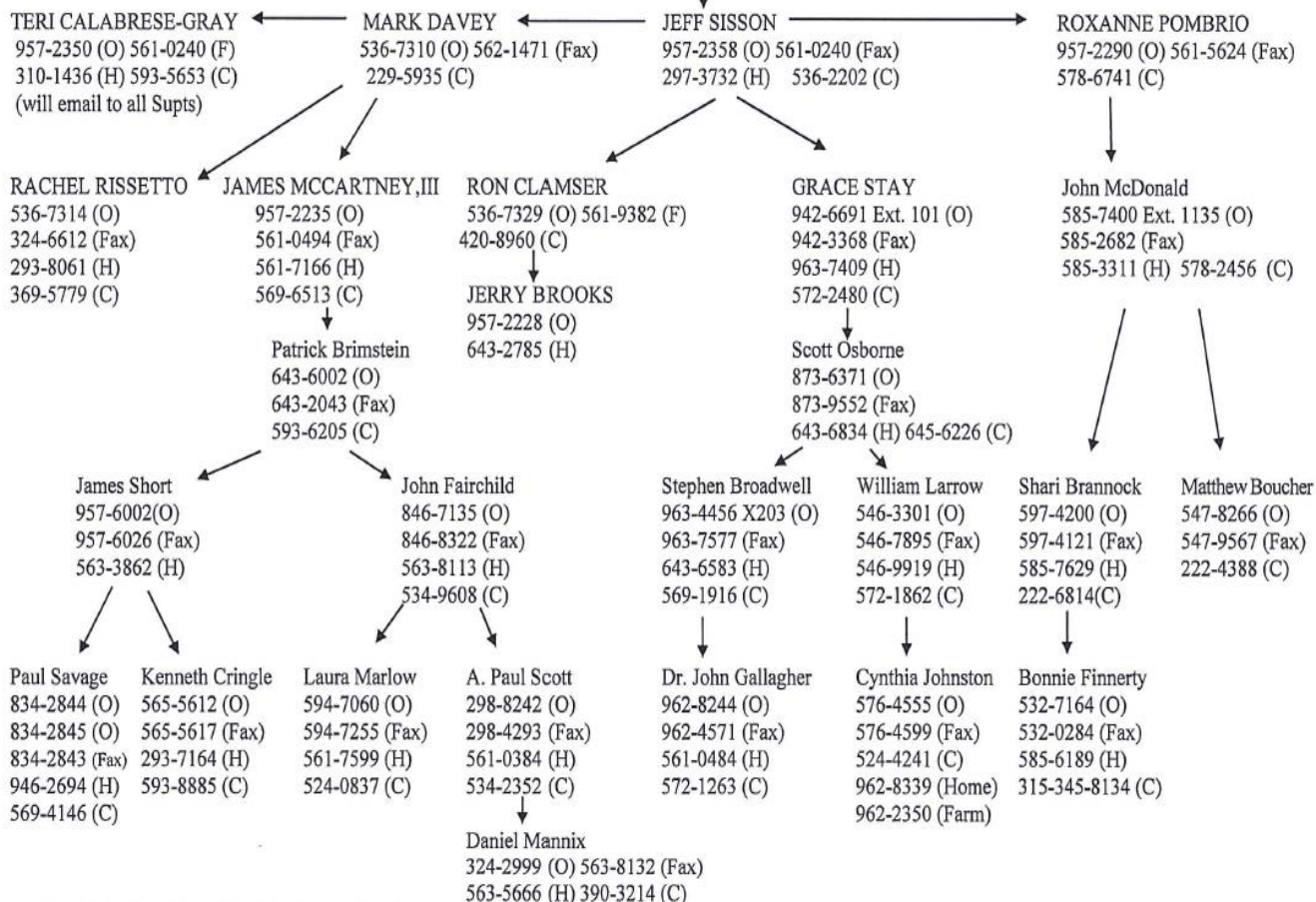
June 20, 2017

**EMERGENCY COMMUNICATION LINK**

ERIC DAY, DIRECTOR  
Clinton County Emergency Services 565-4791 (O) 726-6166 (C)

DONALD JAQUISH, DIRECTOR  
Essex County Emergency Services 873-3900 (O) 524-6911 (C)

FAX- 873-3963



ANY CALL NOT COMPLETED OR PERSON NOT REACHED DIRECTLY, PLEASE CALL NEXT PERSON IN THE CHAIN SO THAT COMMUNICATION IS COMPLETED. PLEASE CONTINUE TO CALL FOR A REASONABLE PERIOD OF TIME TO COMPLETE THE COMMUNICATION LINK. IF IT IS DURING A REGULAR WORK DAY, PLEASE ASK YOUR SECRETARY TO PASS THE PERTINENT INFORMATION ON THROUGH THIS COMMUNICATION LINK.

## **SCHOOL DISTRICT INFORMATION**

### **EMERGENCY RESPONSE PLAN TELEPHONE NUMBERS:**

#### **Superintendent of Schools**

Shari L. Brannock

(W) 597-4200

(H) 585-7629 (C) 222-6814

#### **Principal**

Tara S. Celotti

(W) 597-3285

(H) 597-3652 (C) 586-6624

#### **Guidance Counselor**

**Joanne Mazzotte**

(W) 597-3285 (H) 546-7810

#### **Head Custodian**

Caleb Spaulding

(W) 597-3285 (H) 597-4220

#### **School Psychologist**

Mary Henopp

(W) 597-3285 (H) 593-2422

#### **School Nurse**

Cindy Condit

(W) 597-4203

(H) 547-8724 (C) 586-1883

#### **Head Cook**

Jennifer Sours

(W) 597-3285 (H) 597-3038

### **LOCAL CONTACTS :**

Town Supervisor, Charles Harrington

597-3035 or 597-3643

Highway Dept, Eugene (Peanut) Ingleston

597-3553

National Grid

800-867-5222

Gas Co.-Avery Energy 597-4222

CP Telephone Company: Business Office

597-3300- Repair Service - 597-3911

Rabies Hotline - 873-3500 or 800-533-1555

#### **Food Services**

#### **Transportation / Bus Garage**

Tom Fish

(W) 597-4208 (P) 969-0409 (H) 546-1216

#### **School Board President**

Mitch St. Pierre

(H) 597-3861

#### **Business Manager/Treasurer**

Vicki Russell

(W) 597-3285 (H) 597-4473

#### **Athletic Director**

John Swinton

(W) 597-3285 (C) 585-506-2806

#### **BOCES Superintendent**

Marc Davey

(W) 561-0100 ext. 211 (H) 566-6245

#### **BOCES Safety Specialist**

Jeff Sisson

(W) 561-0100 ext. 358

(H) 297-3732 (C) 534-5403

Animal Control: N. Allen 597-3866:

First United Methodist Church

585-7995

Sacred Heart Church Rectory:

597-3924

St. Mary's Church:

585-7144

Congregational: Parsonage

597-3398

## EMERGENCY RESOURCE SERVICES

### **1st Contact for Immediate Response - 911**

New York State Police –

Port Henry - 546-7611

(Fax 962-4980)

Ticonderoga - 585-6200

Schroon Lake - 532-7691

Crown Point - 597-3421

(Fax 597-9737)

Ray Brook (24 hours) - 1-800-551-1502 or  
897-2000 (Fax 891-5587)

Ticonderoga Police - 585-3456

Essex County Sheriff - 873-6902

Crown Point Fire Dept. Emergency Squad –  
597-3700 or 911

Essex County Office of Emergency  
Management – Donald Jaquish – 873-3900

NYS DOH ... 891-1800

St. Peter's/Bender Hygienic Lab's  
(H<sub>2</sub>O testing) ... 472-9124

NYS DEC Spill Response Center 897-1242

Poison Control Center – 800-336-6997

HHHN Ti Health Center – 585-6708

(Fax) 585-3260

Crown Point Health Center-597-3029

Ticonderoga Hospital  
585-3900 / ER 585-3705

Elizabethtown Community  
Hospital  
Elizabethtown  
873-6377

Adirondack Medical  
Center  
Saranac Lake 891-4141

Porter Medical  
Middlebury, VT  
802-388-4701

Fletcher Allen Health Care  
802-656-2345

Poison Control Center – 802-658-3456

DEC Regional Office - 897-1200 / 623-3671

NYS Dept. of Transportation ... 962-8326

NYS DOT Accident Reporting – 474-6377

Driver Drug Testing M.R.O.

(KJ Dennin) – 644-3531

Child Abuse Hotline ... 800-342-3720

Child Protection Agency ... 873-3420

Public Health Nursing Service ... 873-3500

Families First ... 873-9544 or 800-894-7504

Probation/PINS ... 873-3650

Red Cross Volunteer –

Jill Ballou 321-8969

Essex Co. DPW – 873-3666

Essex County Health & Safety Officer  
873-3733

Mineville Health Center – 942-6661

Schroon Lake Health Center – 532-7120

Westport Health Center - 962-2313

Radio Broadcasters

WOKO 98.9 FM – 802-658-1230

Town Of Ticonderoga Resources

Supervisor

Fire Department

Rescue Squad

Highway Department

Red Cross Services

Television Broadcasters

News Channel 3 – 1-888-422-4798

WPTZ - Channel 5 - Plattsburgh (518) 561-5555

News Channel 9 – 207-2900

WTEN - Channel 10 (518) 436-0777

Secondary Resources

Outage - 800-867-5222 / Repairs -800-932-0301

NYNEX ... 800-698-3545

Citizens Communication Service

Crown Point Central School Radio Channels:

**Channel 1**

Caleb Spaulding/Randall Parrott/John Bezon

Tara S. Celotti

Shari L. Brannock

**Channel CP-H**

Tom Fish

School Busses

Vicki Mero

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**Railways:** Railways and Crossings

**Bridges, Roads, Intersections and Under/Over Passes:** No particularly dangerous roads, intersections or under/overpasses in Essex County. *Note: some Crown Point roads can be hazardous during winter conditions.*

**Known Routes of Hazardous Materials Transportation:** 1-87, Route 9, Route 22

**Airports** (There are no major airports in Essex County)

Lake Placid Airport 523-2473 Ticonderoga Municipal Airport, Shore Airport Road (no number)

**Air Rescue:**

Life Flight: 891-3222; National Air Guard – 800-864-1121; Air Response – 800-631-6565

**SARA III Location of Hazardous Materials**

Ticonderoga – International Paper - 585-6761

Lake Placid – Lake Placid Water Department – 523-3612

Schroon Lake – Schroon Lake Water Pollution Control – 532-9272

Westport – Westport Waster Water Treatment Plant – 962-8605

Willsboro – Tambrands, Inc. – 963-4266

AEF Industries

Sewer Treatment

**Radiological Industries & Utilities** (Hospitals are the only facilities utilizing radiological processes)

### **Inactive Hazardous waste Disposal Sites**

Ticonderoga - Old Ticonderoga Landfill

### **Essex County Coroners**

W. Robert Huestis, Willsboro, 963-4278  
Roy Parker, Elizabethtown, 873-6449

Paul Connery, Ticonderoga, 585-2550  
Herbert Bergamini, Lake Placid, 523-3395

### **Colleges and Universities**

**North Country Community College**  
Winona Avenue  
Saranac Lake, New York 12983  
891-2915

**North Country Community College**  
Ticonderoga Campus  
585-4454

**Middlebury College**  
Middlebury, VT  
802-443-5000

**Paul Smiths College of Arts & Science**  
Saranac Lake, New York 12983  
327-6307

### **Neighboring School Districts**

**Ticonderoga Central School**  
John McDonald, Superintendent  
585-6674 ext. 110  
John Donohue, High School Principal  
High School Principal  
585-6661 ext 118

**St. Mary's School** – Ticonderoga  
585-7433

**Elizabethtown Central School**  
Scott Osborne Superintendent  
873-6371

**Moriah Central School**  
William Larrow, Superintendent  
546-3301 ext. 505  
Valerie Stahl, Elementary Principal  
546-3301 ext. 701

**Schroon Lake Central School**  
Steve Gratto, Superintendent  
532-7164

**Westport Central School**  
TBD  
962-8244

**Putnam Central School**  
Matthew Boucher, Superintendent  
547-8266

## **Crown Point Central School - Emergency Management Plan**

### **Community Notification Procedures**

In the event that circumstances facilitate the need to cancel school the following procedures shall be implemented to notify the school community:

1. The Superintendent or their designee will make the decision to cancel school or not.
2. The Superintendent or their designee will contact the appropriate media networks to make the cancellation announcement.

#### **RADIO**

WOKO 98.9 FM – 802-658-1230  
WEZF (Star 92.9)  
WCQL 95.9 FM  
WPTZ – Ch. 5 TV

WWSC 1450 AM  
WCKM 98.5 FM  
WCAX – Ch. 3TV

#### **TELEVISION**

WPTZ Channel 5 - 518-561-5555 (Press 3 when voice mail picks up)  
News Channel 3 – 1-888-422-4798  
News Channel 9 – 207-2900  
WTEN - Channel 10 (518) 436-0777

No cancellation call will be initiated without the proper code signal. Ensure that you have the proper code for the appropriate medial network.

3. The Superintendent or designee will initiate the Emergency Alter Network to inform and update school staff.

## **THE 20 NEWS MEDIA - COMMANDMENTS**

1. If you don't want it in print - don't say it.
2. Say it in 30 seconds.
3. Never say "No Comment".
4. Never wear dark glasses during an interview.
5. Don't be misled by "Off the record".
6. Never give your personal opinion.
7. Avoid being outwardly hostile towards the media.
8. Always convey that you are trying to help the media.
9. Be organized. Be in charge.
10. Avoid the appearance of a cover-up.
11. Always get your story out first (the truth never catches up to a lie).
12. Record all sensitive interviews.
13. Be alert for the "waiting tactic" (microphone held in your face).
14. Release Bad News after the 6 p.m. news on Friday.
15. Never change the ground rules in the middle of the game.
16. Don't assume the interview is over until the crew drives away.
17. Always be 100% right in a confrontation with the media.
18. Don't fight with people who have ink delivered by the tank car.
19. Never voluntarily submit to an interview with "60 Minutes."
20. Don't screw up on a slow news day.

## Strategies for dealing with the media ... while keeping your credibility in tact

When a crisis occurs...

Assign a person to meet reporters who show up at the school. "It is important that we maintain a safe and orderly environment where children can learn. The cameras only serve to disrupt that process. Mr. Jones would be happy to answer your questions at the district office."

Assign a person to answer phone calls from the media. "We are in the process of gathering all the facts, Mr. Jones will return your call as soon as possible."

Next...

Assign a person to gather all of the facts and develop a fact sheet for the administrator in charge. Take the time to get the facts right. It is better for your credibility to make a reporter wait than to give out inaccurate information.

Use the fact sheet to develop press statements and/or letters to parents and staff.

Next...

Quickly get the statement out to:

- Board Members
- Principals/administrators in other buildings

Brainstorm potential media questions and review the facts to determine if there were any "flaws" in the process. Did the district act appropriately in the court of public opinion?

Decide on a spokesperson. This can vary depending on the situation.

Tips for dealing with reporters...

Have general information on hand such as

- Student enrollment
- Number of teachers, bus drivers, etc.
- Relevant board policies
- Code of conduct
- Relevant education laws

More tips...

If you have no comment, explain why.

- I'm sorry, student disciplinary actions are protected by FERPA (Family Education and Privacy Act).
- We can't provide that information because we don't want to do anything to impede the Police investigation.

If you don't want something quoted, don't say it.

Reporter's bag of tricks...

- Needling/baiting
- Putting words in your mouth 1 Pregnant pause
- Hypothetical questions 1 twisted facts
- False assumptions
- Inferring that another official already gave them the information.

## Notes:

### WHAT ARE THE MEDIA???



George E. Pataki    Edward F. Jacoby Jr.  
Governor            Director

### MEDIA CAN HELP YOU...

- Prepare Public for Action
- Reduce Panic
- Alert the Public
- Deliver YOUR Message!

### MEDIA

- Market Driven
- Cost Cutting
- Influential
- Competitive
- Networked
- Time/Space Limits

### MEDIA OUTLETS I NEEDS



- Print - Details
- Radio - Sound bites
- TV - Action, Visuals

## Notes:

### MEDIA PERSPECTIVE

- Front Page News
- Human Interest Stories
- Bad News Better Than Good
- 'Yes' - or - 'No' Answers

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### CULTIVATE THEM

- Meet with Reporters ... Editors
- Visit Newspaper, Stations
- Host Reporters, Editors at Your School

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### DEVELOP YOUR MESSAGE

- School Programs
- Success Stories
- School Preparedness
- Fiscal Issues ... Budgets

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## TELL YOUR STORY

Explain What  
You Do

Explain How  
You Operate

Give School &  
Facility Tours



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**Notes:**

## TELL YOUR STORY ... FIRST!

- Publications
- Fact Sheets
- Regular Briefings
- Monitor Media
- School 'Experts' • Internet

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## KNOW WHAT THEY WANT NEWS



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## WHAT IS NEWSWORTHY?

- |              |                                |
|--------------|--------------------------------|
| - Proximity  | - Prominence                   |
| - Timelines  | - Impact                       |
| - Conflict   | - Controversy                  |
| - Uniqueness | - Suspense                     |
| - Updating   | - Available sound<br>& visuals |

Human Interest

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### KNOW THEIR NEEDS

- Deadlines
- Formats:
  - Releases
  - Fact Sheets
  - Sound Bites / Visual
- Emergency Phone Numbers

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### Notes:

### REPORTERS WANT...

- Cause of Events
- Eyewitnesses
- Scope of Events
- Casualties
- Background

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### MEDIA NEEDS ON SCENE

- Access
- Timely Information
- People
- “Big Picture”
- Place to work

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### Credibility = Success

- Be prepared to tell your story
- Always tell the truth
- Stick to your area of responsibility
- Never say “No Comment”

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### **Daily Dismissal Procedure**

There will be three people on bus duty each day. The list developed for bus duty should include one elementary, one secondary, and one person who works with PreK-12 (i.e., library, art, PE etc). New staff members will be paired with senior staff members.

The 2:25 p.m. dismissal will include two persons in the cafeteria with the sign-out folder. Folders will be regularly updated in the office and/or the classroom with lists of approved adults to whom children may be released and another list of any persons not allowed access to a child. Folders will be maintained in a secure, designated location.

Parent and guardians are asked to report to the front office vestibule to await the 2:25 or 3:05 bell. At the bell parents may report to the cafeteria for student sign-out

One staff person will be stationed in front of the building. This person will make sure walkers report to the cafeteria and watch them as they exit after buses leave. This person will also oversee the front door so that no student uses this unauthorized exit.

All faculty and staff will be in the hallways during dismissal times.

On the days when there is a late bus run and therefore a 3:05 dismissal, there will be three staff members in the cafeteria. Students will remain seated until dismissed by staff members. A staff member will rotate outside when students are boarding the bus to ensure safety.

## STUDENT DISMISSAL PRECAUTIONS

The State Education law provides that a minor of compulsory school age may be released only to a person whose name appears on a list supplied by the person in parental relation to the student. Regulations or procedures should be developed and maintained to ensure proper supervision and safety of students at regular dismissal.

### General Discussion

In the event that a person requests the release of a minor, the identity of such person must be verified against a list of names provided by the person or persons in parental relation to the minor. If the person is identified as one of those persons included on such list; the student may be released from attendance. If such person is identified as a person not included on such list, such minor may not be released except in the event of an emergency as determined in the sole discretion of the Superintendent of the school or a designee, provided that the person or persons in parental relation to the minor have been contacted and have agreed to such release. The statutory restrictions do not apply to the release of a minor pursuant to the protective custody provisions of the Social Services Law and the Family Court Act.

A school district may presume that either parent of the student has authority to obtain the release of the student unless the school district has been provided with a certified copy of a legally binding instrument, such as a court order or decree of divorce, separation or custody which provides evidence to the contrary. No situation shall be deemed an emergency until the facts of such situation have been certified by the Assistant Superintendent or a designee.

No civil or criminal liability shall arise or attach to any school district employee for any act or omission to act as a result of or in connection with these duties.

A regularly scheduled monthly review of documents on file will be conducted by the main office secretary, school nurse, and homeroom teacher for any change of status.

### Education Law § 3210 (1) (c)

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## Emergency Evacuation

### **Crown Point Central School** **E m e r g e n c y E v a c u a t i o n s** Prior to the Start of School

This plan is to be used prior to the start of school when conditions within a building present an immediate Health or Safety Risk to the occupants and vacating the building would reduce or eliminate those risks.

1. Upon being alerted by the audible alarm system or public address system intercom, Staff and Students that are present in the building are to immediately leave according to the Fire Exit Plan posted near each door.

**Note: Master Evacuation Diagrams are included in this section.**

2. Staff and Students are to walk to the right of the corridor in a single file with minimum talking.
1. Staff and Students are to remain together in their normally designated area outside the building. Staff members are responsible for supervision of Students. **Teachers must take attendance of all students immediately.** Any missing students at that time must be reported to the Superintendent or Principal immediately.
2. Everyone must stay outside of the building until told to re-enter via an administrative announcement.
5. If evacuation is to be extended or other conditions warrant - reference Off-site Sheltering Plan in Section J of the Building-level Emergency Response Plan.
6. The Transportation Supervisor is to be notified of the evacuation. School bus drivers will be contacted and instructed to park at the Transportation Facility, or the Crown Point Fire House, if necessary. Drivers are to take attendance and report back to the Transportation Supervisor.

**Note: Custodians and Administrative Staff will be responsible for conducting a clearance sweep of the building.**

**Crown Point Central School**  
**Emergency Evacuations**  
**During Normal School Hours**

**A. FRONTAL EVACUATION:**

Upon evacuation, each grade level coordinator will have a list of teachers who should report their attendance to the appropriate coordinator.

Elementary (Pre-K-3) & Specials: Bonnie Landry, Jaci Pockett  
Middle School (4-6) & Specials: Jarad Andersen, Shannan Allen  
High School (7-12) & Specials: Patti Wolf, Erica Carey

Teachers should keep their classroom students together as a group and take roll call with their class attendance books. Teachers should stay with their class and the coordinator will come around to check attendance with each teacher.

**ALL** students will assemble at the Bus Garage. Teachers will take attendance and report any missing students to the School Counselor.

When attendance is complete, the Coordinators will report to the administrator, who will be in the Bus Garage. The administrator will give the directive to load students into Buses.

Pre-K-3 - Elementary - Bays 1, 2 & 3  
4-6 Middle School - Bays 4 & 5  
High School - Bays 6, 7, 8 & 9  
Coordinators and Administrator - Bay 5

If an emergency arises we may need to use the firehouse instead of the Bus Garage.

**B. REAR EVACUATION:**

Each coordinator can separate groups on the field as follows:

Grades Pre-K - 3 (with Specials) gather at the Bus Garage  
Grades 4 - 6 (with Specials) and remain in their own group  
Grades 7-12 (with Specials) and remain in their own group

Each coordinator should be in the appointed area and teachers should report student attendance to them. An administrator (Mrs. Brannock and/or Mrs. Celotti) will be in the Bus Garage. The coordinators will report to her at this point.

When attendance is given, an administrator (Mrs. Brannock and/or Mrs. Celotti) will give a directive as to whether students should remain in the Bus Garage or load buses.

When all students have been accounted for and are waiting in a safe place, a decision will be made as to whether the building will be re-entered or students will be bussed home. Each classroom's designated exit, both "Front" and "back" are as follows:

Mrs. Gunnison's Room	Mrs. Mazzotte's Room	Mr. Thelen's Room
Mrs. Perry's Room	Auditorium	Mrs. Gaddor's Room
Business Office	Mrs. Carey's Room	Ms. Berrick's Room
<u>Front:</u> Exit through glass doors across from gym and use sidewalk to front		
<u>Back:</u> Exit through single door leading to the field under stairwell		

#### Physical Education

Front: Exit through glass doors across from gym and use sidewalk to front

Back: Exit through back doors of gymnasium

Fitness Room	Nurse's office	Mrs. Farrell's Room
Mrs. Wolf's Room	Library	Mrs. Charron's Room
Ms. Berrick's Lab Room		
<u>Front:</u> Exit down cafeteria ramp through double doors		
<u>Back:</u> Exit through single door leading to the field - under stairwell near nurse's office		

#### Cafeteria

Front: Exit through side door in the lunchroom

Back: Exit through single door at bottom of ramp leading to the field

#### Technology:

Front: Exit through garage door in classroom

Back: Exit through side door between the AIS Room and Mrs. French's Room

Mrs. Bush's Room                      Music Room                      AIS Room  
Mrs. Thompson's Room      Mrs. Harrington's Room      Mrs. Slattery's Room  
Front: Exit through side door between Business Office and Kindergarten  
Back: Exit through door between the AIS and Mrs. French's room

Mr. Andersen's Room              Mrs. Allen's Room  
Front: Exit through glass double doors at bottom of ramp next to kitchen  
Back: Exit through single door at bottom of ramp leading to the field

Computer Lab/ Middle school      Mrs. McLoughlin's Room  
Mr. Bishop's Room                      Mr. Pertak's Room  
Front: Exit through glass doors next to Technology classroom  
Back: Exit through side door between the AIS & Mrs. French's Rooms

Mrs. Ross' Room                      Mrs. Peter's Room                      Mrs. S. Norton's Room  
Front: Exit to side doors to parking area  
Back: Exit doors leading to fields

Mr. Gibson's Room  
Front: Exit out front doors to the circle  
Back: Exit through single door leading to the field under stairwell next to Ms. Rose's Room.

# **E m e r g e n c y   E v a c u a t i o n s**

## **During After School Activities**

This plan is to be used during after school hours when it is necessary to evacuate the building.

1. Upon being alerted by the audible alarm system or public address system intercom, building occupants are to immediately leave according to the Fire Exit Plan posted near each door.

**Note: Master Evacuation Diagrams are on display in each classroom.**

2. Building occupants are to walk to the right of the corridor in a single file with minimum talking.
3. Building occupants are to assemble in the areas designated on attached evacuation diagram and remain together outside the building. Adults are responsible for supervision of children. **It is highly advised to take attendance immediately to ensure that everyone is accounted for.** Missing individuals must be reported to emergency response personnel.

### **Warning/Danger:**

**Do not exit to the parking lot or congregate around the driveway.**

**Responding emergency personnel and vehicles will be present at these areas.**

4. Everyone must stay outside of the building until told to re-enter the facility.

**Note: Evening Custodians Staff will be responsible for conducting a clearance sweep of the building.**

## **Fingerprinting**

### **BACKGROUND CHECKS AND FINGERPRINTING** **(Education Law 305, 3004-b, 3004-c, 3035)**

All prospective employees of Crown Point Central School (CPCS) must be fingerprinted effective July 1, 2001

1. Any person receiving compensation from CPCS.
2. Any employee of a contracted service provider.
3. Any worker placed within the school under a public assistance employment program who provides services to CPCS, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.
4. Any part-time employees and substitutes, but excluding volunteers.

In addition to prospective employees, all persons applying to the State Education Department (SED) for certification as a superintendent of schools, teacher, administrator or supervisor, teaching assistant, or any other school personnel required to hold a teacher or administrative license or certificate must be fingerprinted for purposes of a criminal history records search as part of the certification process.

CPCS cannot employ any prospective employee who refuses to be fingerprinted.

Any employee who has been fingerprinted pursuant to Education Law 3004-b and whose fingerprints remain on file with the Division of Criminal Justice Services (*DCJS*), or who has been fingerprinted pursuant to the Vehicle and Traffic Law 509cc or 1229-d (i.e. bus drivers) is not required to be fingerprinted.

CPCS is responsible for securing the fingerprints of all prospective employees (i.e. teacher aides, monitors, custodians, cafeteria workers, building and grounds keepers, secretaries, and certificated personnel) who have not been fingerprinted by the SED.

CPCS will request the assistance of the Essex County Sheriff's Department and the New York State Police to render the required fingerprinting. In addition, CPCS will authorize the training of delegated employees to perform this service in the absence of assistance from the above mentioned local police agencies.

Two sets of fingerprints are required of each prospective employee. These will be forwarded to the DCJS and the Federal Bureau of Investigation.

Payment of any fingerprinting processing fees will be the responsibility of the individual being fingerprinted. Exempt from this are any employees participating in a public assistance program or receiving employment services through the federal temporary assistance for needy family's block grant. The CPCS school board may waive payment of the fee by any prospective employee, if they

determine that payment of the fee would impose an unreasonable financial hardship on the applicant or his/her family. If the fee is waived, the board becomes responsible for paying the fee in the prospective employee's behalf.

CPCS must provide prospective employees or applicants for certification with a form, developed and supplied by the Commissioner, which:

1. Informs a prospective employee or applicant for certification that the Commissioner is required to request his/her criminal history information from DCJS and the FBI and review the information.
2. Provides a description of the manner in which fingerprints will be used upon submission to DCJS.
3. Informs a prospective employee or applicant for certification that he/she has the right to obtain, review, and seek correction of his/her criminal history information pursuant to regulations and procedures established by DCJS.
4. Requests the consent of a prospective employee/applicant for certification to a criminal history records search.
5. Requests the current mailing or home address for a prospective employee or applicant for certification.
6. Informs a prospective employee or applicant for certification that he/she may withdraw his/her application for employment, without prejudice, at any time before employment is offered or declined, regardless of whether a prospective employee or employer has reviewed a prospective employee's criminal history information.
7. Informs a prospective employee of the process for seeking a waiver of the fees associated with conducting a criminal history records check.
8. Informs a prospective employee or applicant for certification that in the event employment is terminated and the person has not become employed in the same or another school district, charter school, or BOCES within twelve months of such termination, the Commissioner shall notify DCJS of the termination and the DCJS shall destroy the person's fingerprints. The person may request that the Commissioner notify DCJS that his/her fingerprints be destroyed prior to the expiration of the twelve-month period. In such cases, the Commissioner shall notify DCJS and DCJS shall destroy the person's fingerprints.
9. Informs a prospective employee or applicant for certification of the manner in which he/she may submit to the Commissioner any information that may be relevant to the consideration of his /her application for clearance. This may include information regarding his/her good conduct and rehabilitation.

CPCS is required to submit to SED:

1. Two sets of prospective employee's fingerprints for clearance for employment.
2. All required processing fees and forms.
3. In addition, CPCS must provide the Commissioner with the name and position of all employees upon commencement and termination of employment.

All background checks and fingerprinting records will remain confidential.

It is the Commissioner's responsibility to notify the school district whether or not an employee is "cleared for employment" based upon his/her criminal history.

An applicant who is denied certification or a prospective employee who is denied clearance for employment is entitled to notice and the right to be heard and to offer proof in opposition to the denial according to regulations established by SED.

#### TRAINING IN VIOLENT INCIDENT RESPONSE AND PREVENTION

The CPCS district shall annually provide school violence prevention and intervention training for all employees of the district. This training may be included as part of the professional development plan.



OFFICE OF TEACHING  
Executive Coordinator

May 2001

TO: Chief Executive Officers of Institutions of Higher Education, Chief School Officers of Public School Districts, Principals of Public Schools, Teacher Education Contact Persons, School Personnel Officers, Charter School Principals/Directors, State and Local Representatives of Teacher Organizations and Other Interested Parties

FROM: Charles C. Mackey, Jr.

SUBJECT: Fingerprinting Mandates under the Schools against Violence in Education (SAVE) Legislation

Effective July 1, 2001, Chapter 180 of the Laws of 2000 requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as for prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES).

The Office of Teaching (OT) has been working diligently to ensure that these mandates are implemented in a timely and efficient manner. Within OT, we have created the Office of School Personnel Review and Accountability (OSPRA) to manage this initiative and assume the new SED responsibilities associated with the fingerprinting requirement.

OSPRA has been working closely with the New York State Division of Criminal Justice Services (DCJS) in establishing a system that will permit SED to receive the results of fingerprint-generated criminal history reports so the Department can evaluate the information and issue determinations as expeditiously as possible. In addition, regulations are being drafted to implement these new statutory mandates and will be acted on by the Board of Regents at its June 2001 meeting.

The purpose of this memo is to address some of the commonly asked questions and to assist you, your staff, students and colleagues in understanding the SED fingerprint and review process. With continued communication and cooperation, our respective staffs will be able to work together to ensure that the intent and mandates of the new laws are effectively implemented.

### **Who Must Be Fingerprinted?**

Applicants for certification who have not filed their application with OT prior to July 1, 2001 will need to be fingerprinted. Exempted from this requirement are individuals who are applying for a permanent certificate and hold a valid provisional certificate, applied for prior to July 1, 2001, in the same title for which the permanent certificate is sought. Prospective employees of school districts (excluding the City School District of the City of New York), BOCES, and charter schools must also be fingerprinted if they have not been appointed by official action prior to July 1, 2001. An employee appointed prior to July 1, 2001 is exempt, even if such employee is not required to provide services until after July 1, 2001. Employees required to be fingerprinted are those who will reasonably be expected by the school district, BOCES, or charter school to provide services that involve direct contact with students under the age of twenty-one.

### **How Do Prospective Employees or Candidates for Certification Enter the SED Process?**

Enclosed is a sample SED Fingerprint Packet containing two fingerprint cards, Fingerprinting Information and Instructions, and a Consent Form. Each prospective employee or candidate for certificate must read the instruction sheet and complete and return the Consent Form and fingerprint cards in the provided self-addressed, postage paid envelope.

### **How Do I Get More SED Fingerprint Packets?**

SED Fingerprint Packets will be mailed out directly by OSPRA in response to orders requested by various organizations. We request that your initial order be restricted to the number of packets needed for the 2001-2002 school year. The following information must be included with your order:

1. Official name of requesting organization;
2. Contact person, telephone number and e-mail address;
3. Complete mailing address; and
4. The number of packets requested.

For expedited service, orders should be e-mailed to [OSPRA@mail.nysed.gov](mailto:OSPRA@mail.nysed.gov). Orders can also be mailed to OSPRA, NYS Education Department, 987 Education Building, Albany, NY 12234.

Orders placed by-mail will be confirmed with an e-mail response once your packets are shipped.

### **Where and How Do Individuals Get Fingerprinted?**

School districts, BOCES, charter schools, state and local criminal justice agencies, institutions of higher education, and other such entities are permitted to perform the fingerprint services for the purposes of these mandates.

The Division of Criminal Justice Services (DCJS) is providing training at no cost to staff selected by school districts, BOCES, and charter schools to perform such services. A training program of approximately three hours in duration can be arranged at your site. To schedule a mutually convenient date for the training program contact:

Joseph B. Peck  
Chief, Civil Identification Bureau  
Division of Criminal Justice Services  
Executive Park Tower  
4 Tower Place  
Stuyvesant Plaza  
Albany, NY 12203-3764  
(518) 402-2752

### **What Should I Do If I Have Additional Questions?**

The Fingerprint Information and Instructions contained in each of the SED Fingerprint Packets contains detailed information on the complete process, as well as the rights and options of applicants and/or prospective employees.

Any additional questions or concerns should be forwarded by-mail directly to OSPRA at [OSPRA@mail.nysed.gov](mailto:OSPRA@mail.nysed.gov). You can also contact that office at:

OSPRA  
NYS Education Department  
987 Education Building Annex  
Albany, New York 12234  
18-473-2998

Enclosures

## **SEARCHES AND INTERROGATIONS**

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds, or in school buildings if there is reason to believe that the student is engaging in illegal activity.

### **Lockers**

The Board of Education authorizes the search of student lockers with the understanding that it acknowledges both State and Federal constitutional rights which are applicable to personal searches of students and searches of their possessions. Such searches shall not be conducted-unless reasonable suspicion exists.

Students shall be informed by the administration that school lockers are not their private property but the property of the School District. As such they may be opened and subject to inspection from time to time by school officials if reasonable suspicion exists to conduct such a search. The school district has the right to have law enforcement with the K-9-unit search the school.

### **Law Enforcement Officials**

A cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises, or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned-for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the-responsibility-and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The School district's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

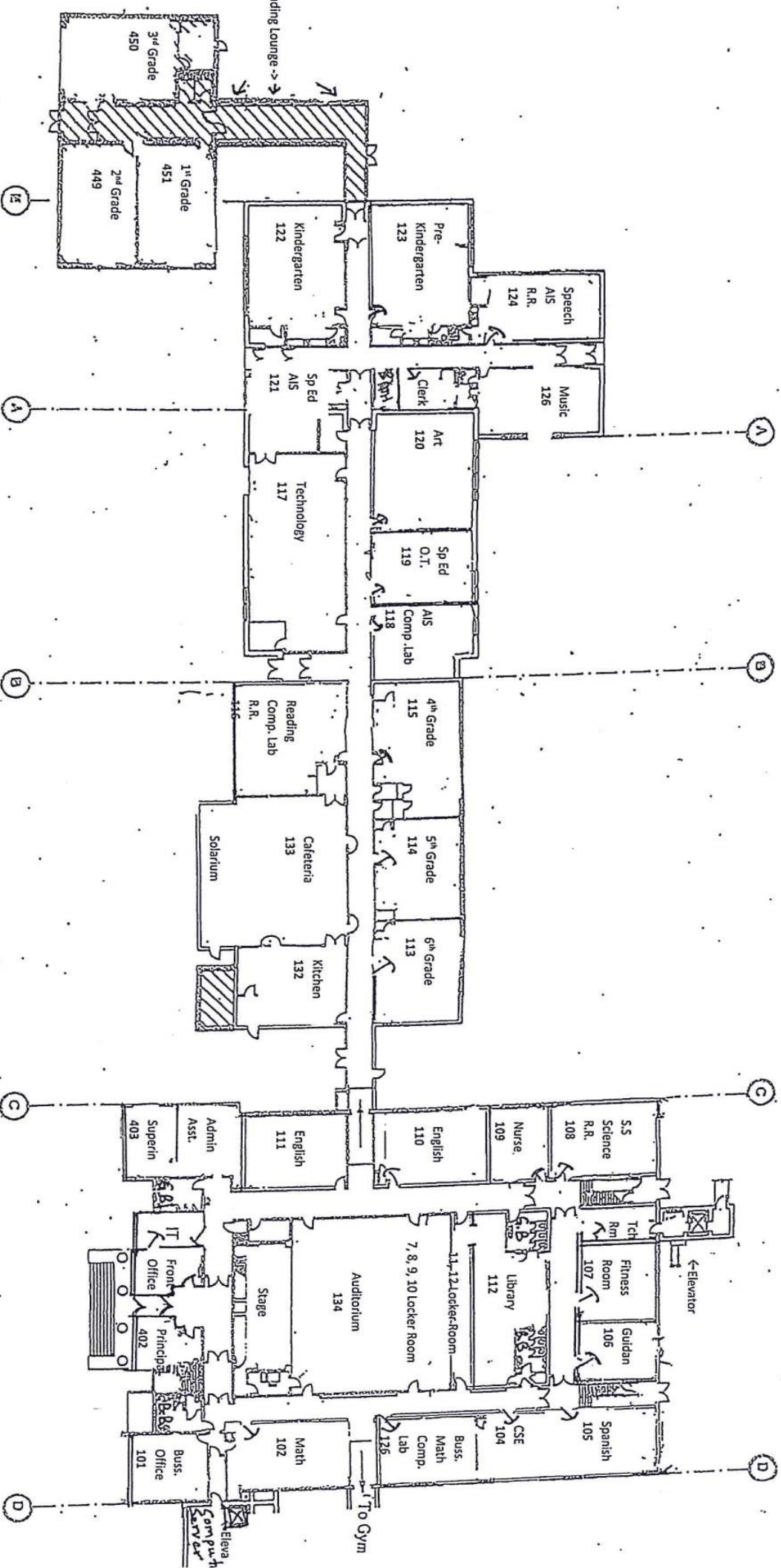
### **Interrogations**

Police authorities have no right to interview students in the school building without a warrant or probable cause for suspicion. If the police wish to speak to a student without a warrant or probable cause for suspicion; they should take the matter up directly with the student's parents/legal guardians.

If a students is to be questioned by police; it is the responsibility of the school administration to see that the interrogation takes place privately and in the presence of the parents or legal guardians whenever possible and the building principal/designee. The building principal or his/her designee must be present with the student at all times during an interrogation and will be responsible for terminating the questioning in the event it becomes inappropriate.

# Crown Point Central School Floor Plan-Revised 7-13-2016

## Ground Floor



CONVERSION 1989 ADDITION

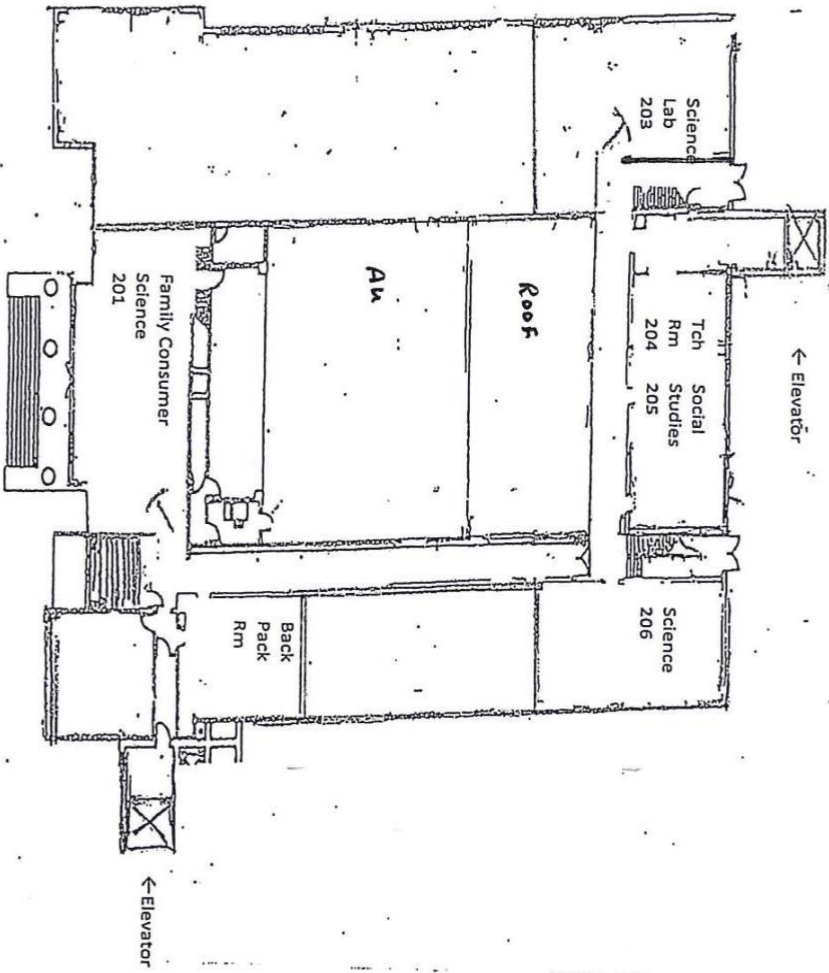
1984 ADDITION

1960 ADDITION

1st FLOOR PLAN

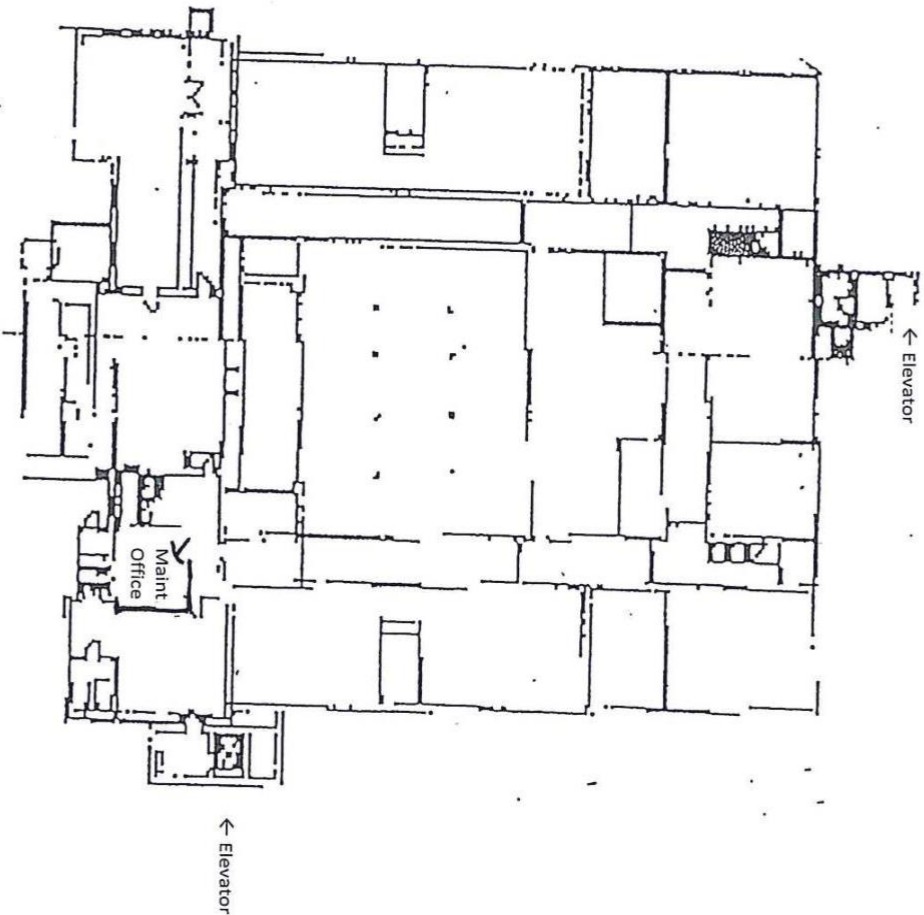
Crown Point Central School Floor Plan-Revised 7-13-2016

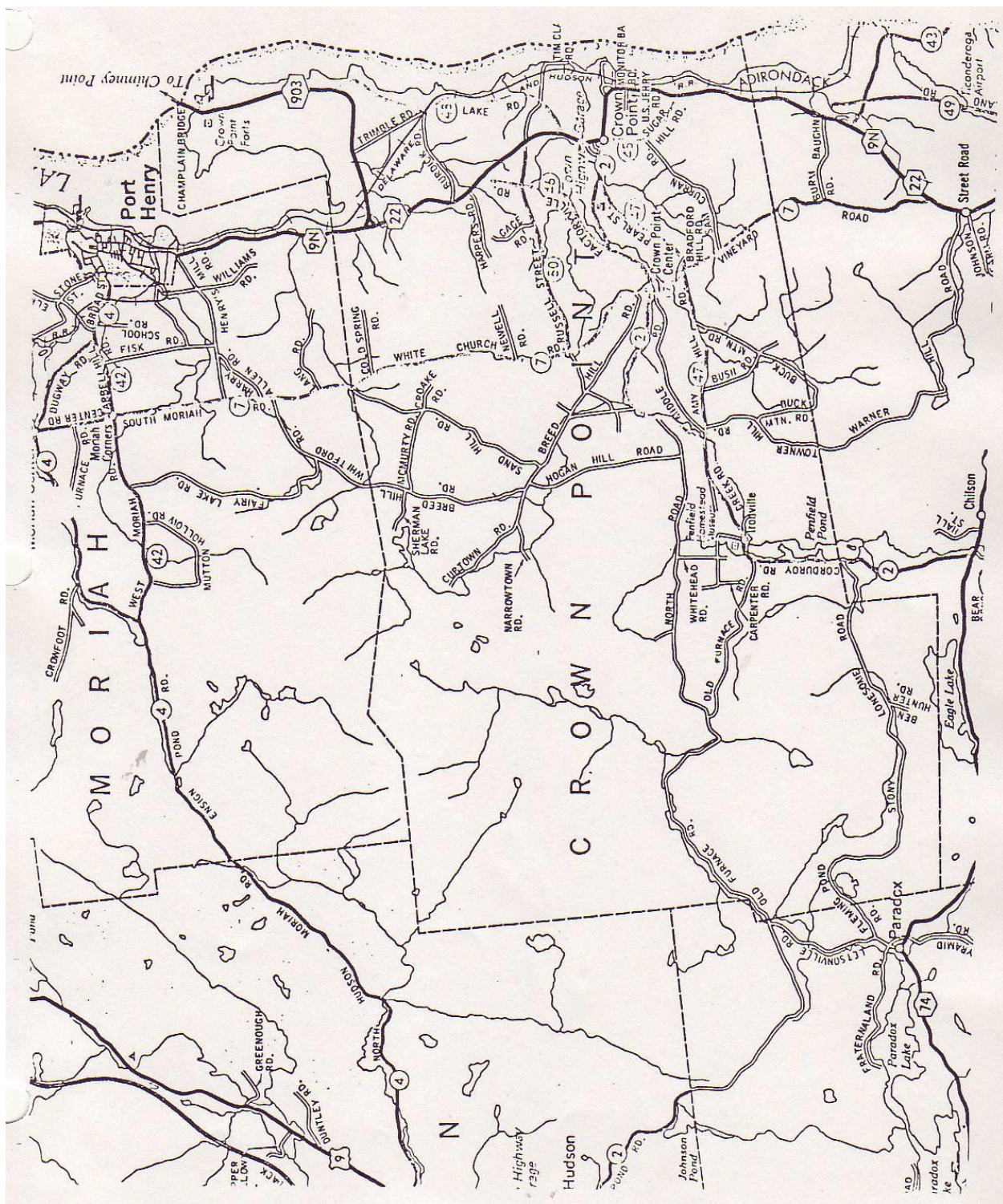
2<sup>nd</sup> Floor

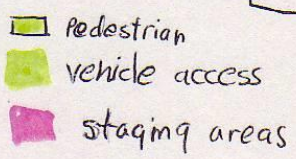


Crown Point Central School Floor Plan- Revised 7-13-2016

Basement







## Appendix K

### AIR POLLUTION

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	<ul style="list-style-type: none"> <li>• County Emergency Coordinator</li> <li>• Local Hospital</li> <li>• NYS Department of Health</li> <li>• NYSENCN</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon being notified of a problem activate the incident command team and establish a command post. Assign a Liaison Officer to establish and maintain communications with NYS Department of Health and or NYS ENCON as appropriate. Call 911. Notify the Superintendent.	Principal Incident Commander
2. Contact the Buildings and Grounds Supervisor to turn off the HVAC System. Curtail all outdoor activities. Notify staff to keep windows closed.	Operations Chief Incident Commander
3. Continue to monitor the situation with the lead agency providing advice.	Liaison Officer
4. Consult with the lead agency to determine if one or more of the following plans need to be implemented: <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	Liaison Officer Incident Commander Planning & Intelligence Public Information
5. Activate Aftermath and Recovery Plan. Resume normal operations once approved by County and State Officials.	Superintendent and or Building Principal

### RESOURCES

call 911 for all emergencies

## ANTHRAX / BIOLOGICAL THREAT

RESOURCEScall 911 for all emergenciesANTHRAX / BIOLOGICAL THREAT (continued)

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Lock Down Plan</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Department of Health</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• Law Enforcement</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. An anthrax threat can be made in the form of a letter, package, container, or telephone call stating that there is anthrax at your location. Contain the threat to as few people and as small of an area as possible. Secure the room, close any open windows, and do not let anyone enter until health officials arrive. Note: All occupants in the area of potential exposure must remain securely in place.	Staff
2. Contact the building principal by telephone or intercom and inform him or her of the threat. If there is access to an outside telephone line call 911.	Staff
3. Do not allow anyone in the immediate area handle the object containing the threat. Individuals who came in direct contact with the threat must be advised not to eat, drink, smoke, or rub their eyes, ears, nose, or mouth, or place their hands near their face.	Exposed Individuals
4. Activate the incident command team and establish a command post.	Incident Commander
5. Order a building lock down to ensure that building occupants stay in their classrooms.	Incident Commander
6. Instruct the Head Custodian to turn off the school HV AC System.	Incident Commander
7. When Health Officials arrive follow their directions. At that time they may advise the school to evacuate the building. Be prepared to implement one or more of the following plans: <ul style="list-style-type: none"> <li>• Off-Site Sheltering Plan</li> <li>• Student Release/Parent Reunification Procedures</li> <li>• School Cancellation/Go Home Early Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Crisis Intervention Plan</li> </ul>	Liaison Officer Incident Commander Planning & Intelligence Public Information

## RESOURCES

call 911 for all emergencies

8. Health Officials will establish decontamination procedures for the individuals who were potentially exposed and the space they occupied. Exposed individuals will most likely receive post exposure vaccination for anthrax.	Incident Commander School Health Official / Nurse
9. Law enforcement and health officials will advise if any additional precautions need to be taken.	Incident Commander
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	School Superintendent

## AVIATION CRASH

### RESOURCES

call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Fire Evacuation Plan &amp; Procedures</li> <li>• School Cancellation Plan</li> <li>• Community Notification / Media Plans</li> <li>• Student Release Procedures</li> <li>• Sheltering Plans</li> <li>• Crisis Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Local Law Enforcement</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• County Emergency Coordinator</li> <li>• National Transportation and Safety Board (NTSB)</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovery or detection of an aviation crash on school or near school grounds activate the incident command team and establish a command post. <b>Call 911.</b>	Principal Incident Commander
2. Determine the are of school property affected by the crash. Notify the Superintendent.	Safety Officer & Planning & Intelligence
3. Move school occupants away from the crash site and away from any area that overlooks the wreckage or debris field. If there is any danger to building occupants evacuate to a safe location.	Incident Commander Safety Officer
4. Dispatch Liaison Officer to establish communications with the incident commander of the emergency response agencies.	Incident Commander Liaison Officer
5. Activate on-site medical staff and Crisis Response Team.	Incident Commander
6. In concurrence with the Superintendent and local emergency service officials, determine if one or more of the following plans need to be implemented: <ul style="list-style-type: none"> <li>• Sheltering Plans</li> <li>• School Cancellation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	District Level IC, Planning & Intelligence and Public Information
7. If damage to the building or injuries have been sustained, reference “Structural Failure” or Multiple Casualty” in the Building-level Safety Plan.	Incident Commander
8. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent and or Building Principal

## BUILDING STRUCTURAL FAILURE

### RESOURCES

call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• Bldg. Architectural Plans</li> <li>• Structural Inspection Reports</li> <li>• On &amp; Off Site Sheltering Plans</li> <li>• School Cancellation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Crisis Intervention Team</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• Emergency Response Personnel</li> <li>• Building Codes Official</li> <li>• Structural Engineer</li> <li>• Insurance Representative</li> <li>• Neighboring School Districts</li> <li>• Off campus shelter sites</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
1. Upon discover or detection of an actual or potential structural failure, notify the Building Principal.	School Staff
2. Activate the district incident command team and establish a command post. Can 911.	Incident Commander
3. Evaluate the situation. If hazards are imminent evacuate to a safe location and determine if there are injuries.	Safety Officer Incident Commander
4. Identify any imminent hazards and take appropriate remedial action to mitigate as long as it is safe to do so. Barriers may be required to keep occupants out of harms way or to protect the building from further damage.	Safety Officer Incident Commander
5. In consultation with a buildings code official determine if a structural engineer is need to survey the building. If portions of the building are safe implement on-site sheltering, school cancellation or other appropriate response.	Liaison Officer Incident Commander
6. Activate Community Notification Plan and prepare for News Media Personnel.	Incident Commander Public Information Officer
7. Determine if School Crisis Intervention Team needs to be activated.	Incident Commander
8. Assess damage to property and determine whether to prepare claims under policies of insurance or Federal or State emergency relief programs.	Incident Commander, Superintendent & Business Manager
9. Activate School Aftermath/Recovery Plan.	Incident Commander
10. Once the building is cleared for occupancy, resume normal activities.	Superintendent & Building Principal

## BOMB THREAT

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>Bomb Threat Incident Form</li> <li>Building Plan</li> <li>Building Sweep Team</li> <li>On-Site Sheltering Plan</li> <li>Off-Site Sheltering Plan</li> <li>School Cancellation Plan</li> <li>Community Notification Plan</li> <li>Media Plan</li> <li>Crisis Intervention Plan</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>Police Agencies</li> <li>Local Fire Department</li> <li>County Emergency Coordinator</li> <li>Community Crisis Plan Resources</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
1. Upon receipt of a bomb threat by telephone use the bomb threat incident form to write down information from the caller. If the threat is written do not handle to preserve evidence.	School Staff
2. Notify the building principal. Call 911.	School Staff
3. Notify the Superintendent.	Building Principal
4. Implement ICS and establish a command post.	Incident Commander
5. Initiate lock down procedures.	Incident Commander
6. Conduct a visual sweep of all paths of egress in the building, sheltering areas, and around the exterior of the school. Report findings to the Operations Chief	Sweep Team
7. Determine if the school is to be evacuated or whether to shelter on site in a cleared and sanitized area. Note: Do not evacuate to parking lots or locations which are not visibly free of suspect objects. It is suggested that evacuation locations be no less than 1000 feet from the building.	Incident Commander
8. If on site sheltering is selected implement the following: <ul style="list-style-type: none"> <li>Move students and staff in an organized/controlled manner. Do not make a general announcement to evacuate to the area.</li> <li>Implement sheltering student care plan.</li> </ul>	Incident Commander
9. When police arrive: <ul style="list-style-type: none"> <li>Advise them of the situation and follow their instructions.</li> <li>Turn over control of the building to law enforcement.</li> </ul>	Incident Commander or Liaison Officer
10. Implement community notification procedures and prepare media plan.	Incident Commander & Public Information Officer
11. Once emergency operations have concluded make determination to either resume classes, evacuate to an off-site shelter or implement go home procedures.	Incident Commander
12. Start aftermath planning for returning to normal operations.	Superintendent

## RESOURCES

call 911 for all emergencies

## CIVIL DISTURBANCE

### RESOURCES

call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Crisis Intervention Plan and Team</li> <li>• School Cancellation/Go Home Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Law Enforcement Agencies</li> <li>• County Emergency Coordinator</li> <li>• Fire Department</li> <li>• Emergency Medical Services</li> <li>• Local Crisis Intervention Resources</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. At the on set of an actual or potential civil disturbance initiate the school emergency system. Contact the Principal and provide the following: <ul style="list-style-type: none"> <li>• Your name?</li> <li>• Nature of the incident?</li> <li>• The location of incident?</li> <li>• How many people are involved?</li> <li>• Are there any injuries or property damage?</li> </ul>	School Staff
2. Notify local law enforcement agency by calling 911.	Principal or Designee
3. Activate the district incident command team and establish a command post.	Incident Commander
4. Safely determine the extent of the incident.	Planning and Intelligence
5. If the incident necessitates order a building lock down.	Incident Commander
6. When law enforcement personnel arrive provide them with facts related to the incident, and direct them to the location of the incident.	Liaison Officer Incident Commander
7. Based upon the advice received from the commander in charge of the incident implement one or more of following: <ul style="list-style-type: none"> <li>• On Site or Off Site Sheltering Plans</li> <li>• Student Release Procedures</li> <li>• School Cancellation/Go Home Plan</li> <li>• Community Notification Plan</li> <li>• Media Notification Plan</li> <li>• Crisis Intervention Plan</li> </ul>	Incident Commander Planning & Intelligence Public Information
8. Consult with Law Enforcement, Emergency Coordinator, Crisis Team, and other appropriate Parties prior to resuming normal activities.	Incident Commander
9. Activate Aftermath and Recovery Plan if necessary.	Superintendent

**CRIMES AGAINST PERSONS**  
Assault, Abuse, Robbery, etc.

**RESOURCES**

Call 911 for all emergencies

<p style="text-align: center;"><u><b>SCHOOL DISTRICT</b></u></p> <ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification Media Plans</li> <li>• School Cancellation/Go Home Plan</li> <li>• Lock Down Plan</li> <li>• Child Abuse &amp; Neglect Reporting Procedures</li> </ul>	<p style="text-align: center;"><u><b>COMMUNITY</b></u></p> <ul style="list-style-type: none"> <li>• Child Protective Services</li> <li>• Law Enforcement</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> </ul>
<p style="text-align: center;"><u><b>Response Action Guidelines</b></u></p>	<p style="text-align: center;"><u><b>Authority</b></u></p>
<p>1. Upon identification of suspected, threatened, potential or actual crimes against persons, (e.g. abuse, assault, hostage-taking, kidnapping, robbery) notify the Building Principal</p>	<p>Staff</p>
<p>2. Notify Law Enforcement by calling 911.</p>	<p>Principal</p>
<p>3. Notify the Superintendent, implement the incident command team, and establish a command post.</p>	<p>Incident Commander</p>
<p>4. In the event of ongoing activity, seek to isolate the effected area, or reduce the severity of the event though appropriate risk reduction or crisis intervention tactics.</p>	<p>Incident Commander</p>
<p>5. When Law Enforcement arrives advised them of the situation and follow instructions that are given.</p>	<p>Liaison Officer</p>
<p>6. In cooperation with appropriate authorities, implement crisis response plan, community notification, and media response plans.</p>	<p>Incident Commander Public Information</p>
<p>7. If damage or injuries warrant refer to "Multiple Casualty" procedures in the Building-level Safety Plan.</p>	<p>Incident Commander Planning &amp; Intelligence</p>
<p>8. Depending on the nature of the incident be prepared to implement one or more of the following plans:</p> <ul style="list-style-type: none"> <li>• Off-Site Sheltering Plan</li> <li>• Student Release Procedures</li> <li>• School Cancellation/Go Home Early Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Crisis Intervention Plan</li> </ul>	<p>Incident Commander Planning &amp; Intelligence Public Information</p>
<p>9. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.</p>	<p>Superintendent or Principal</p>

# EARTHQUAKE

Page 1 of 2

## RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>~ Earthquake Training &amp; Awareness Materials</li> <li>~ Drop &amp; Cover Drill</li> <li>~ Off Site Sheltering Plan</li> <li>~ School Cancellation/Go Home Plan</li> <li>~ Community Notification Plan</li> <li>~ Student Release Plan</li> <li>~ Media Notification Plan</li> <li>~ Multiple Casualty Incident Plan</li> <li>~ Aftermath Plan</li> </ul>	<ul style="list-style-type: none"> <li>~ County Emergency Coordinator</li> <li>~ Local Red Cross Agency</li> <li>~ Law Enforcement Agencies</li> <li>~ Local Fire Department</li> <li>~ Local Emergency Medical Services</li> <li>~ Volunteer Personnel</li> <li>~ Local Crisis Intervention Resources</li> <li>~ NYS Department Of Education</li> <li>~ School Architect/Structural Engineer</li> <li>~ County Building Codes Official</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Provide guidance to students and staff during and earthquake. Indoors: A void large open areas; get under a desk or heavy table and hold on to the legs. Do not attempt to leave the building until the shaking stops. Outdoors: Get away from buildings, trees, poles, and overhead wires.	School Staff
2. After the shaking stops immediately evacuate to an open area.	School Staff & Students
3. Establish an on-site command post and assemble the incident command team. Call 911 if phone service works.	Incident Commander
4. Take a head count and determine if any students or staff is remaining in the building. Determine the locations of injured or trapped individuals. Do not attempt to provide first aid or move injured persons if it interferes with evacuation procedures.	Operations Student Care Team Planning and Intelligence Team
5. Attempt to notify Emergency Services Agencies to report damage, injuries, or hazards. If telephone service is not functioning attempt to gain access to a cellular telephone.	Logistics Communications Team
6. Establish a medical first aid station.	Operations Medical Team
7. Check for fires or other physical hazards, (e.g. downed wires, broken gas, water or sewer pipes) and take appropriate precautions. Shut off valves and switches if it is safe to do so.	Operations Damage Assessment Team & Building Operations Team
8. Determine whether the building has sustained structural damage. Do not attempt to reenter a damaged building until it has been cleared for occupancy by a building codes official.	Safety Officer
9. Activate District Aftermath Plan.	Incident Commander

## EARTHQUAKE

Page 2 of 2  
Call 911 for all emergencies

### Response Action Guidelines – Cont.

### Authority

<b>10. Provide emotional first aid and comfort to evacuated students and staff. Take precautions to protect evacuees from exposure.</b>	Crisis Intervention Team
I 1. Implement On-Site sheltering, school cancellation, and/or community/media notification plans as required.	Incident Commander Public Information Officer
12. Notify the BOCES Superintendent of the damages and actions taken by the district.	Superintendent

## ELECTRICAL SYSTEM FAILURE

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Building Electrical Plans</li> <li>• Electrical Back-up System</li> <li>• School Cancellation Plan</li> <li>• Off-Site Sheltering Plan</li> <li>• Community Notification Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Engineer/Contractor</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Neighboring School Districts</li> <li>• Local Government Officials</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovery or detection of electrical system failure which may affect the health and safety of the building occupants notify the Building Principal.	Staff
2. Contact the Head Custodian.	Principal
3. If a hazard exist in an area due to the electrical problem isolate that area as the danger zone.	Principal
4. Implement the school incident command team and establish a command post.	Incident Commander
5. Evaluate the cause of the problem and determine if it is off-site or on-site. Determine if critical life-safety systems (e.g., fire detection, smoke/heat detection alarms) have been compromised. If source of the hazard is off-site contact the local utility company to determine probable duration of outage.	Operations Chief Safety Officer
6. Determine if critical operation systems have been affected. These may include the following systems: HV AC, communications, refrigeration, computer, and electronic instrument controls.	Operations Chief
7. In consultation with appropriate school personnel, electrical contractor, and utility company representatives determine whether to curtail or cease building operations as appropriate. Provide the Incident Commander with the information that has been obtained.	Liaison Officer Planning & Intelligence
8. Determine whether to activate the School Cancellation and or Community Notification Plan.	Incident Commander Public Information
9. Implement appropriate remedial action. Coordinate with emergency services, utility officials, engineers, or contractors as appropriate.	Incident Commander Liaison Officer
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent

## ENERGY SUPPLY LOSS

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>		<u>COMMUNITY</u>	
<ul style="list-style-type: none"> <li>• Back-up Energy plan</li> <li>• Community Notification Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Media Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Energy Supply Representative</li> <li>• Alternate Energy Supplier</li> </ul>	
<u>Response Action Guidelines</u>		<u>Authority</u>	
1. Upon notification or determination of problem notify Superintendent and determine the extent to which the school can continue to operate.		Building Principal	
2. Activate the district incident command team and establish a command post.		Superintendent	
3. Contact prime supplier to determine availability of fuel and implement Back-up Energy Plan if feasible.		Incident Commander	
4. Keep Incident Commander update on status of building conditions (temperature, comfort level, etc.).		Planning & Intelligence	
5. If necessary, implement plan for alternative school day or alternative building use schedule (e.g., shorter day, shorter class periods, no after school activities, etc.).		Incident Commander	
6. Determine whether to implement School Cancellation/Go Home Plan.		Incident Commander	
7. Implement Community Notification Procedures, and access the School Media Plan if students are to return home early.		Incident Commander Public Information Officer	
8. Activate aftermath/recovery plan and resume normal building activities once it is feasible to do so.		Superintendent and or Building Principal	

## EPIDEMIC

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u> <ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification/Media Plans</li> <li>• School Cancellation/Go Home Plan</li> </ul>	<u>COMMUNITY</u> <ul style="list-style-type: none"> <li>• County Emergency Coordinator</li> <li>• Local Rescue Squad</li> <li>• NYS Health Department</li> <li>• Local Hospital</li> <li>• School Physician</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovery or notification of a highly contagious disease contact the Superintendent	School Nurse or Staff
2. Contact members of the school emergency response team and implement ICS. Establish a command post Assign a Liaison Officer to establish and maintain communications with health officials. Notify the Principal.	Superintendent and or Incident Commander
3. If students and staff become ill while at school isolate them from the general population and make arrangements for medical assessment.	Incident Commander School Medical Staff
4. Consult with New York State Department of Health  Officials to determine whether to implement one or more of the following plans as appropriate: <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Crisis Intervention Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	Liaison Officer  Incident Commander Planning & Intelligence Public Information
Activate Aftermath and Recovery Plan. Resume normal school operations after consulting with the Department of Health and the School Physician.	Superintendent and or Principal

## EXPLOSION

### RESOURCES

Call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Fire Evacuation Plan</li> <li>• Student Release Procedures</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• Local Government</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
<p>1. Immediately sound the building fire alarm system in the event of an explosion and evacuate the building in accordance with the fire evacuation plan. Ensure that everyone moves a safe distance from the building.</p>	<p>Staff</p>
<p>2. Call 911. Implement the incident command team, establish a command post, and contact the Superintendent.</p> <p>If damage or injuries have been sustained, refer to "Structural Failure" or "Multiple Casualty" procedures referenced in the Building-level Safety Plan.</p>	<p>Building Principal</p>
<p>4. Provide Emergency Responders with information about the location of injured persons, building damage, and special sources of hazard (e.g., hazardous materials, energy and power supply locations).</p>	<p>Incident Commander</p>
<p>5. Follow instructions provided by emergency personnel on the scene.</p>	<p>Liaison Officer</p>
<p>6. Implement one or more of the following plans as needed:</p> <ul style="list-style-type: none"> <li>• School Cancellation</li> <li>• Community Notification</li> <li>• Student Release</li> <li>• Crisis Intervention</li> <li>• Media</li> </ul>	<p>Planning &amp; Intelligence</p>
<p>7. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.</p>	<p>Public Information</p>
<p>7. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.</p>	<p>Incident Commander</p> <p>Superintendent and or Building Principal</p>

## FIRE AND ALARM ACTIVATION

### RESOURCES

Call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• Fire Evacuation Plan &amp; Procedures</li> <li>• School Cancellation Plan</li> <li>• Community Notification/Media Plans</li> <li>• Student Release Procedures</li> <li>• Sheltering Plans</li> <li>• Crisis Plan</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• Local Law Enforcement</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• County Emergency Coordinator</li> <li>• Insurance Company Representative</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
<p>1. Upon discovery or detection of smoke or fire activate the fire alarm system. If the alarm is activated from an unknown source, proceed as if there is a fire,</p>	<p>Staff</p>
<p>2. Evacuate the building using established fire evacuation procedures. Notify the Principal.</p>	<p>Staff</p>
<p>3. Call 911. Establish a command post and activate the incident command team. Notify the Superintendent.</p>	<p>Incident Commander</p>
<p>4. Move all students and staff safely away from the building. Ensure that individuals do not congregate in areas where they may be at risk from responding emergency equipment.</p>	<p>Safety Officer</p>
<p>5. Upon arrival of Fire Department personnel inform their incident commander of the situation and follow any instructions that are given.</p>	<p>Liaison Officer</p>
<p>6. If damage or injuries have been sustained, reference "Structural Failure" or Multiple Casualty" in the Building-level Safety Plan.</p>	<p>Planning &amp; Intelligence &amp; District Level IC</p>
<p>7. Depending on the extent of the incident the school may have to implement one or more of the following:</p> <ul style="list-style-type: none"> <li>• Crisis Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Sheltering Plans</li> <li>• Community Notification/Media Plans</li> </ul>	<p>District Level IC, Planning &amp; Intelligence and Public Information</p>
<p>8. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.</p>	<p>Superintendent and or Building Principal</p>

## FLOODING

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Emergency Weather Alert Radio</li> <li>• School Cancellation Plan</li> <li>• Shelter and Transportation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> </ul>	<ul style="list-style-type: none"> <li>• County Emergency Coordinator</li> <li>• National Weather Service</li> <li>• Local Fire Department</li> <li>• County/Town DPW</li> <li>• Law Enforcement Agencies</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. During periods of flood watches or warnings establish a command post and activate the Incident Command Team. Call 911.	Incident Commander
2. Assign a person to monitor an emergency alert system radio, or to establish communications with the County Emergency Coordinator for weather condition updates.	Incident Commander Liaison Officer
3. Based upon National Weather Service and/or County Civil Defense advice, implement On-Site Sheltering or School Cancellation Plan.	Incident Commander
4. Implement the Community Notification Plan.	Public Information Officer
5. Determine if the Crisis Intervention Plan needs to be implemented.	Incident Commander
6. Upon consulting with the County Emergency Coordinator determine if Community Sheltering Plans or other actions involving the use of the school facilities, personnel or equipment need to be implemented.	Liaison Officer Incident Commander

## NATURAL GAS OR PROPANE LEAK

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>		<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>➤ Building Evacuation Plan</li> <li>➤ Building Plans diagramming Gas Shut Off Valves</li> <li>➤ Community Notification Plan</li> <li>➤ Media Plan</li> <li>➤ School Cancellation Plan</li> <li>➤ Alternative Sheltering Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Local Fire Department</li> <li>• Gas/Propane Supplier</li> <li>• County Emergency Coordinator</li> <li>• County Health Department</li> </ul>
<u>Response Action Guidelines</u>		<u>Authority</u>
1. Upon suspicion of a gas leak notify the Superintendent.		School Staff
2. Call 911. Contact the Head Custodian to investigate the possible leak.		Incident Commander
3. Activate the incident command team and establish a command post.		Incident Commander
4. If it is determined that there is a gas leak, evacuate the building to a safe distance if the leak can not be controlled.		Incident Commander
5. Relocate the command post outdoors.		Incident Commander
6. In consultation with fire or utility personnel, determine whether to implement the School Cancellation Plan.		Liaison Officer Incident Commander
7. Implement Community Notification and Media Plan if necessary.		Public Information Officer
8. Activate Aftermath and Recovery Plan and resume normal operations when it is safe to do so.		Superintendent

## HAZARDOUS MATERIALS INCIDENT – OFF SITE

### RESOURCES

Call 911 for all **emergencies**

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;"> <u>SCHOOL DISTRICT</u> <ul style="list-style-type: none"> <li>Sheltering Plan</li> <li>School Cancellation Plan</li> <li>Community Notification Plan</li> <li>Media Plan</li> </ul> </div> <div style="width: 45%; text-align: center;"> <u>COMMUNITY</u> <ul style="list-style-type: none"> <li>County Emergency Coordinator</li> <li>Local Fire Department</li> <li>HAZMA T Personnel</li> <li>NYS DEC Personnel</li> <li>Emergency Services Personnel</li> </ul> </div> </div>	
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon being contacted by local emergency responders; obtain advice as to the size, likely hazard and duration of the spill response.	Superintendent
2. In consultation with Incident Commander in charge of the spill scene determine whether to implement sheltering or evacuation procedures.	Building Principal
3. Activate the school incident command team and establish a command post	Incident Commander
4. Assign an individual to monitor conditions at the spill site (forward command post).	Liaison Officer
5. Cease all outdoor activities if necessary.	Safety Officer
6. Close off all outside air intakes and dose all windows and exterior doors.	Safety Officer
7. If evacuation is recommended, implement the School Cancellation Plan.	Incident Commander
8. Implement Community Notification Plan.	Public Information
9. Implement Media Plan.	Public Information
10. When advised that it is safe to do so by appropriate response personnel, resume normal school operations.	Superintendent

## HAZARDOUS MATERIALS INCIDENT – ON SITE

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Chemical Inventory &amp; MSDS's</li> <li>• School Cancellation Plan</li> <li>• Sheltering Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Toxic Exposure Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Emergency Medical Services</li> <li>• HAZMA T Personnel</li> <li>• NYS DEC Personnel</li> <li>• NYS Department Of Health</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovering or detecting any spill of a hazardous substance or petroleum product, notify the Superintendent.	School Staff
2. Call 911. Activate the incident command team. Establish a command post.	Incident Commander
3. Contact the School Principal.	Incident Commander
4. Move Students and Staff from an area of potential danger to an area of safety. Ensure that everyone is accounted for.	Incident Commander School Staff
5. Have the HV AC system closed down.	Incident Commander
6. Consult with Emergency Personnel to determine an appropriate plan of action: <ul style="list-style-type: none"> <li>• On or Off-Site Sheltering</li> <li>• School Cancellation/Student Release</li> <li>• Community Notification</li> <li>• Crisis Intervention Plan</li> <li>• Activate Media Plan</li> </ul>	Liaison Officer Planning & Intelligence Incident Commander Public Information
7. Evaluate hazardous material release, with the assistance of Emergency Personnel and contact NYSDEC.	Liaison Officer Incident Commander
8. Consult with DEC and develop a plan for cleaning up and disposing of the hazardous material.	Liaison Officer Incident Commander
9. Arrange to clean and decontaminate the effected area.	Logistics T earn
10. Activate Aftermath and Recovery Plan and resume normal operations once the effected area is cleared for occupancy.	Superintendent

## HEATING SYSTEM FAILURE

### RESOURCES

Call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• School Cancellation/Go Home Plan</li> <li>• Community Notification Plan</li> <li>• Media Notification Plan</li> <li>• Building Floor Plans for HV AC Systems</li> <li>• Off-Site Sheltering Plan</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• HV AC Contractor</li> <li>• Back-up Portable Heating System</li> <li>• Media Outlets</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
1. Upon discovery or detection of a loss of heat, notify the Superintendent.	Staff
2. Notify the Head Custodian of the current situation.	Principal
3. Notify the Superintendent, implement the incident command team and establish a command post.	Principal and or Superintendent
4. Evaluate the problem and commence normal remedial response. If extreme cold weather conditions prevail, notify the incident commander to curtail building activities that may accelerate heat loss (e.g., close all windows and doors).	Operations Chief & Planning & Intelligence
5. Attempt to correct problem. If unable to correct, try to determine the anticipated time of recovery and notify the Operations Chief. The information shall be passed up the chain of command to the IC.	Operations Chief & Planning & Intelligence
6. Determine whether the School Cancellation/Go Home Plan should be implemented.	Incident Commander
7. If the decision is made to cancellation school contact the following: <ul style="list-style-type: none"> <li>• Staff and students</li> <li>• Parents/Legal Guardians via phone calling tree or community notification procedures</li> </ul>	Public Information
8. Implement off-site sheltering plan for students who can not be returned home and prepare for parental release, or transportation at the normal release time.	Incident Commander
9. Contact local radio and television media outlets and request public service announcements on current situation.	Public Information
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent and or Building Principal

## HOSTAGE SITUATION

### RESOURCES

Call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• Building Area Isolation Procedures</li> <li>• Community Notification Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Media Plan</li> <li>• Crisis Intervention Team</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• Law Enforcement Agencies</li> <li>• County Emergency Coordinator</li> <li>• Local Crisis Intervention Resources</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
<p>1. Upon identification of a hostage situation notify the Superintendent and take steps necessary to isolate and secure the area involved.</p>	<p>School Staff</p>
<p>2. Notify Emergency Services by calling 911 and follow their instructions.</p>	<p>Principal</p>
<p>3. Activate the district incident command team and establish a command post in a secure location.</p>	<p>Incident Commander</p>
<p>4. Based upon the advice received from law enforcement personnel in charge of the incident implement the following:</p> <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Student Release Procedures</li> <li>• Community Notification Plan</li> <li>• Media Notification Plan</li> <li>• School Crisis Intervention Plan</li> </ul>	<p>District Level IC Planning &amp; Intelligence Public Information Liaison Officer</p>
<p>Activate aftermath/recovery plan and resume normal building activities when permitted to do so. Note that a portion of the building may be unavailable until law enforcement concludes their investigation.</p>	<p>Superintendent and or Building Principal</p>

## INTRUDER

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u> <ul style="list-style-type: none"> <li>• Crisis Plan</li> <li>• Lock Down Procedures</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• School Cancellation/Go Home Plan</li> </ul>	<u>COMMUNITY</u> <ul style="list-style-type: none"> <li>• Law Enforcement Agencies</li> <li>• Local Crisis Intervention Resources</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon identification of an intruder in the building or on school grounds notify the building principal. Provide a description of, and location of the intruder(s).	School Staff
2. Upon being notified of an intruder(s) order a building lock down, and notify law enforcement by calling 911. Provide the dispatcher with as much information on the incident as possible. Contact the District Superintendent.	Building Principal
3. Everyone is to remain secured in his or her room until the all clear signal is given. If it is at all possible do not jeopardize anyone's safety with confronting the intruder(s).	All Staff
4. If a hostage situation develops reference the guidelines for "Hostage" in the emergency management plan.	Building Principal
5. Attempt to make contact with law enforcement upon their arrival and follow their directions.	Building Principal
6. If law enforcement has secured the scene activate the district incident command team and establish a command post.	Incident Commander
7. Based upon the advice received from the commander in charge of the incident implement the following: <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Student/Parent Reunification Procedures</li> <li>• Community Notification Plan</li> <li>• Media Notification Plan</li> <li>• School Crisis Intervention Plan</li> </ul>	Incident Commander
8. Once the intruder(s) has been taken into custody meet with law enforcement for a debriefing and start aftermath planning for returning to normal operations as soon as possible.	Principal and Superintendent

## KIDNAPPING

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u> <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Community Notification/Media Plans</li> <li>• Crisis Plan</li> <li>• Lock Down Procedure</li> </ul>	<u>COMMUNITY</u> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• County Emergency Coordinator</li> <li>• Community Crisis Personnel</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon notification or discovery of a kidnapping situation or threat contact the Superintendent.	Staff
2. Call 911 and follow their instructions. Establish a command post and activate the incident command team. Activate the Crisis Response Team. Notify the Superintendent.	Principal Incident Commander
3. If the incident is taking place on campus, or the threat is directed toward a building occupant order a building lock down to secure occupants.	Incident Commander
4. Designate a Liaison Officer to initially meet with Law Enforcement and provide them with Information related to the incident.	Incident Commander Liaison Officer
5. Based upon the advice received from law enforcement personnel that are in charge of the incident implement one or more of the following: <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Student Release/Parent Reunification Procedures</li> <li>• Community Notification/Media Plan</li> <li>• School Crisis Intervention Plan</li> </ul>	District Level IC Planning & Intelligence Public Information Liaison Officer
6. Activate aftermath/recovery plan and resume normal building activities when permitted to do so. Note that a portion of the building may be unavailable until law enforcement concludes their investigation.	Superintendent Principal

## LOSS OF BUILDING USE

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"><li>• School Cancellation Plan</li><li>• Community Notification/Media Plans</li><li>• Sheltering Plans</li><li>• BOCES Superintendent</li></ul>	<ul style="list-style-type: none"><li>• Regional School Districts</li><li>• State Education Department</li><li>• Portable Building Contractor</li></ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon being notified that a school building is uninhabitable notify the Superintendent; establish a command post, and activate the incident command team.	Principal
2. Consult with BOCES Superintendent and the State Education Department on potential relocation of school programs.	Superintendent
3. Determine how many days of school will be canceled due to the loss of the building. Activate one or more of the following plans: <ul style="list-style-type: none"><li>• School Cancellation Plan</li><li>• Community Notification Plan</li><li>• Media Plan</li><li>• Aftermath &amp; Recovery Plan</li></ul>	Incident Commander Planning & Intelligence Public Information
4. If the loss occurred during normal school hours implement the above plus: <ul style="list-style-type: none"><li>• Sheltering Plans</li><li>• Student Release Procedures</li><li>• Go Home Plan</li></ul>	Incident Commander Planning & Intelligence Public Information Liaison Officer
5. Explore possible sites to conduct classes while the building is out of use.	Planning & Intelligence Logistics
6. Once an alternative site has been established plan the relocation of educational programs.	Incident Commander Planning & Intelligence
7. Contact the Transportation Supervisor to determine if changes in bus routes are necessary.	Incident Commander
8. Notify Staff Parents, Students, and the Community of relocation measures.	Public Information
9. Activate Aftermath and Recovery Plan and resume normal activities when the building is available for occupancy.	Superintendent and or Building Principal

## LOSS OF TRANSPORTATION FLEET -Disabled

### RESOURCES

Call 911 for all emergencies

<p style="text-align: center;"><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Community Notification/Media Plans</li> <li>• Student Release Procedures</li> <li>• Sheltering Plans</li> </ul>	<p style="text-align: center;"><u>COMMUNITY</u></p> <ul style="list-style-type: none"> <li>• Regional School Districts</li> <li>• Transportation Contractors</li> <li>• Local Government Officials</li> </ul>
<p style="text-align: center;"><u>Response Action Guidelines</u></p>	<p style="text-align: center;"><u>Authority</u></p>
1. Upon being notified of the extent of school buses that are disabled notify the Superintendent.	Transportation Supervisor
2. If the situation warrants, establish a command post and activate the incident command team.	Superintendent Incident Commander
3. If notice is provided prior to the start of school make a decision on whether to cancel classes. Activate school cancellation plan.	Incident Commander Planning & Intelligence
4. If loss of transportation fleet is due to criminal activity contact your local law enforcement agency. Call 911.	Incident Commander Liaison Officer
5. If buses cannot be repaired immediately, arrange for alternate transportation through lease, contract, or an agreement with neighboring Districts or local governments.	Logistics Chief
6. If school is in session, provide alternate transportation through lease, contract, or agreement with neighboring districts.	Logistics Chief
7. If sufficient transportation can not be obtained implement on-site student release procedures. Contact media outlets and request public service announcements and or activate parent notification procedures.	Incident Commander Public Information
8. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent

## MULTIPLE CASUALTY INCIDENT

Incidents involving serious injury or death to a number of students or staff

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• School Cancellation Plan</li> <li>• Community Notification/Media Plans</li> <li>• Blood borne Pathogens Plan</li> <li>• Sheltering Plans</li> <li>• Crisis Plan</li> <li>• Student/Parent Reunification Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Local Law Enforcement</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• County Emergency Coordinator</li> <li>• Local Hospital</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. If it is safe to do so, uninjured students & staff shall move out of harm's way and report on status of injured persons and injury causing event to the Superintendent	Staff
2. Call 911. Establish a command post and activate the incident command team. Activate the Crisis Response Team. Notify the Superintendent.	Principal Incident Commander
3. Gather information and evaluate the cause of the incident. Dispatch Liaison Officer to establish communications with responding emergency agencies.	Planning & Intelligence Incident Commander Liaison Officer
4. Determine whether staff can safely be deployed to intervene and minimize the effects of the incident (e.g., Can a fight be stopped, fire put out, gas shut off, provide medical assistance, etc.?)	Incident Commander Safety Officer Planning & Intelligence
5. Upon arrival of emergency personnel, provide information on the extent of damage, locations of injured persons and actions taken. Follow instructions of the incident commander in charge of the response.	Liaison Officer District Level IC
6. Determine if one or more of the following plans need to be implemented: <ul style="list-style-type: none"> <li>• Sheltering Plans</li> <li>• School Cancellation Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Student/Parent Reunification</li> </ul>	District Level IC Planning & Intelligence and Public Information
7. Coordinate with the Incident Commander in charge of the scene to assist in the identification of casualties, and establish procedures for determining treatment destinations of the injured parties. Implement procedures for notification of injured parties family members	District Level IC Members of the Crisis Response Team
8. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations ASAP.	Superintendent and or Building Principal

## MEDICAL EMERGENCIES

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Plan &amp; Team</li> <li>• Community Notification Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Media Plan</li> <li>• Blood bone Pathogens Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency Medical Services</li> <li>• Local Health Care Facility</li> <li>• Local Hospital</li> <li>• County Emergency Coordinator</li> <li>• County Health Department</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Identify the affected individual(s). Do not move any individual(s) if a head, neck, or back injury is suspected. Call 911 for emergency services if needed.	School Staff
2. Summon the School Nurse and report the incident to the Building Principal.	School Staff
3. Notify the School Superintendent and activate the incident command team.	School Principal Incident Commander
4. Establish a command post and monitor the situation.	Incident Commander Planning & Intelligence
5. If a contagious pathogen is suspected notify the County Health Department and follow their direction.	Incident Commander
6. In consultation with emergency medical personnel or Health Department, determine whether to implement the School Crisis Intervention Plan.	Liaison Officer, Incident Commander & School Nurse
7. Determine whether to implement School Cancellation/Go Home Plan.	Incident Commander
8. Implement Community Notification Procedures, and access the School Media Plan if students are to return home early.	Incident Commander Public Information
9. Activate aftermath/recovery plan and resume normal building activities once it is feasible to do so.	Superintendent

# RADIOLOGICAL INCIDENT

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## RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• School Cancellation/Go Home Plan</li> <li>• Lock Down Plan</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Department of Health</li> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• Law Enforcement</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. In the event of either discovering or being informed of a radiological incident contact the Superintendent. Contain the threat to as few people and as small an area as possible. Secure classrooms, close any open windows, and do not let anyone leave the site until you are authorized to do so.	Staff
2. If the incident is discovered by school personnel establish communications and call 911. Contact the Superintendent.	Principal or designee
3. Activate the incident command team and establish a command post.	Incident Commander
4. If the source of contamination is on-site do not allow anyone to handle the contaminated object. Individuals who came in direct contact with the contamination must be advised not to eat, drink, smoke, or rub their eyes, ears, nose, or mouth, or place their hands near their face.	Incident Commander
5. Order a building lock down to ensure that building occupants stay in their classrooms.	Incident Commander
6. Instruct the Head Custodian to turn off the school HVAC System.	Incident Commander
7. When Health Officials arrive follow their directions. At that time they may advise the school to evacuate the building. Be prepared to implement one or more of the following plans: <ul style="list-style-type: none"> <li>• Off-Site Sheltering Plan</li> <li>• Student Release/Parent Reunification Procedures</li> <li>• School Cancellation/Go Home Early Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Crisis Intervention Plan</li> </ul>	Liaison Officer  Incident Commander Planning & Intelligence Public Information

## RADIOLOGICAL INCIDENT

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### RESOURCES

Call 911 for all emergencies

8. Health Officials will establish decontamination procedures for the individuals who were potentially exposed and the space they occupied.	Incident Commander School Health Official/Nurse
9. Health Officials will advise if any additional precautions need to be taken.	Incident Commander
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	School Superintendent

## ROOF FAILURE OR LEAK

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Sheltering Plans</li> <li>• School Cancellation/Go Home Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Indoor Air Quality Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Roofing Repair Contractor</li> <li>• School Architect or Engineer</li> <li>• BOCES Risk Management</li> <li>• Local Code Enforcement Official</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovery or detection of a roof leak., notify the Superintendent	Staff
2. Notify the Buildings and Grounds Supervisor of the location of the leak.	Principal
3. Evaluate the problem and take steps to control the spread of water. If the situation is out of control contact the Principal. The Principal will then contact the Superintendent. Note: ensure that all staff & students in the affected area are moved to a place of safety.	Maintenance Staff
4. If the situation warrants, establish a command post and activate the incident command team.	Incident Commander
5. If the extent of the leak has or will jeopardize the structural integrity of the roof reference "Structural Failure" in the Building-level Safety Plan.	Incident Commander Planning & Intelligence
6. Evaluate the problem and initiate appropriate remedial action to restore a weatherproof barrier. Contact a roofing contractor if necessary.	Operations Chief Planning & Intelligence
7. When the barrier is restored, assure that materials are dried quickly to prevent the growth of mold and mildew. Remove all building materials that have been permanently damaged or can not be dried.	Operations Chief Maintenance Staff
8. Depending on the extent of the incident the school may have to implement one or more of the following: <ul style="list-style-type: none"> <li>• School Cancellation/Go Home Plan</li> <li>• Sheltering Plans</li> <li>• Community Notification/Media Plans</li> </ul>	Incident Commander Planning & Intelligence Public Information
9. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent and or Principal

# LOSS OF TRANSPORTATION FLEET - Accident

Page 1 of 2

## RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification Plan</li> <li>• Media Plan</li> <li>• Post Accident Drug &amp; Alcohol Testing Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• Drug &amp; Alcohol MRO</li> <li>• Local &amp; State Police</li> <li>• State Education Department</li> <li>• NYS Dept. of Transportation</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. If there is an accident involving a school bus account for all students aboard. Check students for injuries. Do not leave the scene of the accident.	School Bus Driver
2. Keep all students on the bus except in three cases: <ul style="list-style-type: none"> <li>• Conditions exist that could lead to a fire</li> <li>• Danger of further collision</li> <li>• Danger of drowning</li> </ul>	Bus Driver
3. If evacuation is necessary, relocate students to a safe location at least 100 feet from the bus and out of danger.	Bus Driver
4. Contact the Transportation Supervisor and request emergency assistance. If the radio does not work attempt to obtain access to a telephone and call for assistance.	Bus Driver
5. The Transportation Supervisor or designee will call 911 and request emergency services to the scene of the accident. Contact the Superintendent and inform him or her of the accident.	Transportation Supervisor
6. Establish a command center and activate the district incident command team. Dispatch personnel to the scene of the accident to establish a forward command post. Note: contact the school physician and request assistance at the scene.	Incident Commander
7. In consultation with the emergency response IC on the scene, the district team will determine the level of response needed: <ul style="list-style-type: none"> <li>• Activate Community Notification Plan</li> <li>• Activate Media Plan</li> <li>• Dispatch transportation for uninjured students</li> </ul>	Liaison Officer /Planning & Intelligence and School IC
8. If there are injuries dispatch a forward team to the health care facility(s) to meet with family members, and to obtain accurate information on the extent of the injuries.	Incident Commander

## LOSS OF TRANSPORTATION FLEET

Page 2 of 2

### RESOURCES

Call 911 for all emergencies

<u>Response Action Guidelines - Continue</u>	<u>Authority</u>
9. Determine if post accident drug and alcohol testing of the driver is required. Determine if NYS DOT and NYSED post accident reporting is required. Note: Reference "Post Accident Reporting & Testing Guidelines" below	Transportation Supervisor and or Superintendent
10. Implement District Aftermath and Recovery Plan. Provide staff and students with accurate information pertaining to the accident.	Superintendent

### Post School Bus Accident Reporting and Driver Drug/Alcohol Testing Requirements

**NYS DOT Reportable Accidents:** Any accident involving a school bus which results in any of the following:

- Loss of life or injury of any passenger, employee or other person.
- An accident caused by mechanical failure of the vehicle.
- Interior intrusion of the vehicle by carbon monoxide, exhaust fumes and other noxious gases or smoke.
- Internal or external smoke emanating from the engine or any other part of the vehicle.
- Internal or external emissions of sparks, flames or fire.
- Total estimated cost to repair damaged vehicles meets or exceeds \$1,000,000.

Note: No school bus can be repaired and or used for transportation until it is released by NYDOT.

#### **Reporting Information:**

Report accident by calling NYSDOT at (518) 474-9963.

In the event that any accident results in the loss of life or serious injury, or an injury requiring first aid or hospitalization at the time of the accident, shall be reported in writing to the NYSDOT within 48 hours. The written report shall consist of the following: a copy of law enforcement Form MV-104F displayed on school letterhead.

Reports can be mailed to the following address:

New York State Department of Transportation  
Carrier Inspection Section  
State Campus, 1220 Washington Avenue  
Albany, New York 12232

The New York State Education Department Transportation Division shall be contacted at (518) 475-6541 following an accident to obtain information on reporting requirements.

#### **Non-Reportable Accidents:**

A non-reportable accident is any accident involving a school bus, which does not result in any of the criteria defined above (Reportable Accident). The school bus driver and other responsible parties, using the district incident report shall document all circumstances regarding a non-reportable accident.

#### **Post Accident DOT Drug & Alcohol Testing:**

The United States Department of Transportation regulation P.L. 102-143 (Omnibus Transportation Employee Testing Act of 1991) and the School Board Of Education Policy on Drug and Alcohol Testing, requires drug testing, within 2 hours, for each driver of a school bus following an accident that results in any of the following:

- Loss of life
- Personal injury
- Issuance of a citation under State or Local Law, to the school bus driver, for a moving traffic violation
- When one or more vehicles require towing from the accident scene

**Note:** Contact the District Medical Review Officer (MRO) for direction concerning drug and alcohol testing.

## SEVERE WEATHER EMERGENCY

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification/Media Plans</li> <li>• School Cancellation/Go Home Plan</li> <li>• Sheltering Plans</li> <li>• Weather Radio</li> </ul>	<ul style="list-style-type: none"> <li>• County Emergency Coordinator</li> <li>• Local Fire Department</li> <li>• Local Rescue Squad</li> <li>• County/Local DPW</li> <li>• Local &amp; State Police</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon notification of a National Weather Service severe weather advisory, notify the Superintendent.	Principal
2. Contact members of the school incident command team and implement ICS. Establish a command post. Assign someone to monitor weather conditions and report back to the IC on a regular basis.	Superintendent and or Incident Commander
3. Consult with the County Emergency Coordinator to determine whether to implement the School Cancellation Plan or Sheltering Plan's as appropriate.	Incident Commander
4. Heed the advice of the National Weather Service regarding the type of precautions and sheltering needed to prevent or minimize injury or property damage. Cease all outdoor activity and take shelter inside the building. Keep occupants away from doors and windows. Take shelter in hallways at the lowest level of the building. Do not shelter in large expansive rooms, such as cafeterias and gyms if high force damaging wind is in the forecast.	Liaison Officer and or Incident Commander
5. Determine whether to activate the Crisis Response Team to handle emotional trauma and needs of occupants.	Incident Commander Planning & Intelligence
6. After the severe weather has subsided, assess the extent of damage or injuries, refer to "Structural Failure" or "Multiple Casualty" procedures in the Building-level Safety Plan.	Incident Commander, Safety Officer Planning & Intelligence
7. Contact the County Emergency Coordinator and determine whether the school will be utilized as a Red Cross Community Shelter.	Liaison Officer
8. If Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent and or Building Principal

## TOXIC EXPOSURE

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Crisis Response Plan</li> <li>• Community Notification/Media Plans</li> <li>• Chemical Inventory Database Reports</li> <li>• Material Safety Data Sheets (MSDS)</li> </ul>	<ul style="list-style-type: none"> <li>• Poison Control Center</li> <li>• Local Rescue Squad</li> <li>• Local Hospital</li> <li>• BOCES Risk Management</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1 Identify person(s) that have been exposed and stricken and notify the School Nurse and Principal. Call 911.	Staff
2. Establish a command post and activate the incident command team. Contact the Superintendent.	Principal
3. If a large amount of toxic material is present clear the areas of the building that may be affected. Reference "On-Site Hazardous Materials Incident" in the Building-level Safety Plan.	Incident Commander Planning & Intelligence
4. Determine what caused the exposure and read the label and follow the instructions. Obtain the MSDS and call the Poison Control Center for advice.	Planning & Intelligence School Nurse
5. If conditions allow, comfort the effected individual(s) and administer appropriate first aid.	School Nurse and other appropriate first aid givers
6. Activate Crisis Response Team, and contact the Parents/legal guardians of the exposed individual(s).	Incident Commander
7. Follow the advice of responding emergency service personnel if they are called to the scene.	Incident Commander
8. Depending on the extent of the incident the school may have to implement one or more of the following: . <ul style="list-style-type: none"> <li>• School Cancellation/Go Home Plan</li> <li>• Sheltering Plans</li> <li>• Community Notification/Media Plans</li> </ul>	Incident Commander, Planning & Intelligence and Public Information
9. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent and or Building Principal

## WATER EMERGENCY

### RESOURCES

Call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> <li>• Alternative Water Supply</li> <li>• Community Notification/Media Plans</li> <li>• School Cancellation/Go Home Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Local Government Officials</li> <li>• Local Water Department</li> <li>• NYS Department of Health</li> <li>• Bottled Water Supplier</li> </ul>
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discovery or detection of water system failure, notify the Building Principal.	Staff
2. Contact the Buildings and Grounds Supervisor and Superintendent.	Principal
3. Implement ICS and contact members of the school incident command team. <b>Establish a command post.</b>	Incident Commander
4. Evaluate problem and implement remedial response. If the problem is due to contamination of the water supply contact the local Water Department or NYS Department of Health to determine the extent of the problem.	Operations Chief  Liaison Officer
5. In consultation with either agency determine if school can stay open. If yes, secure all sources of water used for drinking and cooking, and notify staff and students of the situation. Make arrangements to obtain bottled water. If no, implement School Cancellation and Community Notification Plans.	Liaison Officer  Incident Commander Planning & Intelligence
6. Contact local media outlets and request public service announcements to notify the public of the current situation.	Public Information
7. At the termination of the water emergency, start aftermath planning to resume normal operations as soon as possible. Notify Staff, Parents, and Staff of resumed normal operations.	Superintendent  Principal



## CPR Purpose

The staff of Crown Point Central is committed to provide responsive, professional crisis intervention services to students, their families, and staff members encountering a stressful life crisis. Staff members strongly believe it is the responsibility of the school to create a supportive and safe environment whereby all school personnel work closely in a team effort to enhance the physical and emotional well being of all students and staff members.

**This document includes the following:**

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## **Definition of a Crisis**

A crisis can be defined as an intolerable situation, unstable change that disrupts the normal operation of an individual immediate attention and resolution (Webster Dictionary 1977).

Although a number of situations can be identified that we crisis for the school community, each and every potential anticipated. Some of the circumstances that would be cited; however, the response to each will not be addressed at this time.

## **Crisis Situation**

1. Death of a Student
2. Death of a Faculty/Staff Member
3. Death of a student's parent or sibling
4. Traumatic injury or severe illness of self, family or
5. Witnessing severe injury or death of another
6. Being the victim of a violent crime
7. Attempted or actual suicide

## **Crisis Response Team**

The Crisis Response Team at Crown Point Central School will following people:

1. School Superintendent – Shari L. Brannock
2. School Principal – Tara Celotti
3. School Nurse – Cynthia Condit
4. School Guidance Counselor – Joanne Mazotte
5. School Psychologist – Mary Henopp

## **Crisis Response Team Responsibilities**

### **SUPERINTENDENT**

1. Activator of Crisis Response Team by the use of the phone tree (attached)
2. Spokesperson to the community
3. Spokesperson to the media
4. Call full faculty/staff meeting at appropriate time; make announcement concerning the nature and facts of the crisis
5. Notify members of the Board of Education
6. Notify secretary that substitutes may be necessary

### **PRINCIPAL**

1. Chairperson of the Crisis Response Team
2. Coordinate all team activities and insure the responsibilities are carried out
3. Develop a list of close friends and family of involved person
4. Determine if transportation schedules need to be altered
5. Plan or organize a memorial as determined by the full Crisis Response Team

6. Provide information on appropriate funeral etiquette and attire
7. Arrange for transportation to any funeral, including chaperones
8. Assure that student's locker is cleared out at appropriate time

#### **SCHOOL NURSE**

1. Open health office for students or staff in need of support
2. Arrange for food service staff to make refreshments available throughout the day(s)
3. Provide support and counseling to students and staff in need, both during and after the crisis
4. Have available resources on death and crisis
5. Record all procedures utilized during the crisis for review at a later date by the Crisis Response Team

#### **GUIDANCE COUNSELOR**

1. Provide counseling for individuals and groups affected by the crisis
2. Contact the School Psychologist
3. Make the guidance office available for students or staff in need of support

#### **SCHOOL PSYCHOLOGIST**

1. Provide counseling for individuals and groups affected by the crisis
2. Possibly visit each class of the student or staff member involved in the crisis, to provide information and support
3. Contact other psychologist in area as needed

### **Specific Response to A Crisis**

#### **DEATH OF A STUDENT OR STAFF MEMBER**

1. Immediate notification of the Superintendent of the crisis.
2. Superintendent will decide on a time and a place for the Crisis Response Team to convene.
3. The crisis response headquarters will be located in the Health Office. This location has adequate room, privacy if needed and phone lines.
4. Superintendent will notify the Principal of the crisis. This person will initiate the phone tree calling or team members with initial information about the crisis and team of the meeting.
5. Superintendent will initiate the standard phone tree calling. A general staff meeting should be set up at this time. Staff members would be expected to come into school early for this. This meeting will be scheduled for a time period following the Crisis Response Team meeting.

6. The Superintendent will verify the facts with the appropriate officials prior to the first staff meeting.
7. Start a log of events and actions for accurate written record.
8. Immediate questions and actions for the initial crisis committee meeting:
  - Is the situation a crisis?
  - What are the facts?
  - Who is affected?
  - Who needs to be informed (faculty, parents, students, etc.) and how will this be done? (Pre-K – 6<sup>th</sup> grade, by the teacher; 7<sup>th</sup> – 12<sup>th</sup> grades, by small assembly)
9. The Superintendent or designee will be the liaison to the media.
  - No information should be released without prior consent of the family.
  - No media is to present on school grounds without the consent of the Superintendent.
10. Key communicators must be identified at this time.
  - Liaison between the school and the appropriate officials
  - Liaison between the school and the family
  - Liaison between the school and the funeral home
  - Liaison between the school and the church
11. Crisis team will notify surrounding schools, ensuring that they have accurate information concerning the crisis.
12. Crisis Response Team will request help from surrounding schools in the form of psychologist, guidance counselors and student support personnel. This arrangement of sharing will be agreed upon on an annual basis between the schools.
13. Superintendent or designee will make arrangements for calling substitutes, clergy, medical staff, and the appropriate town officials. These people will attend the full staff meeting and should be available all day.

### **Death Dealing with Crisis at School**

Unfortunately, at some point in time all educators will deal with the death of a student or colleague. Therefore, it is essential that school personnel prepare in advance so that they can respond in a timely and supportive manner that leads to constructive resolution for all students and staff.

#### **Notification and Announcement Procedures**

Verification is very important and administrators should contact the family of the deceased and/or authorities to get the facts before providing post-vention. Give everyone the facts as quickly as possible to dispel rumors. Please verify that the student or staff member is deceased and/or not being maintained on life support. Age appropriate language should be used to convey this information. Acceptable sources of verification are: 1. School personnel who witnessed the death  
2. Notification from the family of the deceased. 3. Notification from law enforcement agency.

Contact the key district administrators for assistance, and do so as quickly as possible. The administrators will also be helpful in interacting with the media. If the death was a suicide, it is essential that central administrators have input into post-vention planning.

Establish a calling tree: A calling tree should be utilized to notify district level personnel as well as building staff in the location where the deceased attended or worked. The calling tree can be used to notify all school personnel that a faculty meeting will be held before school to outline post-vention plans. If the death occurs during non-school hours or during vacations, this process allows staff members to work through their own issues before they assist students.

#### **If a death occurs when school is in session**

Hand deliver a memorandum to all teachers. The most frequent recommendation is to give all teachers the facts about the tragedy and instructions to share the information with their students, as well as, suggestions for assisting students. This memo can also invite all staff to a faculty meeting after school. The majority of students should stay in their classrooms. Only those closest to the victim or those with tragic life situations of their own should be sent to the school's support personnel. Individual schools should establish a plan. Some basic steps to consider are student coverage, notification plan, assess impact of the death and next steps.

### Parent Notification

It is recommended that a letter and fact sheet with stages of loss and age appropriate bereavement be sent to parents, either by mail or sent home via students. This letter, with approval of family, would contain the name of the student or faculty member. The letter sent home would only contain a brief description of the cause of death when the facts are known, but would avoid unnecessary details.

The letter to parents should encourage them to focus on the needs of their child and not on specific information about the deceased. The letter should clarify what types of services are available at school to help their child cope with the tragedy. This letter should be reviewed by the Superintendent or his designee prior to distribution.

### Determine Degree of Trauma

- Who was the person?
- Were they a long-time member of the District and which schools are impacted?
- What were the circumstances surrounding the death?
  - \* unexpected
  - \* suicide
  - \* sudden
  - \* violent
  - \* student versus staff
  - \* serious illness
- Were there individuals directly involved in the death?
- What are reactions we may see due to the death and anticipate responses?

### Roles for School Personnel

There are a number of roles that should be performed by key personnel. It is important to recognize that each person has his or her own unique history with regard to crisis and loss. It is not unusual for old issues to resurface. Each person should be given permission to feel a range of emotions. There is no right or wrong way to feel. Typically, individuals go through a sequence of emotional reactions following a crisis: 1. High anxiety, 2. Denial, 3. Anger, 4. Remorse, 5. Grief and 6. Reconciliation.

### Principal's Role

- Direct intervention efforts
- Be visible, available and supportive to school community
- Provide direction to teachers about how much to set aside the curriculum

- Communicate with central administration and other affected schools
- Contact family of the deceased
- Inform staff and students about funeral arrangements
- Ensure that memorials are appropriate

#### Counselor's/School Psychologist's/Social Worker's Role

- Be visible, available and supportive to school community
- Cancel other activities
- Locate counseling assistance (check community resources)
- Provide individual and group counseling
- Contact parents of affected students with suggestions for support and referral
- Follow the schedule of the deceased and visit classrooms of close friends
- Support the faculty (provide counseling as needed)
- Keep records of affected students and provide follow-up services

#### Teacher's Role

- Provide accurate information to students
- Lead classroom discussions that focus on helping students to cope with loss (if appropriate)
- Dispel rumors
- Answer questions without providing unnecessary details (answers should be scripted)
- Model an appropriate response
- Give permission for a range of emotions
- Identify students who need counseling and refer to building support personnel
- Provide activities to reduce trauma, such as artwork, music and writing
- Set aside curriculum as needed

#### What if the death was a suicide?

If the death was a suicide, post-vention procedures outlined by the American Association of Sociology (AAS) should be followed, in addition to the recommendations above. The tasks of post-vention are two-fold: 1. To reduce the chances of anyone else committing suicide by avoiding glamorization of the deceased and 2. To assist staff and students with the grieving process. Post-vention activities provide an opportunity to teach students the warning signs of suicide so that further suicides can be prevented. It is also important that school personnel receive training to recognize symptoms of depression and warnings of suicide ideation among students well before a crisis occurs. The main recommendations of the AAS include the following:

- Don't dismiss school or encourage funeral attendance during school hours

- Don't dedicate a memorial to the deceased
- Don't have a large school assembly
- Do give the facts to the students
- Do emphasize prevention and everyone's role
- Do provide individual and group counseling
- Do emphasize that no one is to blame for the suicide
- Do emphasize that help is available and that there are alternatives to suicide
- Do contact the family of the deceased

#### Transition and Closure

- Long term planning and ramifications of the loss for transition purposes - i.e. special occasions, anniversary dates, school celebrations
- Cleaning out of individual's space in a private and dignified way - i.e. room locker, desk
- Plan for a substitute in the event of a staff death to minimize transition impact for students
- Identify grieving locations within buildings
- Plan memorials/closure activities that are developmentally appropriate and coordinated by the administrator with input from the crisis team

#### Attached

Documents that can be used at your discretion:

Attachment 1 – Death and Grief: Supporting Children and Youth

Attachment 2 – Death and Greif in the Family: Tips for Parents

## **Attachment 1**

### **Death and Grief:**

#### **Supporting Children and Youth**

Death and loss within a school community can affect anyone, particularly children and adolescents. Whether the death of a classmate, family member, or staff member, students may need support in coping with their grief. Reactions will vary depending on the circumstances of the death and how well known the deceased is both to individual students and to the school community at-large. Students who have lost a family member or someone close to them will need particular attention. It is important for adults to understand the reactions they may observe and to be able to identify children or adolescents who require support. Parents, teachers, and other caregivers should also understand how their own grief reactions and responses to a loss may impact the experience of a child.

### **GRIEF REACTIONS**

There is no right or wrong way to react to a loss. No two individuals will react in exactly the same way. Grief reactions among children and adolescents are influenced by their developmental level, personal characteristics, mental health, family and cultural influences, and previous exposure to crisis, death, and loss. However, some general trends exist that can help adults understand typical and atypical reactions of bereaved children. Sadness, confusion, and anxiety are among the most common grief responses and are likely to occur for children of all ages.

#### **The Grief Process**

Although grief does not follow a specified pattern, there are common stages that children and adolescents may experience with varying sequencing and intensity. The general stages of the grief process are:

- Denial (unwillingness to discuss the loss)
- Anger or guilt (blaming others for the loss)
- Sorrow or depression (loss of energy, appetite, or interest in activities)
- Bargaining (attempts to regain control by making promises or changes in one's life)
- Acceptance or admission (acceptance that loss is final, real, significant, and painful)

#### **Grief Reactions of Concern**

The above behaviors are expected and natural reactions to a loss. However, the following behaviors may warrant further attention:

##### **Preschool Level:**

- Decreased verbalization
- Increased anxiety (e.g., clinginess, fear of separation)
- Regressive behaviors (e.g., bedwetting, thumb sucking)

**Elementary school level:**

- Difficulty concentrating or inattention
- Somatic complaints (e.g., headaches, stomach problems)
- Sleep disturbances (e.g., nightmares, fear of the dark)
- Repeated telling and acting out of the event
- Withdrawal
- Increased irritability, disruptive behavior, or aggressive behavior
- Increased anxiety (e.g., clinging, whining)
- Depression, guilt, or anger

**Middle and high school level:**

- Flashbacks
- Emotional numbing or depression
- Nightmares
- Avoidance or withdrawal
- Peer relationship problems
- Substance abuse or other high-risk behavior

**Signs That Additional Help Is Needed**

Adults should be particularly alert to any of the following as indicators that trained mental health professional (school psychologist or counselor) should be consulted for intervention and possible referral:

- Severe loss of interest in daily activities (e.g., extracurricular activities and friends)
- Disruption in ability to eat or sleep
- School refusal
- Fear of being alone
- Repeated wish to join the deceased
- Severe drop in school achievement
- Suicidal references or behavior

**Risk Factors for Increased Reactions**

Some students (and adults) may be a greater risk for grief reactions that require professional intervention. This includes individuals who:

- Were very close to the person(s) who died
- Were present when the person died
- Have suffered a recent loss
- Have experienced a traumatic event
- Are isolated or lack a personal support network
- Suffer from depression, Posttraumatic Stress Disorder, or other mental illness

Keep in mind that groups, particularly adolescents, can experience collective or even vicarious grief.

Students may feel grief, anxiety or stress because they see classmates who were directly affected by a loss, even if they didn't personally know the deceased. Additional risk factors include the deceased being popular or well-known, extensive media coverage, a sudden or traumatic death, homicides or suicides.

## **SUPPORTING GRIEVING CHILDREN AND YOUTH**

How adults in a family or school community grieve following a loss will influence how children and youth grieve. When adults are able to talk about the loss, express their feelings, and provide support for children and youth in the aftermath of a loss, they are better able to develop healthy coping strategies.

Adults are encouraged to:

- Talk about the loss. This gives children permission to talk about it, too.
- Ask questions to determine how children understand the loss, and gauge their physical and emotional reactions.
- Listen patiently. Remember that each person is unique and will grieve in his or her own way. Be prepared to discuss the loss repeatedly. Children should be encouraged to talk about, act out, or express through writing or art the details of the loss as well as their feelings about it, about the deceased person, and about other changes that have occurred in their lives as a result of the loss.
- Give children important facts about the event at an appropriate developmental level. This may include helping children accurately understand what death is. For younger children, this explanation might include helping them to understand that the person's body has stopped working and will never again work.
- Help children understand the death and intervene to correct false perceptions about the cause of the event, ensuring that they do not blame themselves or others for the situation.
- Provide a model of healthy mourning by being open about your own feelings of sadness and grief.
- Create structure and routine for children so they experience predictability and stability.
- Take care of yourself so you can assist the children and adolescents in your care. Prolonged, intense grieving or unhealthy grief reactions (such as substance abuse) will inhibit your ability to provide adequate support.
- Acknowledge that it will take time to mourn and that bereavement is a process that occurs over months and years. Be aware that normal grief reactions often last longer than six months, depending on the type of loss and proximity to the child.
- Take advantage of school and community resources such as counseling, especially if children and youth do not seem to be coping well with grief and loss.

## **TIPS FOR CHILDREN AND TEENS WITH GRIEVING FRIENDS AND CLASSMATES**

Seeing a friend try to cope with a loss may scare or upset children who have had little or no experience with death and grieving. Some suggestions teachers and parents can provide to children and youth to deal with this "secondary" loss:

- Particularly with younger children, it will be important to help clarify their understanding of death. See tips above under "helping children cope."

- Seeing their classmates' reactions to loss may bring about some fears of losing their own parents or siblings. Children need reassurance from caretakers and teachers that their own families are safe. For children who have experienced their own loss (previous death of a parent, grandparent, for children who have experienced their own loss (previous death of a parent, grandparent, sibling), observing the grief of a friend can bring back painful memories. These children are at greater risk for developing more serious stress reactions and should be given extra support as needed.
- Children (and many adults) need help in communicating condolence or comfort messages. Provide children with age-appropriate guidance for supporting their peers. Help them decide what to say (e.g., "Steve, I am so sorry about your father. I know you will miss him very much. Let me know if I can help you with your paper route....") and what to expect (see "expressions of grief" above).
- Help children anticipate some changes in friends' behavior. It is important that children understand that their grieving friends may act differently, may withdraw from their friends for a while, might seem angry or very sad, etc., but that this does not mean a lasting change in their relationship.
- Explain to children that their "regular" friendship may be an important source of support for friends and classmates. Even normal social activities such as inviting a friend over to play, going to the park, playing sports, watching a movie, or a trip to the mall may offer a much needed distraction and sense of connection and normalcy.
- Children need to have some options for providing support—it will help them deal with their fears and concerns if they have some concrete actions that they can take to help. Suggest making cards, drawings, helping with chores or homework, etc. Older teens might offer to help the family with some shopping, cleaning, errands, etc., or with babysitting for younger children.
- Encourage children who are worried about a friend to talk to a caring adult. This can help alleviate their own concern or potential sense of responsibility for making their friend feel better. Children may also share important information about a friend who is at risk of more serious grief reactions.
- Parents and teachers need to be alert to children in their care who may be reacting to a friend's loss of a loved one. These children will need some extra support to help them deal with the sense of frustration and helplessness that many people are feeling at this time.

Information modified from NASP

## **Attachment 2**

## **DEATH AND GRIEF IN THE FAMILY: TIPS FOR PARENTS**

Children will face many deaths that will have an impact on their daily lives. Some of these deaths may be anticipated and some sudden. Children may have to face the fact that a friend, a sibling, or a parent has died or that they, too, will die. Children will need adult help in understanding what is happening and will typically look to adults as models for how to cope.

### **Children's Understanding of Death**

#### ***Preschool children (ages 2–6).***

Generally around age 4 children have a limited and vague understanding of death. Children of this age generally do not think of death as permanent. They may believe it is reversible and talk of doing things with the person in the future. Preschoolers frequently engage in magical thought and play. They may believe if they pray or wish hard enough, they could bring the dead person to life. A parent may overhear a child tell a friend, “My mommy is not dead. She is visiting Grandma.”

Young children may connect events or things together that do not belong together. A child may tell his brother he hates him, and a short time later the brother is struck and killed by a car. The child may not only have guilt for what he said, but feel responsible for causing the death. As parents and caregivers we must disconnect these events in the child's thinking by reassuring the child that the events are not in any way related.

#### ***Primary age children (age 6–9).***

Children at this age have begun to grasp the finality of death, but very often they still engage in magical thinking and maintain the belief that their thoughts and wishes may have the power to undo death. This belief in their power may lead to the idea that they could have prevented the death or they should have been there to protect the person who died. This thinking also is likely to lead to feelings of guilt and responsibility for the person's death.

#### ***Intermediate age children (age 9–12).***

Developmentally, children at this age are reading adventure books, telling ghost stories, and becoming preoccupied with super heroes. They often look on death as some supernatural being that comes and gets you. Even though they think of death as something that happens primarily to old people, they realize it can happen to the young, to their parents, to their loved ones. At this age they may develop fears of their parents dying or have nightmares about the death of a friend or loved one. They may also think people die because of some wrong doing of the dead person or someone around them (death is punishment for bad behavior). Again, this type of thinking can lead to feelings of guilt and remorse.

### ***Adolescents (age 13–18).***

By the time children reach middle school, they probably understand death as well as adults. They understand it is permanent and happens to everyone eventually. Teens spend much of their time thinking, daydreaming, and philosophizing about death. They are often fascinated with death and fantasize about their own death to the dismay of their parents. They imagine their own funeral, for example, who will come, how badly people will feel, and how people will wish they had been nicer to them when they were alive. Even with this preoccupation with death, they can feel immune to it and engage in death-challenging behaviors such as reckless driving or drinking or taking drugs.

### **How to Tell a Child of a Death**

Every family has to deal with death in its own way depending on the relationship of the individual, cultural traditions, religious beliefs, and the age and developmental level of the child. The following suggestions can guide parents in this difficult task:

- Get to your child quickly, before friends or other relatives try to explain what happened.
- Find a quiet place to tell your child, and do it calmly and gently.
- Start with an introduction to prepare your child for the bad news. Maybe say, “A very sad thing happened. Grandpa has died.” If your child is a preschooler, you may need to explain what the word “died” means. “Died” may be defined as “no longer living.” Talk to your child about what it means to be alive. “When you’re alive you can breathe, walk, talk, see, and hear. Grandpa cannot do these things any more.”
- Use clear language, such as “dead,” “died,” “cancer,” or “Her heart stopped working.” Avoid using confusing and unclear language such as “passed on,” “no longer with us,” “with the angels,” or “gone away.” And especially avoid any references to sleeping. Young children will naturally assume that their loved one will eventually wake up.
- Explain the basic facts and allow the details to come later in the form of questions. Allow your child to show strong emotions and say, “Some people cry when they are upset and other people don’t show their emotions when they’re upset. It does not mean they don’t love the person who died.”
- Describe what will happen over the next few days and where your child fits into the events. Describe the funeral arrangements, burial, and related customs specific to your family’s culture and religion, where you will be, where they will be, and who will be visiting or staying in the house.
- Provide reassurance that life will eventually be more normal again. Explain to your child that he or she will return to school in a few days, that he or she will be able to see friends again. The family will go back to its usual activities as much as possible but without the loved one. Helping

children maintain a positive outlook, even in times of pain, will help ensure a health recovery from grief.

### **Children's Reactions to Death**

Childhood grief is different from the grief experienced by adults. Adult grief is usually experienced more immediately, more intensely, and often times more compactly. You may observe some of the following in grieving children:

- They are more capable of putting aside their grief for periods of time. You may see them engage in play a short time after being told about a death as if nothing has happened.
- They tend to grieve over a longer period of time and more sporadically.
- They often will become more dependent and need additional support even with initiating and maintaining routine activities.
- They can have feelings of unreality, as if all this is happening to someone else.
- They may describe themselves as tired and bored and will experience sleep disturbances.
- They may be preoccupied with the dead person; simple events like a Little League game will trigger a memory or feeling of "I wish Grandpa could have been here for my game."
- They may have a difficult time focusing, may become overactive, and have difficulty with school work.
- They may become aggressive, short tempered, and even engage in uncharacteristic destructive behavior.
- They may revert back to a behavior during an earlier developmental period, such as wetting the bed, sucking a thumb, wanting the nightlight on, or sleeping with a transitional object such as a teddy bear. Regression is a common symptom of grief.

### **Helping Children Cope With Death**

- Funerals and memorial services help us accept death and provide the love and support of families and friends. These services may be more important for children than they are for adults. In an inviting way, ask your child if he or she wants to attend the funeral. Do not force your child to attend the funeral if he or she is adamant about not going.
- Talk, listen, and nurture your child. Children can have endless questions and need for reassurance. Be patient and understanding when asked the same questions over and over. Don't

be afraid to say, "I don't know." Remember that your child will watch your reactions and use your reactions as a model.

- Try to keep your child's routine as normal as possible or at least return to the normal routine as soon as events allow.
- Children need help in expressing their feelings. Encourage your child to draw pictures for the dead person or talk about the dead person or even write letters.
- Reading books about death can be helpful, but make sure the book conveys the theme or message you want. Different cultural and religious beliefs may conflict with the message and activities described in some books.
- Provide your child opportunities to do something in memory of the person who died: light a candle, plant a tree, make a memory scrapbook, or give a gift in memory of the person who died.

### **When Parents Should Be Concerned**

These are some warning signs that children may need assistance dealing with their grief:

- Refusal to attend school especially out of fear of something happening to their parents or themselves.
- Physical symptoms that linger, even after a visit to the doctor for reassurance that they are fine. Be especially concerned if the physical symptoms seem to be related to identification with the person who died.(for instance, if the person died of a heart attack and the child suffers from unexplained chest pain or the person died of a stroke and the child complains of headaches).
- Fears and anxieties that interfere with normal activities or routines. Give your child a reasonable period to grieve, but if your child continues to exhibit anxieties, then something may be wrong. Be especially concerned if this behavior is observed across different settings such as at school, home, or in the community.
- Depression that remains for a long period. Depression often follows a major loss such as the death of a loved one, loss of a pet, or divorce. Symptoms of depression may include withdrawal, poor concentration, significant lack of energy, disturbed sleep and appetite, overwhelming sadness, and frequent crying. Be concerned if these signs are present almost all day and nearly every day for a 2-week period. Be concerned if your child is more preoccupied with death than you feel is comfortable or normal. Contact a mental health professional, your child advocate, or school psychologist.

**Modified from NASP**

## **BEHAVIOR TO EXPECT OF STUDENTS AND FACULTY**

Immediate:

- Flight
- Avoidance by creating distractions
- Giggling
- Immobilization

Long term:

- Similar but milder reactions to a trigger event
- Grief due to losses
- Flashbacks (often associated with guilt)
- Recurrent dreams and fear of sleeping
- Repetitive play with themes of trauma
- Avoidance of reminders
- Amnesia
- Loss of recently acquired skills
- Diminished interest
- Numbed feelings
- Sense of foreshortened future
- Outbursts of anger
- Concentration impairment
- Hyperventilation
- Reactions at time of anniversary of event

## **AGE SPECIFIC REACTIONS TO LOSS**

Age 6-10 primary method of expression is play/art/music

- Reduced attention span
- Radical changes in behavior (out of character)
- Fantasizing event with savior at the end
- Mistrust of adults

Age 10-12 in girls, 12-14 in boys: more childlike in attitude

- Anger at unfairness
- Excitement of survival
- Attributes symbolic meaning to events (omens)
- Self judgmental
- Psychosomatic-illness

Age 13-18 in girls, 15-18 in boys: similar to adults

- Judgmental
- Mortality crisis
- Move to adult responsibilities to assume control
- Suspicious and guarded

- Eating and sleeping disorders
- Alcohol and drug abuse
- Loss of impulse control

### **AGE LEVEL AND PERCEPTIONS OF DEATH**

The age of a child and a perception of death must be taken into consideration when developing your crisis plan. The developmental, not chronological age of the child is the critical factor. If your <sup>school</sup> has developmentally impaired children, you must remember that it is their age of understanding, not their chronological age that determines their reactions to tragedy. On the other hand, the intellectual understanding of gifted students far exceeds their emotional capability to cope with death.

If a child is chronologically six years old, but has a developmental age of nine, he is emotionally six and intellectually nine. A six year old child does not have the emotional capacity to cope well with a real knowledge of death's finality and usually does not believe the deceased is gone forever. If this six-year-old is intellectually advanced he will understand <sup>the</sup> concept of death's finality, but will not have the emotional strength to cope. Because of this, he will need direction both in helping to build sufficient coping mechanisms and in finding a sense of meaning in the death.

### **Preschool and Kindergarten Age Group**

A child below the age of five usually has no understanding of the finality of death. The pain of grief is in the separation. Today's children of five have grown up watching Saturday morning cartoons where the character, routinely undergo physical bludgeoning one minute and return unscathed the next. Death and its finality are not a reality.

The five-year-old child who has suffered a traumatic loss will re-experience the grief again at about eight when the concept of finality is understood. The child then knows the deceased are NEVER coming back. If a class has experienced a major tragedy in those early years, or even a less traumatic loss, it may be helpful to discuss the loss once or twice when this finality is understood. The discussion can be used to validate the earlier experience and identify how different students handled the situation. This approach builds confidence in the students about their ability to cope when serious problems arise.

When Brenda was three years old, she saw her father shoot and kill her mother. Her father went to prison and Brenda went to live with her grandmother, in another state. She was treated in therapy for the trauma and for many years functioned very well. Then, in third grade, she began to have nightmares again and both her grades and behavior in school deteriorated. Brenda was beginning to understand more completely how permanent the death of her mother really was. With counseling she soon regained her equilibrium and continued to do well.

## **Communicating with the Young child**

It is imperative for adults to be absolutely clear when communicating with a child of this age group. They are extremely concrete in their thinking and the words they hear are taken literally. "Rest in peace" becomes equated with sleep and "eternal rest" sounds boring to a five-year child. Clear communication is especially important concerning the events surrounding the funeral and viewing of the body. Whatever the young child sees and hears is subject to literal interpretation. One young child attending her grandfather's funeral noticed the blanket of flowers across the closed half of the closet and when leaving asked her mother, "Why did they cut Grandpa's legs off?"

Young children also possess a graphic vision of life after death. Life like needs are attributed to the deceased both in the grave and in the children's concept of heaven. When asked to consider the needs of a person after death, children of this age respond with:

- "The box they are buried in keeps them warm."
- "They are fed in heaven."
- "In heaven people you can eat all the ice cream you want and never get sick."
- "In heaven people sleep on clouds because they're soft."

## **Six to Eight Year Age Group**

During the years six to eight, the child is developmentally tackling the concept of living and nonliving things. Anyone who has worked with children of this age is well aware of an almost morbid curiosity about death: This is the age where children will stick a pin in a bug and watch how it crawls before it drops. After a period of time, one child may exclaim, "He's still dead!", and for that child a great discovery has been made. The themes in their play reveal their preoccupation with life and death. They are earnestly trying to grasp the reality of death and its finality.

## **Fascination with Ritual and Detail**

At this age, ritual is so fascinating that even in the event of a tragedy, the child's interest becomes immersed in all the arrangements. He can be very distraught one minute and in the next, occupy himself with probing questions about what will happen at the funeral and whether worms will eat the body when it is buried. Adults are frequently put off by these seemingly disrespectful remarks.

You may wish to explain this outlook to parents and teachers so they do not inadvertently discourage communication. A child of this age has no reluctance to discuss death or its aftermath, but he quickly senses from the adult world the nonverbal signals requesting him to be quiet. If the adults in that child's world are uncomfortable with the type of questions he asks or if they disregard them as inconsequential, he will stop questioning and be forced to resolve, in isolation, the trauma that the death presents.

## **Eight to Twelve Year Age Group**

Until this age, the grief a child feels from a death relates to the separation of the moment: "I miss my mom because she's not with me." The thought has not occurred to the child that he will never see Mom again. The child of eight, however, begins to understand the finality of death. The grief he now feels, in addition to the separation of the moment is from the pain of knowing death is forever.

Egocentric thinking patterns predominate in this age group and result in "magical thinking." As a result of this self-centered thinking the child infers he has more control over his world than is humanly possible. He believes that his wishes can come true and that the actions in which he engages CAUSE the events in his life. Adults know that other people react to their behavior, but they also know that their behavior is not the CAUSE of the reaction. A child does not perceive this subtle difference.

A child, for example, will walk on his mother's rug with muddy feet and his mother will get angry and reprimand him. The reprimand is a consequence. The mother had the choice to react in many different ways, but chose the anger and reprimand. The mother could have nostalgically remembered such a day in her own childhood and laughed at seeing her son in the same situation. Although the mother had the choice, the child feels he made his mother angry.

Many educators have seen the child whose family is separating. The child creates crisis after crisis because he quickly learns that when he causes enough commotion, his mom and dad talk to each other without fighting. His acting out serves the function of holding the family together for a brief period. Ultimately this does not work because his behavior, whether good or bad, will not mend the marriage any more than it will create the divorce. In the aftermath, though, the child interprets the sequence of events to mean he caused the divorce. He believes, "If I wasn't so bad, Mom and Dad would be together."

The same thought pattern appears when a death occurs, especially the death of a sibling. Very few children go through life without occasionally wishing to be the only child in the family. Sibling relationships in middle childhood years are often love-hate relationships. Many children have at one time or another wished a brother or sister dead. If that death becomes a reality, the child feels guilty. Because of his own egocentric thinking, the child believes he caused the death by his wishful thinking. He consequently also feels responsible for the pain his parents are experiencing. It is this sense of responsibility and the guilt it created that makes it imperative these children be given ample opportunity to discuss a death.

## **Teenage Perception of Death**

Abstract thinking begins at age twelve. This is the age when the full concept of death is understood. Teenagers understand death on the same level of understanding as adults, but with one difference they believe people die when they are old and have done

everything they want to do with their lives. They operate on the assumption of the immortality of youth.

When a death intrudes on the assumption, he/she goes through a crisis. The crisis is the realization that the young, too, can die. The teenager who has a family or support system with sound values and clear communication, a spiritual or philosophical foundation to draw upon, and the self esteem generated by some personal achievements, will weather this crisis beautifully. Both strength and sensitivity will develop that will be manifested in any life choices.

A teenager who loses a brother or sister will frequently focus career goals on solving the problems related to the death. In this way the idealism that is inherent in the teenager's attitude is restored. "An injustice was done, but I will make it right with the world." The youth whose brother died of cancer chooses a career in cancer research, and the teenager whose friend was killed by a drunken driver starts a SADD unit (Students Against Drunk Driving) in her school. These are healthy responses.

## **The Teenager at Risk**

The young people educators must concern themselves with are those who lack a solid emotional foundation. These are the students who express their grief with, "If I can be wiped off the face of the earth tomorrow, why should I study today." They are at risk for substance abuse, sexual promiscuity, dropping out of school, and suicide. These students have lost their meaning of life through a tragedy that destroyed the assumptions by which they live.

It is especially important to be aware of these students when you face a traumatic death in your school. Usually attention is given to those students who appear to be directly affected by the loss, but it is essential to address all the students because there is no way of knowing which students are undergoing a crisis reaction resulting from a lack of internal support. Teenagers even remotely touched by the death will ask themselves, usually for the first time, "What does it all mean?" In developing your plans, consider ways to reach out to those affected through their own questioning as well as those students affected because of their closeness to the deceased.

Loss and ensuing grief are cumulative in intensity. If a person suffers many losses in a brief period of time, the resolution is more difficult because of the multiple grief-causing situations. Your students face many difficult losses in their young lives: divorcing families, geographic moves, child shuffling (the child who lives with mother until she feels she cannot cope, is then shuffled off to Grandma and finally to an uncle before the academic year is completed). Each of these moves involves a loss of friends, important adults and familiar environment. When multiple losses occur, the child has to postpone any emotional reactions to grief in order to cope with an everyday existence in a world already involving numerous changes.

In adjusting to change, the child focuses on learning and refining adaptive behavior necessary in a new life situation. By focusing on the current adaptation, very little time is spent on the grieving process and the child begins to deny and suppress any sad or angry

feelings. The more adaptation time this child needs, as is the case when many changes occur too quickly, the less time and energy is available to complete the grief cycle.

When a tragedy occurs in a school, it often affects many children who are already coping with multiple losses in their lives and the impact of the tragedy then triggers the reaction for all the other losses. A trained staff can identify children beginning to exhibit disproportionate reactions to a current tragedy and thus prevent them from entering the discipline cycle.

In 1986 Ribault Junior High School of Jacksonville, Florida, provided counseling throughout the day for groups of students coping with the death of an eighth grader hit by a car. One student in a counseling group refused to speak although she had requested to join the group. Afterwards, she quietly told the counselor that her mother was dying of cancer and the family was moving out of state so that her mother could get treatment. No one in the school knew of her mother's illness or that they would be moving soon. This information provided an opportunity for the school to help the child make the transition more smoothly.

## **STAGES OF GRIEF**

### Denial/Shock

- Feeling of numbness
- Belief or feeling that deceased will return
- Insomnia/sleeplessness
- Loss of appetite (people literally forget to eat)
- Inconsistent behavior
- Bargaining with God
- Persistent dreams or nightmares
- Inability to concentrate
- Preoccupation without being able to identify with what
- Confusion

### Fear

- Nightmares
- Sleeplessness
- Easily startled
- Anxiety and restlessness
- Verbal expressions of false bravado
- Phobias

### Anger

- Irritability
- Provocative fights
- Sarcastic remarks
- Anti-social behavior
- Vandalism

- Refusal to comply with rules

Guilt

- Often masked by anger
- Self-destructive behavior
- Apologetic attitude
- Acting out in response to praise or compliments

## **DEPRESSION**

Two patterns observed especially in young people

Typical Depression

- Lethargy
- Decreased attention span
- Frequent crying
- Unkempt appearance
- Disinterest in activities
- Suicidal thoughts
- Withdrawal from friends
- Overeating or loss of appetite
- Self-deprecation\oversleeping or inability to sleep

Masking Depression

- Substance abuse
- Consistent restlessness
- Consistent inappropriate joking
- Involvement in high-risk behaviors
- Gains reputation of "party person"
- Sexual promiscuity
- Adoption of an "I don't care" attitude

Reorganization

- Dreams of deceased become infrequent
- Joy and laughter return
- Planning for future begins
- Reinvestment in activities once dropped or forgotten

**FULL STAFF MEETING, TO BE HELD EARLY IN THE MORNING**

1. Insure that accurate information is given, and any wishes the family may have expressed to this point are identified.
2. Assign substitutes where necessary.
3. Try to maintain as much structure as possible by having students ready to attend regular classes.
4. Make sure homeroom teachers have accurate information to disseminate to their students.
5. Assign counseling or grieving areas for students or staff. These areas will be manned by professional personnel.
6. Have the custodial staff distribute tissues to each classroom.
7. Have custodial staff secure the student's hall locker and gym locker, or attend to the personal belongs of staff member.
8. Assign a staff member or substitute to check the bathrooms and locker rooms throughout the day for students who may need help.
9. An announcement will be distributed to all rooms with the appropriate information about the funeral arrangements, when they become available.
10. Prior to the end of the school day it is imperative for all staff to report "At Risk" students to the counseling center, where a list will be compiled of names and parental contact for record keeping.

#### **FULL STAFF MEETING AT THE END OF THE SCHOOL DAY, MANDATORY**

1. Psychologist and counselors will recount information concerning the events of the day.
2. Identify any other student that may be "At Risk."
3. Staff will have an opportunity to ventilate grief.
4. Staff will have an opportunity to ask questions concerning their classes and give suggestions in handling the situation over the course of time.
5. The counseling staff will have a chance to assess the climate of the staff, and offer support services for the following weeks if necessary.
6. Identify staff who seems to be having difficulty coping with the situation, and make appropriate arrangements.

#### **CRISIS RESPONSE TEAM MEETING AFTER THE STAFF MEETING**

1. Make plans for the next day.
2. Review the list of "At Risk" students, and designate a counselor to follow-up with these students the next day.
3. Compile a list of staff members who may need assistance during the following days and designate a counselor to provide services when deemed appropriate.
4. Develop an announcement concerning the wake and funeral arrangements to be given to the appropriate personnel. It is recommended that students be excused from school to attend the funeral as per usual with parental permission in the form of a signed note.
5. Volunteer members of the Crisis Response Team will attend the funeral. It is recommended that members working closely with students attend the services; their visibility will be reassuring and provide further support.
6. It is imperative for the Crisis Response Team to be able to ventilate their frustrations and grief. Plans for future meetings should be discussed at this time. It is important to provide supportive services to and for each other.
7. If necessary, a parent meeting will be scheduled. At this meeting, parents can discuss their concerns about their children; counselors can give suggestions for handling grief; emergency and support service numbers can be distributed.

### **COUNSELING**

1. Provide counseling for any individual or group of individuals affected by the crisis. Counselors will include the Crown Point Central School guidance counselor and psychologist, along with the counselors from the surrounding schools who responded to our crisis. This group may be supplemented with local clergy and outside professional counselors.
2. Remind staff that grief issues may surface at any time for an extended period of time; staff should be aware of signs of depression, strong behavioral changes, etc.
3. Notify counselors of students who are experiencing emotional distress.
4. Allow and encourage students who are experiencing distress to go to the Counseling Center (with a pass).
5. Visit the classrooms of elementary students.
6. Make resources on death, catastrophic injury, grief and tragedy available.
7. Acknowledge that counseling may not be limited to students; staff members may need support to deal with crisis also.

### **ADDITIONAL NEEDS AND FOLLOW-UP ACTIVITIES**

1. A funeral etiquette sheet should be prepared beforehand. Each teacher will receive enough copies to distribute to their students. The teacher will go over the sheet in class and field any questions the students may have on this subject.
2. Information sheets on grieving should be available.
3. Gather suggestions and make decisions on how to appropriately honor the student or staff member. It might be advisable not to make these decisions in the immediacy of the crisis. Some suggestions may be to plan an in-school service, organize a memorial scholarship, or plant a tree. If the death is a suicide, make plans cautiously.
4. Discuss possible activities the school might sponsor to bring students together in a positive way after a crisis. Often students have excess physical energy when they are emotionally exhausted. They may want to be with friends, yet they are tired of talking. Perhaps the school could provide a forum and focus for this gathering.
5. An evening meeting may be held for parents, students and community members, if appropriate.
6. Additional faculty meetings will be schedule to review progression of events and to monitor coping status of students and staff.
7. Lesson plans on dealing with death and grief need to be developed ahead of time and made available to teachers when necessary.
8. Training in grief should be made available to all staff members on a continuing basis. This staff development should be coordinated between the school health teacher/officer and the school psychologist.
9. Resource list should be prepared beforehand and a resource shelf should be started at Crown Point Central School. . These resources should include books; articles and activities dealing with the death of loved one or close friend. Appropriate resources should be available for different grade levels.

### **DEALING WITH “AT RISK” STUDENTS, SUICIDE**

Suggested procedures for responding to a student suspected to be "At Risk" of suicide or self destructive behavior through observation by staff member of physical or behavioral signs and changes, students comments, writings and or art work.

#### **I. “Gut Level” Concern – No Direct Reference to Suicide:**

1. Share your concern about this student with the counseling staff.
2. Provide as many specific examples as possible of the student's behavior that concerns you, so that the counseling staff can make an assessment of how to proceed. In most cases at this stage, the school counselor would meet with the student and talk. The situation is

assessed and appropriate follow up would then be determined. The course of action should be to continue to meet with the counselor periodically, refer to outside professional, or to continue observation of student's behavior.

3. After the referral to the counseling staff, the teacher making the referral would be contacted by the counseling staff and told of the action taken. The teacher's input is encouraged, and continued observation of the student and feedback to the counselor is critical.

## **II. Direct Reference By A Student That He/She Is Considering Suicide:**

1. Accept what is said, and treat it seriously.
2. Do not put the student off, give simplistic advice, or discount the student's feeling by saying everything will work itself out and be all right.
3. Listen to the students. Do not add to his/her guilt.
4. Communicate your concern for the well being of the person. Be an active listener, and show your support.
5. Don't be afraid to ask about suicide. It is acceptable to talk about suicide, and it will not plant any ideas or give the student an idea he or she has not thought
6. Talk openly and freely, and ask direct questions about the student's intentions. Try to determine whether the student has a plan for suicide; the more detailed the plan, the greater the risk.
7. Encourage the student to seek help from a school counselor or psychologist. If the student resists, you may have to get the necessary help for them.
8. Do not swear secrecy to the suicidal student. You may lose a friendship, but you may save a life.
9. If you consider the risk of suicide to be immediate, do not let the student out of your sight. Accompany the student to the counseling office to allow the student, teacher, and counselor to meet together.
10. School counselor will inform administration, school psychologist, and family after an interview with the student. Where intent to harm oneself is strongly suspected parents and or guardians should be immediately notified. Local law enforcement should be notified to assist, as needed.
11. Report with student to the office immediately, informing the administration of the incident.

### **III. Attempted Suicide at School:**

1. Report with student to the office immediately, informing the administration of the incident.
2. School medical and counseling staff will be called in immediately.
3. Administrator will notify parents.
4. Counselor will spend the day with the student.
5. That day, school counselors and psychologist will initiate student discussion. Individuals and particular friends will be counseled, as well as whole classes or even sports teams that the student was involved with, as deemed necessary. A support/discussion group may be held after school if necessary. Students should be encouraged to talk to a supportive adult or counselor to work through feelings.
6. Follow up to inform parent to seek specialized professional help should be done by school counselor, psychologist, or administrator.
7. After this section to include law enforcement to follow mental health law.

### **IV. Attempted Suicide Away From School:**

1. Hopefully the parents will notify the school. School counselor would be notified immediately and the above steps 5 and 6 will be taken, as needed.

### **V. Return to School After Attempt:**

1. Original contact person should be kept informed by parent as to condition (physical and mental) of student.
2. Parent and student should be interviewed by school counselor before returning to school. Decisions regarding school's involvement in student's counseling and any necessary arrangements and signed releases for coordination and consultation with outside counseling can be taken care of at this time.
3. Appropriate staff will be notified by the school counselor to be watching for signs of depression, changes in behavior, etc.
4. The school counselor may be able to determine which students in the school should be counseled after consulting with the returning student and parent. Teachers may also provide names of other students obviously affected by the attempt who could benefit from counseling.

5. It is NOT desirable that MANY people talk to the student about his/her suicidal experiences. Confidentiality of the student should be preserved as much as possible. Only on a need-to-know basis should people be informed. The concern here is to prevent the student from being publicly labeled yet be assured the necessary help and observation is available.

### **SIGNS AND SYMPTOMS OF SUICIDE**

- A previous attempt
- A threat of suicide
- Feelings of hopelessness and helplessness
- Preoccupation with death, despair and violence themes
- Anxiety and tension
- Withdrawal from family and friends
- Violent and or rebellious behavior
- Use or abuse of alcohol or drugs
- Attempts to put personal affairs in order to make amends
- Lack of concern about personal welfare
- Abrupt changes in behavior
- Decline in school achievement and attendance
- Concentration and clear thinking difficulties
- Changes in social patterns
- Altered patterns of eating and sleeping
- Sudden improvement after a period of depression
- Feelings of worthlessness
- Sudden increase promiscuity
- Recent suicide of someone close or someone with who they identify

*Information obtained from the American Academy of Child Psychiatry*

**Crown Point Central School – Phone Tree for Crisis Response Team**

The Superintendent or designee will be responsible for phoning all members of the Crisis Response Team. If the Superintendent is unavailable, the Principal will be responsible for the contact phoning.

School Superintendent	Shari L. Brannock	585-7629
School Principal	Tara Celotti	597-3652
School Nurse	Cynthia Condit	547-8724
School Guidance Counselor	Joanne Mazzotte	546-7810
School Psychologist	TBD	

## 2017-2018 District Resources

The following resources can be contacted by the Crisis Team and/or Administration.

1. QUASAR - Hazardous Waste Removal
2. A. E. Phelps Company 1 & 2
3. Essex County Sheriff
4. New York State Police
5. Essex County Office of Emergency Management
6. Essex County Social Services
7. District Health Officer
8. Elizabethtown Mental Health
9. Animal Control Officer

## 10. CVES BOCES Health & Safety Officer

## 11. New York State Bus Certification

## 12. Families First

### **Roles in the Aftermath of a Crisis**

#### The Role of the School Administrator

##### Support

- Provide assistance in the Unified Command Structure.
- Be visible, available, and supportive.
- Give everyone the facts to dispel rumors.
- Contact families of victims.
- Provide updated information to all.
- Provide staff with next steps and guide them in what to tell students.
- Develop written statements that the teachers can read to the classes and can be sent home for parents.
- Assist students, faculty, and staff in dealing with their own reactions.
- Communicate with central administration and the school board.
- Implement plans for providing counselors and additional health services and resources.
  - o Short and long term
  - o Multilingual and "special needs" individuals
- Develop and maintain an information line for victims and their families.
- Keep close contact with injured victims and their families.
- Keep parents/guardians informed of the support services being made available to their children.
- Provide resources to parents/guardians to help them deal with their children's reactions.

#### Managing the School Environment

- Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- Deal with the issues surrounding any deceased student's/school employee's empty chairs, locker, or desks.

- Evaluate how the affected areas of the school where the incident took place will be handled when students return to school - this should be done in collaboration with families of victims and the school community.

### Memorials, Funerals and Anniversaries

- Allow excused absences and time off for all students, teachers, and staff who wish to attend funerals and memorials.
- Cooperate with families who are planning memorials and activities to honor victims.
- Where possible, avoid conducting funerals at the school.
- Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials.
  - Consider living memorials such as trees as an option where on-site memorials are not appropriate.
  - Include students, families of victims, and community members in planning for memorials.
- Determine whether families want recognition of victims at graduation ceremonies, assemblies, in yearbooks or anniversary dates.
- Plan ahead for emotional needs of the school community and media attention the school may receive on the one-year anniversary of the incident.
- Consider the special needs of families of offenders.
- Ensure that someone is at the home of the deceased victims and perpetrator(s) during funerals and memorials to prevent burglary and vandalism.

### Closure of the Mourning Period and Moving Forward

- Consult with counselors, teachers, students, and staff on when would be an appropriate time to signal the closure of the mourning period.
- Conduct a public ceremony to symbolize closure of the mourning period and control media access to it.
- Hold a parent's night to bring closure to a crisis.
- Strive to return to learning as quickly as possible - begin school and move forward.

### Lessons Learned

- Conduct meetings with building and district personnel to review lessons learned from the experience.

- Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- Make necessary modifications to the plans.
- Write thank you notes to community resource people who provided support during the incident.

### The Role of the Faculty and Staff

- Cooperate with law enforcement to maximize investigative effectiveness.
- Assist victims and other students to reenter the school environment.
- Provide accurate information to students and dispel rumors.
- Provide stress and trauma reducing activities, such as artwork, music and writing.
- Model appropriate responses to crisis and allow for a range of emotions for the students to express.
- Alter curricula and postpone local testing as needed
- Ensure librarians have books available that deal with managing grief and other reactions to crisis situations.
- Train teachers and staff to be aware of warning signs of grief and depression.
- Train teachers to implement techniques to deal with the range of students' emotions related to crisis situations.
- Hold classroom discussions about the incident and how to cope with the aftermath.
- Be aware and careful of the use of TV broadcasts in the classroom - it can retraumatize.
- Lower flags to half-staff.
- Discuss funeral and memorial procedures when appropriate.
- Seek assistance for dealing with your personal feelings about the incident.

### The Role of the School Counselors, Psychologists and Social Workers

- Stay in close contact with the counseling director of the school safety team.
- Make yourself available by clearing your schedule and providing counseling space.
- Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.
- Organize and provide individual and group counseling as needed to students, teachers, and staff.
- Offer counseling support and referrals to parents/guardians of affected students.
- Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.
- Make referral forms available and establish self-referral procedures.
- Provide counseling for the crisis team and emergency response personnel.
- Keep records of affected students and provide follow-up services.

### The Role of the Parent

- Learn, recognize, and assist children with their reactions - some common reactions are: unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.

- Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.
- Consider attending school as needed with children who are very fearful of returning to their classes.
- Seek counseling as needed in order to be able to remain physically and emotionally healthy and available for children.

### The Role of the Community

- Volunteer time and resources to victims.
- Provide services to meet the needs of victims.
- Provide a central location where other members of the community can go to receive information about the types of assistance available and/or needed.

### The Role of Law Enforcement

- Conduct a thorough investigation, including debriefing of all persons present at the time of the incident.
- Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel.
- Coordinate with affected schools and other agencies to assist victims' families in locating survivors.
- Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crimes.
- Work with schools to coordinate news releases.
- Provide schools with a central point of contact in the police department who will answer questions and address concerns.
- Facilitate meetings with teachers, staff, students, and parents to debrief on how the incident was handled.
- Coordinate critique of the department's response after a serious incident of school violence. Identify and address areas in need of improvement.

## **How Do Children Respond to Crisis?**

Their responses fall into four main categories:

- Fear of the future

- Behavioral regression
- Academic regression
- Nightmares and/or night terrors

When student emotions go unchecked and unresolved:

- Younger children may become withdrawn - the images of the bad events or ideas of revenge may consume their thoughts.
- Adolescents may feel frustrated, irritable, helpless or unsafe.
  - They may imagine themselves as invulnerable and, as a way to cope with this loss of control, increase high-risk activities, such as reckless driving, alcohol and other drug use, and sexual experimentation.
  - They may become critical and judgmental of the adults around them and may also become aggressive.

## How Can We Help Them?

- Adults can help children feel safe by establishing a sense of normalcy and security and talking with them about their fear.
- Reassure them that they are safe and that schools are very safe.
- Let them talk about their feelings and validate them - explain that feelings are okay.
- Make the time to talk to them. They may not readily ask to talk, but watch for cues that they are ready.
- Some children may need concrete activities to help them identify and express their feelings - writing, playing music and doing art projects may provide an outlet for older children - for younger children, things like drawing, looking at picture books or imaginative play may assist them in identifying their feelings.
- Keep your explanations developmentally appropriate.
- Identify and review the safety procedures and safeguards in place at home and at school.
- Help children identify at least one adult at school and in the community to whom they can go if they feel threatened or at risk.
- Observe children's emotional state - some children don't verbalize their concerns and show changes in other behaviors, such as appetite and sleep patterns.
- Seek professional help if you are concerned about the severity of their reaction.
- Limit the viewing of these events on the television - check for developmentally inappropriate information for the stage of trauma or the age of the child.
- Be mindful of the content of your conversations with each other in front of or within earshot of children.
- Keep a normal routine - encourage regular sleep, meals, exercise, schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.
- Invite students to experience a sense of control by helping prepare themselves, their schools, and their communities to respond to crisis.
- Monitor students previously identified as high risk or those who have been subjected to prior trauma.



## Gotta Go Bags

Gotta Go Bags are school emergency bags that are filled with supplies that you may need to have or take with you in an emergency. A minimum of two bags should be kept in each building. The bags should be kept in different locations in the school in the event that one location is not accessible. It is also a good idea to keep an additional bag at an outside location. (For example: in an evacuation site).

There are school-level Gotta Go Bags and district-level Gotta Go Bags. The bags should be updated periodically, to make any necessary changes or replacements.

The following is a list of basic items schools and districts may need to include in the bags.

### School Level Supplies:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>___ Student register with parent emergency numbers</li> <li>___ List of students with custody limitations</li> <li>___ Teacher/Employee roster</li> <li>___ Teacher schedules</li> <li>___ School emergency plan</li> <li>___ Building floor plans - Not the blueprints, the internal layout with rooms numbered. (10 copies - to give to agencies responding to an incident).</li> <li>___ Exterior school grounds maps - 5 copies</li> <li>___ Map of local area</li> <li>___ Cellular phones - consider battery charging/power adapters</li> <li>___ Emergency phone numbers</li> <li>___ Bull horn(s)</li> <li>___ Portable walkie-talkies</li> <li>___ Master keys to building - 2 sets, minimum</li> <li>___ Pens and pencils</li> <li>___ First aid supplies</li> </ul> | <ul style="list-style-type: none"> <li>___ Student tracking forms - carbonless system where the teacher/employee can record the students with them.</li> <li>___ Index cards and note pads</li> <li>___ Other forms or documents the school may require</li> <li>___ Flashlights and batteries</li> <li>___ Duct tape</li> <li>___ AM/FM radio</li> <li>___ Weather radio</li> <li>___ Blanket</li> <li>___ Cups, plastic containers and a water source</li> <li>___ Towels</li> <li>___ Utility knife</li> <li>___ Screwdriver</li> <li>___ Pliers</li> <li>___ Plastic bags</li> <li>___ Potassium Iodide (where appropriate)</li> <li>___ _____</li> <li>___ _____</li> <li>___ _____</li> </ul> |
|---|---|

Things you may need that won't be stored in the Gotta Go Bag:

- Student medications
- Teacher/Employee daily attendance record
- Student daily attendance record

### District-Level Supplies:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>___ First aid supplies</li> <li>___ Blankets</li> <li>___ Building floor plans - multiple sets for each building</li> <li>___ District emergency plans</li> </ul> | <ul style="list-style-type: none"> <li>___ Parent reunification forms</li> <li>___ Computer (desk or laptop) and printer</li> <li>___ Material to make signs for directing parents to the reunification center</li> <li>___ _____</li> </ul> |
|--|--|

Keep in mind that personnel from other schools may be able to assist you in evacuating the building.

REDI Action Guide

Appendix N

**Cancel School**

**prior to start**

- The IC, with the concurrence of the Superintendent, will notify the IMT that school is to be canceled or that reporting times have been changed.
- The IC and/or IMT will contact local media.
- All students, parents, faculty and staff should monitor local radio and television stations for announcements.

**Shelter-in-Place**

- The IC or public safety authorities will direct on-site administration to implement the shelter-in-place option.
- On-site administrators will determine whether sheltering should take place in classrooms or pre-determined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off A/C and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

**Early Dismissal**

- The IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC and/or IMT will notify local radio and television stations of the early dismissal.
- The IC and/or IMT will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for telephoning parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

**Lockdown**

- The IC or public safety authorities will order the lockdown, specifying the scope, i.e. exterior doors and windows only, classrooms only, specific sections, etc.
- On-site administrators will oversee the lockdown and notify the IC when the procedure is completed.
- All students, faculty and staff should move into isolated sections of buildings and reduce exposure to outside windows and doors. A 100% accounting of students will be completed and verified.
- The IC and/or IMT will inform public safety authorities of the lockdown and ensure that appropriate public safety personnel have keys to access the secured areas.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

**Evacuation**

- A directive to evacuate can be issued by the IC or public safety authorities.
- Evacuate students to the primary safe area unless directed to go to a secondary location or to a congregate care center established by public safety authorities.
- All persons will leave the facilities by moving along assigned routes.
- Remain calm and keep students as calm as possible.
- Close all windows and doors behind you. **DO NOT LOCK DOORS.**
- A 100% accounting of students, faculty and staff will be completed and verified.
- All students shall remain under the control and authority of the school district.
- All buses and cars will be moved as necessary to allow the access of emergency equipment.
- All persons will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility. **DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN; IT MIGHT BE A MALFUNCTION.**

**Relocation**

- A directive to relocate can be issued by the IC only. (All public safety requests for relocation must go through the IC.)
- The IC will determine the location to where students will be moved.
- Moving procedures are the same as for evacuation.

## Incident Management Team - General – Crown Point Central School

### REDI Action Guide

#### Initial Actions

The individual discovering or receiving information about an incident will take the following steps:

1. Call police, fire or EMS if needed.
2. Activate the emergency system - Notify the IC, providing the following information:
  - Your name
  - Nature of incident
  - Location of incident
  - Severity of injuries or property damage
  - Telephone number (as a call back)
3. Take action to protect students, faculty, staff and property. This might include
  - Moving people away
  - Isolating and securing the area
  - Providing assistance as needed to students and personnel
  - Directing public safety responders to the scene

#### Threat Level Criteria

##### ☐ Level I-Monitor

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

##### ☐ Level II-Standby

- The potential danger is real; district personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

##### ☐ Level III-Emergency

- Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on district property, or it is off district property but close enough to affect a facility or involves district students and personnel.
- The situation requires the coordination of district resources or coordination with outside agencies.

#### Command Post Locations

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Primary: | <input type="checkbox"/> Secondary |
|-----------------------------------|------------------------------------|

#### Emergency Numbers

- Police/Fire/EMA - 911
- Primary IC:  
Shari L. Brannock, Superintendent  
Work: 597-4200 Home: 585-7629
- Backup IC:  
Tara Celotti, Principal  
Work: 597-3285 Home: 597-3652

#### Incident Management Team

- Operations:  
Shari L. Brannock, Superintendent  
Work: 597-4200 Home: 585-7629
- Logistics:  
Caleb Spaulding, Building and Grounds  
Work: 597-3285 Home: 597-4220
- Plan & Intel:  
Shari L. Brannock, Superintendent  
Work: 597-4200 Home: 585-7629
- Adm/Finance:  
Vicki Russell, Treasurer  
Work: 597-3285 Home: 597-4473
- Public Information:  
Shari L. Brannock, Superintendent  
Work: 597-4200 Home: 585-7629
- Backup: Tara Celotti Principal  
Work: 597-3285 Home: 597-3652
- Safety:  
Caleb Spaulding, Building and Grounds  
Work: 597-3285 Home: 597-4220
- Liaison:  
Tara Celotti  
Work: 597-3285 Home: 597-3652
- Incident Log/Scribe:  
Jacalyn Popp  
Work: 597-4200 Home: 597-3653

#### Key Weather Terms

- Watch** – Threatening weather is likely. Remain alert and be prepared to implement a plan for action.
- Warning** – Severe weather is occurring or has been indicated by radar. Take immediate action.

#### The Seven Critical Tasks

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish communications</li> <li><input type="checkbox"/> Identify areas of danger</li> <li><input type="checkbox"/> Set inner perimeter</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Set outer perimeter</li> <li><input type="checkbox"/> Open command post</li> <li><input type="checkbox"/> Activate staging areas</li> <li><input type="checkbox"/> Identify and request needed resources</li> </ul> |
|--|---|

#### Emergency Frequencies/Channels

## Lockdown - Quick Guide

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do Not** cover windows.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not respond to the intercom, public address system, or other announcements.**
- **Take Attendance** – include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.

**Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority. \***

\*Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.

## Shelter in Place - Quick Guide

### For a Generic/Non-specific Bomb Threat:\*

- Announce "Shelter in Place." Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
- Call 911.
- Activate School Building-Level Safety Team. Instruct them to scan common areas for anything unusual.

*\*Effective bomb threat response relies on the notion that information contained in a threat cannot be considered definitive; but rather, as clues which place the validity of the threat on a gradient scale between hoax (generic) and credible (specific, i.e. – date, time, location, method).*

- If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision.
- If a device is found, follow step 3 for "A Specific Bomb Threat."

### For a Specific Bomb Threat:

- Announce "Shelter in Place."
- Call 911.
- Activate School Building-Level Safety Team. Instruct them to find an internal location to move the school population to, scan and clear the location and a route to it. Move those in the affected area to the established and cleared location.
- Assist first responders as necessary.

### For a Weather-Related Situation:

- Announce "Shelter in Place" with instructions to go to the hallway or an internal room without windows and sit down on the floor.
- Activate Building-Level Safety Team.
- Call 911 for any emergency assistance if needed.

### Lockout - Quick Guide

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

## School Safety Audit Checklist

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	IMPLEMENT
School grounds are fenced.			
a. What kind			
If yes, approximate height			
There is one clearly marked and designated entrance for visitors			
Signs are posted for visitors to report to main office through a designated entrance.			
Restricted areas are clearly marked			
Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'-0" rule)			
All poisonous shrubs, trees, and foliage have been removed.			
Shrubs near building have been trimmed "up" to allow view of bottom of building			
Bus loading and drop-off zones are clearly defined.			
Access to bus loading area is restricted to other vehicles during loading/unloading.			
Staff is assigned to bus loading/drop off areas.			
There is a schedule for maintenance of:			
a. Outside lights			
b. Locks/Hardware			
c. Storage Sheds			
d. Windows			
e. Other exterior buildings			

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Parent drop-off and pick-up area is clearly defined.			
There is adequate lighting around the building.			
Lighting is provided at entrances and other points of possible intrusion.			
The school ground is free from trash or debris.			
The school is free of graffiti.			
Play areas are fenced.			
Playground equipment has tamper-proof fasteners			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible			
Parking lot is lighted properly and all lights are functioning			
Accessible lenses are protected by some unbreakable material			
All areas of school buildings and grounds are accessible to patrolling security vehicles.			
Driver education vehicles are secure.			
Students/Staff are issued parking stickers for assigned parking areas			
Student access to parking area is restricted to arrival and dismissal times.			
Staff and visitor parking has been designated			

## School Safety Audit Checklist

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Outside hardware has been removed from all doors except at points of entry.			
Ground floor windows:			
a. no broken panes,			
b. locking hardware in working order			
Basement windows are protected with grill or well cover.			
Doors are locked when classrooms are vacant.			
High-risk areas are protected by high security locks and an alarm system			
a. Main office			
b. Cafeteria			
c. Computer Labs			
d. Industrial Arts rooms			
e. Science labs			
f. Nurses Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
Unused areas of the school can be closed off during after school activities.			
There is two-way communication between the main office and:			
a. Classroom			
b. Duty stations			
c. Re-locatable classrooms			
d. Staff and faculty outside building			
e. Buses			
Students are restricted from loitering in corridors, hallways, and restrooms.			
"Restricted" areas are properly identified.			
There are written regulations restricting student access to school grounds and buildings.			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
There is a central alarm system in the school. If yes, briefly describe:			
The main entrance is visible from the main office.			
There is only one clearly marked and designated entrance for visitors.			
Multiple entries to the building are controlled and supervised.			
Administrative staff maintain a highly visible profile			
Signage directing visitors to the main office are clearly posted			
Visitors are required to sign in.			
Visitors are issued I.D. cards or badges.			
Proper identification is required of vendors and repairmen.			

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
All staff - full and part-time staff are issued ID cards that is worn in a manner that is visible			
The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
Hallways and bathrooms are supervised by staff.			
The bathroom walls are free of graffiti.			
Doors accessing internal courtyards are securely locked from the inside			
Exit signs are clearly visible and pointing in the correct direction.			
Switches and controls are properly located and protected.			
Access to electrical panels is restricted.			
The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.			
Directional lights are aimed at the building.			
Mechanical rooms and other hazardous storage areas are kept locked using "key only" access locking system			
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.			
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.			
If a classroom is vacant, students are restricted from entering the room alone.			
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.			
Students are required to have written permission to leave school during school hours.			
Full and part-time staff including bus drivers are issued I.D. cards or other identification.			
There are written regulations regarding access and control of school personnel using the building after school hours.			
Staff members who remain after school hours are required to sign out.			
Faculty members are required to lock classrooms upon leaving.			
One person is designated to perform the following security checks at the end of day:			
a. That all classrooms and offices are locked			
b. All restrooms are empty			
c. All locker rooms are empty			
d. Check all exterior entrances are locked			
e. Check all night lights are working			
f. Check the alarm system			

### School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.			
Law enforcement personnel and/or community residents monitor school grounds after school hours.			
All school equipment is permanently marked with an Identification Number.			
An up-to-date inventory is maintained for all expendable school supplies.			
Secure storage is available for valuable items			
a. During school hours			
b. After school			
There is a policy for handling cash received at the school.			
There is regular maintenance and/or testing of the entire security alarm system at least every six months.			
Are classrooms numbered with reflective material:			
a. Over door			
b. On bottom of door			
c. On exterior window			
Has consideration been given to replacing interior doors with large windows to doors with small windows			
Has consideration been given to replacing present classroom locks with locks that can be activated from the inside			
Does the P.A. system work properly			
a. Can it be accessed from several areas in the school			
b. Can it be heard, and understood, outside			
Has consideration been given to establishing a greeters window inside first set of exterior doors			
Are convex mirrors used to see around corners in hallways			
Are convex mirrors used to see up and down stairwells			
Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.			
Has consideration been given to installing Proximity Readers on certain exterior doors			
Has consideration been given to installing strobe lights or flashing lights on exterior of building to warn staff and students outside of problems			
How do you communicate during emergencies			
a. Two way radios			
b. Cell phones			
c. Pagers			
d. Other			

## School Safety Audit Checklist

SCHOOL INTERIOR	YES	NO	IMPLEMENT
Who is issued two way radios			
a. Administrators			
b. Custodians			
c. Members of the Emergency Response Team			
d. Other			
There is a control system in place to monitor keys and duplicates.			
Exterior light fixtures are securely mounted.			
Mechanical rooms and hazardous storage areas are locked.			
Fire drills are conducted as required by New York Education Law			
A record of health permits is maintained.			
A record of Fire Inspection by the local or state Fire Officer is maintained.			

DEVELOPMENT / ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT
The Student Conduct Policy is reviewed and updated annually.			
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.			
The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
The Incident Command System is an integral part of the Safety Plan			
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).			
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.			
Parents are an integral part of student discipline procedures and actions.			
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.			
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.			
Parents are an integral part of the schools safety planning and policy making			
Parents are an integral part of students discipline procedures and actions			
The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.			
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.			
The school has implemented a pro-active policy regarding parental actions during sporting events			

### School Safety Audit Checklist

PROCEDURES FOR DATA COLLECTION	YES	NO	IMPLEMENT
All violations of state and federal law are reported to law enforcement.			
An incident reporting procedure for disruptive and violent students has been established in accordance with the SAVE Legislation requirements			
Records or data have been established and are analyzed to identify recurring problems.			
Accident reports are filed when a student is injured on school property or during school-related activities.			
The incident reporting system is reviewed and updated annually.			

INTERVENTION AND PREVENTION PLANS	YES	NO	IMPLEMENT
Students have access to conflict resolution programs.			
Students are assisted in developing anger management skills.			
Diversity awareness is emphasized.			
Programs are available for students who are academically at-risk.			
Students may seek help without the loss of confidentiality.			
Students and parents are aware of community resources.			
Character education is taught as part of the curriculum in accordance with the SAVE Legislation requirements			

STAFF DEVELOPMENT	YES	NO	IMPLEMENT
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.			
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.			
Administrators and staff are trained in personal safety.			
School security officers (NOT law enforcement) receive in-service training for their responsibilities.			
School Resource Officers (law enforcement) receive in-service training for their responsibilities.			
School volunteers receive training to perform their duties.			
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.			
School safety and violence prevention information is regularly provided as part of the staff development plan in accordance with the SAVE Legislation requirements			
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.			

## School Safety Audit Checklist

OPPORTUNITIES FOR STUDENT INVOLVEMENT	YES	NO	IMPLEMENT
Students are represented on the School Safety Team.			
The school provides opportunities for student leadership related to violence prevention and safety issues.			
The school provides adequate recognition opportunities for all students.			
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.).			

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT
The community supports the school's programs and activities that teach safety and non-violence.			
School activities, services, and curricula reflect the characteristics of the students and the community.			
School safety planning reflects the neighborhood, including crime and hazardous conditions.			
Parents are an integral part of the school's safety planning and policy making.			
Parents are aware of behavioral expectations and are informed of changes in a timely manner.			
Local businesses and other community groups are involved in the school's safety planning.			

ROLE OF LAW ENFORCEMENT	YES	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.			
Law enforcement is consulted on matters that may fall below the threshold of criminal activity.			
Law enforcement personnel are an integral part of the school's safety planning process.			
The school has developed an effective partnership with local law enforcement.			
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after-hours patrols of the school site.			

### School Safety Audit Checklist

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT
The school has a Crisis Management Plan.			
a. Reviewed on an annual basis			
b. Plan developed by the building safety team			
c. Team membership is in accordance with minimum requirements of the SAVE Legislation			
d. Meets minimum requirements of the SAVE Legislation			
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.			
Categories listed in the plan should include, but may not be limited to, the following:			
a. Natural Disasters			
b. Accidents			
c. Acts of Violence			
d. Death			
e. Loss of power			
f. Fire			
The following components of the Crisis Management Plan are practiced on a quarterly basis			
a. Lockdown			
b. Lockout			
c. Shelter in place			
d. Evacuation of Building (can be done on a semi-annual basis)			

STANDARDS FOR SECURITY PERSONNEL	YES	NO	IMPLEMENT
This school does employ security personnel.			
Pre-employment background checks are conducted for security personnel.			
School security personnel meet a standard for training and qualifications as mandated by New York State			
Security personnel have clearly defined roles and responsibilities.			
Security personnel are involved in the school's safe school planning process.			
Security personnel are knowledgeable about youth service providers, both in and out of the school.			

**Overview**

Crown Point Central School District recognizes the life-threatening nature of allergies for some students. The School Board has developed a policy to assist in implementing strategies to minimize the potential for exposure to allergens and train staff to respond in an emergency situation. Although there can be no guarantee to provide an allergen-free environment, education and awareness are key to keeping students with potentially life-threatening allergies safe.

**Definitions**

For purposes of this policy, “life-threatening allergy” is defined as a condition in which there is documented evidence by the student's healthcare provider that exposure to specific allergens may result in serious bodily harm or death.

**Confidentiality and Communication**

Ensuring the safety of a student with life-threatening allergies requires education of relevant staff and an awareness of the student's situation. The District will seek written consent from the student's parent permitting the release of confidential student information to the extent necessary to preserve the student's health and well-being, and facilitate compliance with District policies and protocols. Such consent will be kept in the student's permanent file.

**Training**

The School District will provide education to all school staff regarding life-threatening allergies that is current, medically accurate and evidence-based. Annual educational sessions for staff will include, but not be limited to, a description of life-threatening allergies, the signs and symptoms of anaphylaxis, reasonable steps that can be taken to prevent or minimize the risk of a student with allergies being exposed to the allergen, awareness of food and non-food items that might present risk, and specific steps to follow in the event of an emergency. Additionally, the school nurse will be responsible for providing training in the emergency use of Epinephrine to staff. The building principal will be responsible for scheduling the training and ensuring that all appropriate employees are trained.

**Prevention and Treatment Plan**

It is recognized that protecting a student from exposure to allergens is the most effective way to prevent life-threatening anaphylaxis. The School District administration, in conjunction with the school nurse or medical provider, will prepare regulations by which the District will implement reasonable and appropriate accommodations to prevent affected students' exposure to allergens and to define the responsibilities of students (depending on age and maturity), parents, and school staff in assisting the affected students avoid exposure to allergens in school, on school buses, and at school activities and, when necessary, to respond to an allergic reaction. Nothing herein will require that the District guaranty an allergen-free school environment.

When a student has a life-threatening allergy, the school nurse will be charged with preparing an individual healthcare plan (IHP) based on nursing diagnosis, nursing interventions, and expected student outcomes. The IHP will include, but not be limited to: patient teaching and development of needed protocols addressing medication and nursing concerns.

Additionally, the District will assemble a team, which may include the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel, which will be charged with developing an Emergency Allergy Action Plan (EAP) for such student. The EAP will contain protocols for rapid response to an emergency. Such protocols will include, but not be limited to: recognizing anaphylaxis in the student, detailing situations in which epinephrine should be administered, stating the names of individuals who may administer epinephrine to the student, establishing a system to communicate with the student's parents and physician, and establishing protocol for calling "911" and seeking emergency medical assistance. The team will also ensure that the EAP is consistent with all relevant District policies and protocols.

If a student with a life-threatening allergy is eligible for accommodations based upon the IDEA, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation, and implementation of such accommodations.

### **Prevention**

The Superintendent and/or his or her designees will establish protocols to ensure the safety of students with life-threatening allergies which include, but are not limited to: provisions for holiday and special celebrations; transportation and field trips; and recognizing and avoiding allergens in school activities.

### **Monitoring Effectiveness of District Policy**

The District will conduct regular assessments of this policy and its attendant regulations and incorporate new research, practices and information as appropriate.

## **REGULATIONS**

### **Protocols and Procedures**

Implementation of appropriate policies and protocols for students at risk for a life-threatening allergic reaction requires a team approach. A critical role is played by the parent or guardian, who must notify the building principal or school nurse of the child's allergy.

The parent of a child with a life-threatening allergy will be asked to provide written consent allowing the District to release the child's confidential information to the following extent:

1. If the child is an elementary school student, permitting the building principal or classroom teacher to send a letter to all parents in the child's class(es) informing them that a student with a food allergy is a member of the class and to solicit their support in accommodating the needs of the child to reduce the risk of accidental exposure to the offending allergen;
2. If the child is an elementary school student, permitting the teacher and/or the school nurse to provide an age appropriate review of food allergies with the classroom students at the beginning of the school year;
3. Permitting the District to provide relevant personnel and volunteers with the child's EAP; and
4. Permitting the District to disclose information regarding the student's allergies to school staff to the extent required to ensure the child's safety.

The parent will also be asked to sign a Health Insurance Portability and Accountability Act (HIPAA) release form, authorizing the child's physician to communicate with the district's nurse regarding the child's medical condition.

If the parent opts not to allow the foregoing to be released, the District will make alternative arrangements that ensure the safety of the student and are consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA).

### **Emergency Response**

The District understands that each student with a life-threatening allergy is unique and requires his or her own Emergency Allergy Action Plan (EAP). Each student's EAP will include, but not be limited to: recognizing anaphylaxis in the student, detailing situations in which epinephrine should be administered, stating individuals who may administer epinephrine to the student, establishing a system to communicate with the student's parents and physician, establishing protocol for calling "911" for emergency medical assistance.

Each EAP will be written in clear, lay language, and will stress the action a school employee will take in the event of an emergency situation.

Each EAP will contain the student's picture, so that it may be used by a substitute teacher.

Each EAP will be developed by a team consisting of the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel.

### **Classroom Procedures (Elementary School)**

1. At the start of the school year, the school nurse, in collaboration with the parent, will provide the classroom teacher information regarding students with allergies.
2. The teacher, in collaboration with the parent of the allergic child and with input from the school nurse, will develop a classroom specific protocol regarding activities that will affect the child especially during holidays or celebrations involving food. Students with life-threatening allergies may store snacks from home, clearly labeled with their name, for their consumption at special times during the school year, in the classroom. Plans for cafeteria lunch and snack time will be reviewed as well as any curriculum-related activity involving allergens. A particular desk or table in the classroom/cafeteria may be designated as an allergen-free zone, and will be cleaned daily, separated from other desks/tables, and reserved for the use of the student(s) with allergies. Copies of these protocols will be maintained by the teacher, the building principal, and the school nurse.
3. Clear instructions will be provided to a substitute teacher about the classroom specific food allergy protocol.
4. All students will be instructed that sharing or trading food will not be allowed.
5. The school nurse will be notified as early as possible to any grade-wide or school-wide activity during school hours involving the consumption of food.

### **Classroom Procedures (Middle School)**

1. At the start of the school year, the nurse will provide the teaching team information regarding students with allergies. The teachers will provide a mechanism to inform special subject teachers and substitutes of students with allergies.
2. The teaching team, in collaboration with the parent of the allergic child and with input from the school nurse, will develop specific protocols regarding activities that will affect the child, especially during holidays or celebrations involving food. Plans for cafeteria lunch and snack time will be reviewed as well as any curriculum-related activity involving allergens. A particular desk or table in the classroom/cafeteria may be designated as an allergen-free zone, and will be cleaned daily, separated from other desks/tables, and reserved for the use of the student(s) with allergies. Copies of these plans and protocols will be maintained by the school nurse, the building principal, and the teaching team.

## **Classroom Procedures (High School)**

1. At the beginning of each academic semester, the school nurse will inform the teaching team of a student with a life-threatening allergy and the procedures for emergency response for that student.
2. The teaching team, in collaboration with the parents of the allergic child and with input from the school nurse, will develop specific protocols regarding activities that will affect the student. A particular desk or table in the classroom/cafeteria may be designated as an allergen-free zone, and will be cleaned daily, separated from other desks/tables, and reserved for the use of the student(s) with allergies. Copies of these protocols will be maintained by the school nurse, the building principal, and the teaching team.

## **Cafeteria Procedures**

1. The school kitchen will prepare all products in a manner that will minimize the risk of cross-contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after completion of the task.
2. School kitchen staff will use latex-free gloves.
3. Areas of the cafeteria or designated tables will be reserved for students who require reduced risk of exposure to allergen products.
4. The staff on duty must provide proper oversight and cleaning of table areas reserved for students with life-threatening allergies.
5. Wipes must be provided and used by any child given permission to leave the cafeteria during his/her lunch period.
6. In order to provide a safe environment, the number of items for purchase that contain allergens will be limited.

## **Transportation Procedures**

1. To the extent permissible under FERPA and/or the disclosure form signed by the parent, the school nurse will notify the Director of Transportation of any students with severe allergies who may be riding a bus. The Director of Transportation will notify bus drivers when a student assigned to ride that bus has an EAP.
2. School bus drivers employed by the school district will be included in annual training provided to all staff regarding allergy symptom prevention, recognition, and implementation of emergency bus procedures.
3. Eating and sharing food is prohibited on routine transportation routes unless medically indicated for a student.
4. School buses must have a working means of two-way communication.

## **Extracurricular and Sports Participation Procedures**

1. In the event that a student with life-threatening allergies participates in extracurricular sports, information regarding the presence of life-threatening allergies will be given to the coach and/or supervising staff member by the school nurse.
2. Practice sessions and home and away games will include plans to implement a student's EAP and plans for carrying Epinephrine.

## **Field Trip Procedures**

1. Planning for field trips will include plans to implement a student's EAP, including plans for carrying an Epinephrine.
2. Parents or guardians of a student at risk for anaphylaxis may be invited to accompany their student on school trips, in addition to the chaperone. However, the student's attendance must not be conditioned on the parent's or guardian's presence.
3. The school nurse or a trained staff member will attend field trips attended by a student with a life-threatening allergy in the event a parent does not attend.
4. The teacher or school nurse will have a means of communication to activate emergency medical services.
5. Protocols established for the student regarding lunch and/or snack will be followed.
6. In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child:
  - Require all supervisors, both staff and parents, to be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment (provided that the parent of the child with a life-threatening allergy has consented to disclosure of his/her child's condition).
  - Two to three Epinephrine devices will accompany the anaphylactic child on a field trip.
  - In the event of anaphylaxis, 911 will be called for emergency medical assistance. Epinephrine will be administered pursuant to protocol until emergency medical assistance arrives or until the student is released to the care of his/her parent.
  - The teacher will notify the school nurse at least a week in advance with a list of those students attending the field trip who have an EAP.
  - Only peanut/nut safe foods allowed, where applicable. (provided by cafeteria or brought from home).

### **Allergies hidden in school activities**

1. Wipes will be available and students will be instructed to wipe computer keyboards and musical instruments before and after use.
2. Anaphylactic children will not share musical instruments that go in mouth.
3. To the extent practical, School fund-raising activities will avoid products containing the very allergens that parents are being asked to avoid sending with their children to school.
4. Schoolyard cleanliness contributes to safety of children with life-threatening allergies. Additional yard clean-ups may be advisable after special occasions, outdoor school events at which food may be consumed.
5. Anaphylactic children will not be involved in garbage disposal, yard clean-ups, or other activities that could bring them into contact with food wrappers, containers, or debris, without written parental consent.
6. Foods are often stored in lockers and desks. Allowing the anaphylactic child to keep the same locker and desk all year may help prevent accidental contamination. At the end of the school year, the District will conduct thorough cleaning of lockers and desks.
7. Classrooms may have designated nut-free desk(s) for use only by students with a nut allergy, which will be cleaned at the end of each school day.

### **Division of Responsibilities**

In a school setting, ensuring the safety of children affected with anaphylaxis depends on the cooperation of the entire school community. To minimize risk of exposure and to ensure rapid emergency response, parents, students, and school personnel must all understand and fulfill their responsibilities. Some school boards have prepared formal agreements between the school and the parents, outlining the commitments that each is prepared to make in order to protect the anaphylactic student.

### **Responsibilities of Parents of an Anaphylactic Child**

1. Assist in school communication plans;
2. Provide support to school and teachers as requested;
3. Inform the school of their child's allergies;
4. Provide a Medic Alert bracelet for their child;
5. Provide the school with up-to-date medical information regarding their child and the child's allergies, including a physician's prescription for any medication;

6. Provide the school with at least two up-to-date Epinephrine devices, and keep them current;
7. Assist in developing procedures for reducing risks to their child;
8. Participate in the development of an emergency response plan for their child;
9. Review both the emergency response protocol and the procedures for reducing risk with school personnel annually;
10. Be willing to provide safe foods for special occasions.

### **Responsibilities of the Superintendent**

1. Arrange for staff, including bus driver, training consistent with this policy.
2. Facilitate and support the accommodations developed for individual students, including classroom and cafeteria specific protocols;
3. Provide reminders to staff of the risks of food allergies at high-risk times of the year, for example: Halloween, Christmas, Valentine's Day and end of the year field trips and activities.

### **Responsibilities of the School Principal**

1. Work closely with the parents of an anaphylactic child;
2. Meet with parents of anaphylactic child, teacher or teaching team, school nurse, and other appropriate personnel before start of school year regarding specific protocols addressing student's needs;
3. Take steps to ensure that the parents have completed necessary forms;
4. Take steps to ensure that all policies/procedures are being followed consistently;
5. Take steps to ensure that the parents of anaphylactic child are aware of all relevant board and school policies and procedures and have the opportunity to review them;
6. Notify the school community of the anaphylactic policy and that we have children in our school with life-threatening allergies;
7. Post allergy-alert forms in staffroom and office;
8. Take steps to ensure that all staff, substitutes and volunteers have received information on anaphylaxis, and that appropriate personnel receive training in the use of an EpiPen;
9. Maintain an up-to-date list of school personnel who have received in-service and training in the use of an Epinephrine Pen/Auvi-Q device;

### **Responsibilities of the Classroom Teacher**

1. Participate in the planning of the EAP for children in his/her classroom with life-threatening allergies;
2. Elementary classroom teachers of students with life-threatening allergies will discuss the anaphylaxis with the class, including its causes, symptoms, and means of prevention, in age-appropriate materials, provided the parent has consented to such discussion;
3. Take steps to ensure that students do not share lunches or trade snacks;
4. Choose allergy-free foods for classroom events;
5. Establish procedures to ensure that the anaphylactic child eats only what he/she brings from home;
6. Reinforce hand washing before and after eating for students and teacher, and proper procedure for wipes;
7. Facilitate communication with other parents, provided the parent of the child with life-threatening allergies has consented to such communication;
8. Follow the school policies for reducing risk in classrooms and common areas;
9. Leave information in an organized, prominent, and accessible format for substitute teachers, parent volunteers, or others who may have occasional contact with the student;
10. Plan appropriately for time spent outside the building (e.g., field trips, gym class, recess, etc.) by ensuring that emergency response plans are considered and Epinephrine accompany the child outside;
11. Consistent with the student's age and maturity, escort or arrange an escort for any child who is identified as having a life-threatening allergy to the nut-free table at lunch;
12. Focus on activities rather than food to mark special occasions, including birthdays and holidays.

### **Responsibilities of Bus Operators and Bus Drivers in Contact with Student**

1. Attend in-service sessions provided by the administration;
2. Receive annual training in the recognition of anaphylaxis symptoms and use of Epinephrine;
3. Carry a copy of the emergency alert form on the school bus, displayed in a prominent location;
4. Assist in developing procedures to minimize risk while traveling on the school bus;

5. Take steps to ensure that food is not consumed on the bus;
6. Assist as needed in developing an EAP that relates directly to busing.
7. Be familiar with the student's EAP and implement that part of the EAP related to bus transportation, which may include taking steps to ensure that (a) food is not consumed on the school bus, (b) students with a life threatening allergy are seated in designated seats, and / or (c) the designated seats are wiped with appropriate cleanser prior to and after each bus ride.

### **Responsibilities of School Nurse**

1. Meet with parents, teacher and building principal to develop an IHP and EAP;
2. Distribute copies of the EAP to classroom teacher, administrator, cafeteria staff and anyone else who interacts with student on a regular basis, provided the child's parent has consented to such disclosure, and answer any questions relative to signs and symptoms of an allergic / anaphylactic reaction and the prevention of the same;
3. Educate staff regarding food allergies, allergic reactions, recognizing signs and symptoms of anaphylaxis and prevention and treatment plans;
4. Train school staff in Epinephrine Pen/Auvi-Q administration as appropriate and maintain documentation of those trained;
5. Participate in developing school policy regarding life-threatening allergies;
6. Inform the school principal and other appropriate personnel of children with life-threatening allergies and any adverse reactions to allergens that occur;
7. Arrange periodic follow-up to review effectiveness of individual plans or update medical conditions.
8. Review with the student at least annually his or her knowledge of the symptoms of anaphylaxis, precautionary practices to avoid anaphylaxis and, as appropriate, skills necessary for self-administration of the Epinephrine Pen/Auvi-Q.
9. Advise the transportation department of any children with a life-threatening allergy who ride the school bus, and provide the Transportation Director with each child's AEP, and ensure that he/she receives appropriate information and training in emergency response procedures.

## **Responsibilities of Student Body, Staff/Faculty and Visiting Community Members**

1. All food will be consumed in the cafeteria, outside or the gym lobby.

## **Responsibilities of the Athletic Director**

1. Collaborate with the school nurse regarding specific health concerns and ensure appropriate plan of action is in place and shared with appropriate personnel;
2. Ensure that coaches obtain and maintain a copy of the EAP for each student with a life-threatening allergy who attends team practices and/or games;
3. Participate in training regarding recognition of anaphylaxis symptoms and implementing emergency care, and ensure that appropriate coaches, athletic department staff and volunteers receive similar training;
4. Take steps to ensure that emergency communication equipment is always available to coaches, athletic department staff and volunteers in contact with students who have life-threatening allergies;
5. Clearly identify who is trained and responsible for administering an EpiPen/Auvi-Q in an emergency situation;
6. Consider the presence of allergens involved in school-sponsored athletic activities and modify such activities as needed.

## **Responsibilities of School Doctor**

1. Provide guidance, collaboration, and consultation to school nursing personnel and school administration on the management of anaphylaxis at school;
2. Provide non-patient specific standing orders and protocols for the treatment of anaphylaxis;
3. Assist in the development of procedures for prevention of anaphylaxis and emergency planning in the school;
4. Participate in faculty/staff trainings regarding life-threatening allergies as necessary;
5. Attend Section 504 and CSE meetings when requested by administration;
6. Act as liaison with school and private health care providers as necessary;
7. Assist in developing educational programs for students to promote wellness as necessary;

## **Responsibilities of the School Food Services Manager**

1. Attend training sessions regarding life-threatening allergies;

2. Take steps to ensure sound food handling practices are followed to avoid cross-contamination with potential food allergies;
3. Take steps to ensure that cleaning and sanitation protocols are followed to avoid cross-contamination;
4. Take steps to ensure that reasonable modifications are made for meals served to students with food allergies;
5. Take all complaints seriously from any student with a life-threatening allergy;
6. Ensure nut-free table and chairs are folded and/or covered with plastic at the end of each day;
7. Take steps to ensure that nut-free table is monitored;
8. Take steps to ensure that the nut-free table is designated by different shape/color table and/or chairs;
9. Take steps to ensure that cafeteria monitors clean nut-free table after each use.

**Crown Point Central School District**  
**Epinephrine Auto-Injector (EAI) Trained Personnel**

<b>Shannan Allen</b>	Paula LaDeau
<b>Jarad Andersen</b>	Peggy Patnode
<b>Connie Anzovino</b>	Jennifer Penny
<b>Donald Bishop</b>	Randy Pertak
<b>Shari Brannock</b>	Erica Peters
<b>Tracy Bush</b>	Jacqueline Pockett
<b>Erica Carey</b>	Elizabeth Ross
<b>Cynthia Condit</b>	Victoria Russell
<b>Crystal Farrell</b>	Lori Slattery
<b>Alana Gaddor</b>	Tara Celotti
<b>Chris Gibson</b>	Sharon Norton
<b>Tieah Gunnison</b>	John Swinton
<b>Lisa Harrington</b>	Shane Thelen
	Ursula Thompson
	Patti Wolf

Staff will be trained annually in September.

**Crown Point Central School****Concussion Guidelines and Procedures Policy****Education**

Concussion education should be provided for all administrators, teachers, coaches, athletic trainers, school nurse and guidance counselor. Education of parents should be accomplished through preseason meetings for sport and/or information sheets provided to parents. Education should include, but not be limited to the definition of concussion, signs and symptoms of concussion, how concussions may occur, why concussions are not detected with CT Scans or MRI's, management of the injury and the protocol for return to school and return to activity or Interscholastic athletics. The protocols will cover all students returning to school after suffering a concussion regardless if the accident occurred outside of school or while participating in a school activity.

**Concussion Management Team**

The District will assemble a concussion management team (CMT). The CMT will consist of the Principal, athletic director, school nurse, athletic trainer and/or school physician. The District's CMT should coordinate training for all administrators, teachers, coaches and parents. Training should be mandatory for all coaches, assistant coaches and volunteer coaches that work with these student athletes regularly. In addition, information related to concussions should also be included at parent meetings or in information provided to parents at the beginning of sports seasons. Parents need to be aware of the school district's policy and how these injuries will ultimately be managed by school officials. Training should include: signs and symptoms of concussions, past concussion and second impact syndromes, return to play and school protocols, and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that **no** athlete will be allowed to return to play the day of injury and also that **all** athletes should abstain appropriate medical clearance prior to returning to play or school. The CMT will act as a liaison for any student returning to school and/or play following a concussion. The CMT will review and/or design an appropriate plan for the student while the student is recovering.

## **Concussion Management Protocol**

### **Return to play**

Return to play following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play including: a greater risk for a second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. These NYSPHAA current returns to play recommendations are based on the most recent international expert opinion. \* No student athlete should return to play while symptomatic. Students are prohibited from returning to play the day the concussion is sustained. If there is any doubt as to whether a student has sustained a concussion, it should be treated as a concussion. Once the student athlete is symptom free at rest for 24 hours and has a signed release by the treating clinician, she/he may begin the return to play progression below (provided there are no other mitigating circumstances.)

- |        |                             |
|--------|-----------------------------|
| Day 1: | Light aerobic activity      |
| Day 2: | Sport-specific activity     |
| Day 3: | Non-contact training drills |
| Day 4: | Full contact practice       |
| Day 5: | Returns to play             |

Each step should take 24 hours so that an athlete would take approximately one week to proceed through the full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If any post-concussion symptoms occur while in the stepwise program, then the student should drop back to the previous asymptomatic level and try to progress again after a further 24 hour period of rest has passed.

## Concussion Symptoms

The following are all potential signs of concussion. Appropriate action **MUST** be taken by the head coach of a given sport in **ANY** circumstance that may suggest that a child has a concussion. Typically, a concussion happens due to a blow to the head, whether it is falling, being hit by a ball or other object, or any other potential situation resulting in blunt force trauma to the head. Signs of a concussion may be but are not limited to any one or more of the following:

- Loss of consciousness
- Slurring words
- Headache
- Difficulty concentrating
- Feeling “foggy”
- Slow reaction times
- Dizziness
- Lightheadedness
- Nausea
- Sensitivity to bright lights or loud sounds
- Irritability
- Changes in sleep patterns (insomnia or sleeping significantly more)
- Easily confused
- Numbness
- Vomiting
- Dilated pupils
- Memory problems

# Timeframe for return from concussion

## Grade 1 concussion

<u>Symptom Complex</u>	<u>1<sup>st</sup> concussion</u>	<u>2<sup>nd</sup> concussion</u>	<u>3<sup>rd</sup> concussion</u>
Concussion symptoms last less than 15 minutes. No post- traumatic amnesia.	Return to play when asymptomatic for 15 minutes.	Return to play when asymptomatic for one week.	Terminate season. May return in three months if asymptomatic.
Post-traumatic amnesia lasts less than 30 minutes. No loss of consciousness.	Return to play when asymptomatic for one full week.	Return to play after two weeks, if asymptomatic for at least one full week.	Terminate season. May return in three to six months if asymptomatic.

# Timeframe for return from concussion

## Grade 2 concussion

<u>Symptom Complex</u>	<u>1st concussion</u>	<u>2nd concussion</u>	<u>3rd concussion</u>
Concussion symptoms last more than 15 minutes.	Return to play when asymptomatic for one full week.	Return to play after two weeks if asymptomatic for one week.	Terminate season. May return in three to six months if asymptomatic for one week.
Post-traumatic amnesia lasts longer than 30 minutes, but less than 24 hours.	Return to play when asymptomatic for one full week.	Return to play after one month if asymptomatic for one week. Consider terminating season.	Terminate season. May return in three to six months if asymptomatic for one week.

# Timeframe for return from concussion

## Grade 3 concussion

<u>Symptom Complex</u>	<u>1<sup>st</sup> concussion</u>	<u>2<sup>nd</sup> concussion</u>	<u>3<sup>rd</sup> concussion</u>
Any loss of consciousness.	Transport to hospital. Return in one month if asymptomatic for two full weeks.	Terminate season. Discourage return.	No return to contact.
Post-traumatic amnesia more than 24 hours. Loss of consciousness more than 5 minutes.	Transport to hospital. Return in one month if asymptomatic for two full weeks.	Terminate season. Return to play in three to six months if asymptomatic for two weeks.	No return to contact.