

DISTRICT-WIDE SCHOOL SAFETY PLAN



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Risk Management Department

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INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide school safety plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a variety of acts of violence, and natural and technological 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 risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Safety Plans were developed by the Highland Falls-Fort Montgomery Central School District and the District-wide School Safety Team and Building-level School Safety Team based on previous plans and also from documents created by the Federal Emergency Management Agency (FEMA), utilizing components from FEMA E362, the Multihazard Safety Program for Schools, as well as from documents from the FBI Bomb Data Center, NYS EMO, NYS Police, NYS Center for School Safety and NYS Education Department. These were also developed to comply with Governor Pataki's Executive Order # 26 which requires all agencies, including school districts, to use the Incident Command System (ICS), as developed by the National Interagency Incident Management System, for all emergencies.

How do you predict?

While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors, and not to try to match a student to a predetermined "profile".

This school district supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.



The District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the School District Board of Education, the Superintendent of School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

Identification of School Teams

The Board of Education directs the Superintendent of Schools to establish a Safety Committee which should consist of a representative from each of the areas listed below. The duties of the Committee will be to develop, review annually, and, where necessary, revise the School Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. As a minimum the committee should consist of the following members:

School Administration

- Building Principal or Assistant Principal
- Director of Facilities

Faculty Representative Transportation Facilities Health Services

Representatives from the below listed areas will be requested on an as needed basis

- Town of Highlands Emergency Preparedness
- > Town of Highland Police
- Village of Highland Falls Police
- > Village of Highland Falls
- Village of Fort Montgomery

Concept of Operations

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.

It is important to prepare a threat assessment strategy so that when a threat occurs, everyone will know there is a policy and understand what actions to take. Threats are alarming statements or behaviors that give rise to concern about subsequent violence.



The Highland Falls-Fort Montgomery Central School District will establish a Threat Assessment Team. Team members should consist of the Superintendent of Schools, Building Principal(s), Director of Facilities, School Social Worker, Local Police and others as deemed necessary.

The following should be considered possible threats of violence

- bomb threats
- threats against children by parents/guardians in custody battles
- personal vendettas between students or gangs
- threats against teachers or staff involved in domestic conflict.
- efforts to intimidate and any other type of behavior that involves members of the school community and property

When the Threat Assessment Team has identified a situation to be a possible threat (refer to the Threat Assessment Guidelines section), the following actions as well as those identified in the following sections should be implemented.

- a) Establish procedures for recording and monitoring threats. Guidelines pertaining to what information should be included in threat incident reports are presented below
- b) Ensure cooperation between law enforcement and school authorities in collecting and preserving evidence of threats.
- c) Evaluate situations when a threat has been made and if warranted, notify the potential victims
- d) Consider the costs and benefits of providing increased protection to threatened persons. Possible actions include transferring potential victims to another school or providing them with additional means to signal distress, such as cell phones or emergency transmitters.
- e) Determine what additional security measures, if any, should be put in place after a threat. Changes might include requesting additional police patrols, hiring security guards, locking doors (in compliance with fire regulations), adding video monitors, or taking other appropriate precautions.
- f) Counsel potential victims about the various civil and criminal options available to them, such as obtaining a restraining order. The potential reactions of the offender should be considered in whether or not to seek a restraining order. Additional security precautions should be taken if the offender is likely to respond negatively to the intervention chosen, especially during the period immediately following the initial application of that intervention.
- g) Learn what procedures should be taken to screen mail and packages left on school sites after a threat has been made. Contact the U.S. Postal Service, local police, or the Bureau of Alcohol, Tobacco, and Firearms for guidance.
- h) Establish policies for releasing any threat-related information to either the school community or media, giving consideration to the potential consequences of choosing to, or not to, disseminate information pertaining to serious threats.



Efforts may be supplemented by county and state resources through existing protocols.

Threat Assessment Guidelines

To identify threats, school officials are advised to:

- Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on sociopsychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.
- Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in "attack-related" behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

- 1. What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- 2. What has the individual communicated to anyone concerning his/her intentions?
- 3. Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
- 4. Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?



- 5. Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that he individual has acted- on those beliefs?
- 6. How organized is the individual? Is he/she capable of developing and carrying out a plan?
- 7. Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
- 8. Corroboration: What is the individual saying, and is it consistent with his/her actions?
- 9. Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
- 10. What factors in the individual's life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

Prevention - The Role of School Administrators, Teachers, and Staff

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. School administrators should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and administrators set the climate of safety within schools, teachers, especially, must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school.

School Security

The level of physical security may need to be modified in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary, middle, and high schools.

Administrators should initiate a comprehensive security assessment survey of their school's physical design, safety policies, and emergency procedures.

The assessment should be conducted in cooperation with law enforcement, school security staff, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students, and other school community members. Using the conclusions of that survey, administrators should assign a safety and violence prevention committee

Section I: General Considerations and Planning Guidelines



composed of all of the above representatives to develop a comprehensive security plan (School Site Safety Plan). Based on each school's needs, school safety plans may include some or all of the following suggestions:

- a) Utilize local law enforcement as necessary.. Continuity of officers within individual schools should be encouraged, so that students and officers develop rapport.
- b) Develop and enforce restrictions about student loitering in parking lots, hallways, bathrooms, and other areas. Publish restrictions in the student handbook/code of conduct.
- c) Consider the use of metal detectors only in special circumstances to deter weapons on campus.
- d) Adopt policies for conducting searches for weapons and drugs. Publish policies in the student handbook/code of conduct.
- e) Require visitors to sign in and sign out at the school office and to wear visible visitors' passes. Post prominent signs at all school entrances instructing visitors where to sign in and out. Publish the policy in the student handbook/code of conduct.
- f) Encourage school personnel to greet strangers on campus and direct them to sign in if they have not. Also instruct school personnel to report visitors who have not signed in.
- g) Require students and staff to carry with them and/or wear their school photo IDs during school and at all school-related activities.
- h) Establish a closed campus policy that prohibits students from leaving campus during lunch.
- i) Establish a cooperative relationship with law enforcement and owners of adjacent properties to the school that allow for joint monitoring of student conduct during school hours.
- j) Encourage neighboring residents and businesses to report all criminal activity and unusual incidents. Establish a protocol within the school to handle calls from the neighborhood.
- k) Consider providing and making use of alarm, intercom, cell phone, building paging, two-way radio, and mounted and hand-held camera monitoring systems on buses and school campuses.
- 1) Develop a school bus rider attendance checklist for each bus and use it daily.
- m) Consider the need for employing outside security personnel during school functions.
- n) Patrol school grounds, especially in areas where students tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards.

Reporting

The Highland Falls/Fort Montgomery Central School District encourages and enables students, teachers, and parents/guardians to report threats and acts of violence, or any



violation of the Code of Conduct to a teacher, Principal or, in his/her absence, the acting Principal.

District staff is expected to promptly report violations of the code of conduct to their supervisor, who shall impose an appropriate disciplinary sanction if so authorized, and refer the matter to the building principal or principal designee. Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if doing so will not endanger any person including the district staff member. Parents of the student will be notified and the appropriate disciplinary sanction imposed if warranted,

The District will report any acts of violence against persons that may constitute a felony or misdemeanor and other violations of the Code of Conduct, which may constitute a felony to the appropriate local law enforcement agency when the actor is over the age of 16. When necessary, the District will file a complaint in criminal court against the offender.

The District will report any violations of the Code of Conduct, which constitute a crime, when the offender is under the age of 18 to the appropriate human services agencies and may report the same to the local law enforcement agency. When necessary, the District will file a juvenile delinquency petition or a person in need of supervision (PINS) petition in Family Court.

Student Rules

Student rules must be communicated, understood, and consistently enforced. They also must comply with constitutionally guaranteed due process procedures.

The Highland Falls-Fort Montgomery Central School District's Code of Conduct are specific to each school, and is provided to each student and their Parents/Guardians on an annual basis. Both the student and their Parents/Guardians are required to sign a form stating they have received and understood this document, and return it back to the building principal's office.

Anti-Bullying Programs

Bullying is a range of behaviors, both verbal and physical, that intimidate others and often lead to antisocial and unlawful acts. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a "kids will be kids" occurrence nor accepted as a way of life. Implement anti-bullying programs that include the following school-wide, classroom, and individual tactics:



- a) Clearly define what constitutes bullying activity with input and involvement from the school community (students, staff, parents, teachers, volunteers, and law enforcement). Communicate that definition to students, teachers, parents, and staff. The definition should include physical, verbal, and psychological aspects of bullying.
- b) Based upon the above, establish specific rules prohibiting, and consequences for, bullying activity as part of a comprehensive school code of conduct.
- c) Seek information about the motivations behind specific incidents of bullying.
- d) Establish a reporting mechanism by which incidents of bullying can be reported and recorded immediately after they occur.
- e) Ensure reporting procedures address with whom and under which circumstances information will and will not be shared. Care should be taken to:
 - a. Protect witnesses and victims from retaliation
 - b. Meet applicable standards for confidentiality.
 - c. Ensure that personnel involved with victims and bullies have the information they need to effectively work with them.
 - d. Protect the accused from false allegations.
- f) Notify parents/guardians of both victims and perpetrators whenever a report of bullying is formally filed. Establish a policy regarding the circumstances under which parents/ guardians of bullies and/or their victims should be called in for an on-site conference.
- g) Continually monitor the number of reported incidents of bullying.
- h) Regularly conduct a survey assessing the prevalence, location, and kind of bullying activities that are occurring. Include students, parents, teachers, and staff. Also address bullying activities that occur on the way to and from school. Work with community policing efforts to help make students' journeys to and from school safe and free from acts of intimidation. For surveys requiring student input, follow administration guidelines regarding the possible need for parental approval.
- i) Consider holding focus groups on an on-going basis to discuss the nature of the problem of bullying and ways to solve it.
- j) Identify community resources that can be utilized to intervene immediately, as well as those that can be used to develop additional intervention and/or prevention programs. Ensure adequate social service and mental health resources are both available and being utilized.
- k) Take actions to identify bullies and victims and to promote intervention at the classroom level and at other student contact points within schools. Develop a program that provides victims with immediate support services and referrals, as well as teaches avoidance techniques and coping skills. Refer offenders to available support services.
- I) Advise teachers and staff to record events, as well as the interventions and strategies that are implemented to address different instances of bullying.



Anti-Gang Programs

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence.

- a) Establish partnerships with law enforcement in order to exchange information and educate teachers and staff about the presence of gangs and their activities.
- b) Establish and fund gang resistance and violence prevention teams to implement community, family, and youth education programs and to provide alternative activities in which children can participate. Teams should include educators, law enforcement, probation officers, community leaders, students, school resource officers, gang specialists, mental health professionals, and parents.
- c) Become aware of gang-related clothing, paraphernalia, and behavior. Establish a school dress code that would exclude outward manifestations of gang membership.
- d) Inform parents/guardians if their children are suspected of involvement in gangs and give them relevant information, counseling, and access to available pertinent resources.

Suicide Prevention

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by police, which also could be considered a form of suicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others.

- a) Develop a plan that specifies how to identify students at risk, how to handle threats, and what actions to take in the event of a suicide.
- b) Ensure that students have, and are aware of, easy ways to get help, such as access to suicide hotlines, counselors, and written/visual materials.
- c) Educate students, parents/guardians, teachers, and other school personnel on how to identify and get help for troubled students before they become victims of suicide. Include how to get immediate help to prevent or respond to suicide attempts.

Programs to Reduce Isolation and Alienation and to Promote Respect

School administrators and teachers should identify and implement programs that increase positive self-respect and respect for others. In general, these programs should:

- a) Establish standards for how people should treat each other.
- b) Promote and ensure that classroom standards are consistent with school and district policies.
- c) Ensure classroom standards are reviewed in class and that a copy of them is sent to the parents/ guardians.



- d) Coordinate a cooperative effort to create and disseminate statements of values that all affiliates of the school will be expected to follow. All members should be able to state their school's values.
- e) Establish better lines of communication with students who may feel alienated or isolated and/or have low self-esteem.
- f) Increase the number and diversity of positive extra-curricular activities available to students.
- g) Help students become more successful in achieving desirable short- and longterm goals and increase the likelihood that their progress is recognized and rewarded.
- h) Teach students how to resist others' efforts to intimidate or isolate them.
- i) Initiate a community service requirement for middle and high school graduation.
- j) Model and reinforce values such as learning, respect, character, and cooperation.
- k) Encourage students to work together through the use of cooperative learning techniques such as team projects.
- I) Encourage the contemplation of core values (respect, responsibility, trust, sharing, etc.) through the use of age- and curriculum-appropriate writing assignments and class discussions.
- m) Encourage students to become actively involved in the school community.
- n) Recognize and reward students who exhibit positive and responsible behavior.
- o) Offer troubled and withdrawn students, including victims, help outside of class with schoolwork and personal problems.
- p) Develop a climate that encourages open communication between students and adults. It should maximize the options by which students can transmit their concerns about violence to school personnel, foster an environment of trust, and be sensitive to their fears of retaliation.

Plan Review and Public Comment

This plan will be reviewed periodically and will be maintained by the District-wide School Safety Team with technical assistance from the Orange Ulster BOCES Risk Management Department. The required annual review will be completed each year after its adoption by the Board of Education.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

While linked to the District-wide School Safety Plan, 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 District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.



Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency if it does occur.

Prevention/Intervention Strategies

VIOLENCE PREVENTION PROGRAMS

Listed below are programs and activities the district may utilize for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

Name of Program	K-2 School	3-8 School	High School
All Stars	1	Y	
Character Education	Y	Y	Y
Coca Cola Valued Youth	Sign Street	**	Y
CO-OP	A 644 S		Y
Coping Power	Y	Y	
Educational Karate	Y.	Y	Y
EPIC: Growing Up Together Project	Y	Y	Y
Facing History and Ourselves	Koto William	Y	
LEGACY		i i	Y
Life Spaces Crisis Intervention	Y	Y	Y
New Directions	Y	Y	Y
PACT: Positive Adolescent Choices Training	4.	Y	Y
PATHS	Y		
PBIS: Positive Behavior Intervention Strategies	Y	Y	Y
Project Challenge			Y
Project Decision		Y	Y
Project Raise		Y	Y
Restorative Justice	Y	Y	Y
Safe Harbors		Y	
Seattle Social Development Project		Y	
Second Step	Y	Y	Y
Strengthening Families Program		Y	
Teaching Students to be Peacemakers	Y		
Therapeutic - Crisis Intervention	Y	Y	Y



TRAINING, DRILLS AND EXERCISES

All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the districts multi-hazards emergency plan on an annual basis. The orientation will focus on the district policies and procedures for fire evacuations and emergency response codes procedures, emergency communications and the districts incident command system. (Substitute Teachers and Teacher Aides will receive a fact sheet on the districts policies and procedures upon initial assignment).

- ➤ The emergency response procedure for LOCKDOWN will be practiced at least on a semiannual basis. One of the drills may be conducted in conjunction with an intruder drill as part of a regularly scheduled staff meeting.
- ➤ Building evacuation procedures will be practiced a minimum of 12 times per school year. These procedures will be tested and evaluated during the facilities fire evacuation drills.
- The district will conduct one early go-home drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis.
- > The emergency plan for sheltering in the event of severe weather threat such as a tornado or thunderstorm will be practice on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- > The district will conduct one drill and/or exercises with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.

Following a program orientation, drill and/or exercise, participants will forward their observations to their "Safety Assessment Committee" representative for further review and/or discussion. If immediate action is needed, the Building's Principal will be notified in order to take corrective action. The "Safety Assessment Committee" will review after action reports and forward their recommendations and suggestions to the "Health and Wellness Committee".

In an effort to maintain a safe, orderly and healthy educational environment, all visitors to the District must sign-in at the Main Office of the building visited and obtain a visitor's pass that is to remain visible at all times. It is the duty of the hall monitor(s) and other school safety personnel, acting in a school security capacity, to direct visitors to various offices and monitor student activities on the playgrounds and athletic fields. Work performed by contractors must be coordinated with the Building Principal.

Hall monitors and other school safety personnel will be hired according to State Education and Civil Service Guidelines.



IMPLEMENTATION OF SCHOOL SECURITY

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of the law or the Code of Conduct. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parents before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes district officials, such as the Superintendent, Building Principal, school nurses, teachers or the designees of an administrator, and district security officials to conduct searchers of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the Code of Conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant.

Vital Educational Agency Information

The district consists of three educational buildings (K-2, 3-8, & 9-12), and two athletic fields. The most recent Basic Educational Data System (BEDS) reports 1,060 students and 180 administration, faculty and staff.

Information on school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency are described within the building level plans.

Faculty and/or staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed to control any potential hazards associated within their work area. All concerns should forward to a member of the facility's safety committee for further review. If immediate action is needed, the Building's Principal should be contacted directly.

The district will continue to work with outside emergency response agencies and Orange-Ulster BOCES Risk Management Department to evaluate potential hazards associated in transporting and/or educating the children within our district. See "Building Level Response Plans" for a list of Specific hazards associated with each building.



Notification and Activation (Internal and External Communications)

In the event of a violent incident, immediate implement "Code Red" procedures. Notify administrative personnel by calling the main office and alert office personnel regarding the need to call 9-1-1 for law enforcement agencies. Office personnel will immediate contact the Building's Principal and/or Designee, Central Office and call 9-1-1 if a building administrator can not be immediately reached. If the main office is involved with the incident, the alternative site as designated within the "Building Level Response Plan" will be utilized to call 9-1-1.

In the event of a weather emergency, central office will alert whenever possible district personnel by telephone chain and/or fax for the need to seek shelter. "Building Level Response Plans" will be followed to alert faculty, staff, students and guest as designated within each plan

Rapid Response Crisis Kit

Each school building will organize a Rapid Response Crisis Kit containing:

- Master Key(s)
- · Blank name tags or identification vests
- Classroom telephone directory
- Building floor plans (supplied by BOCES Risk Management)
- Utility Shut-off master diagram (supplied by BOCES Risk Management)
- Notebooks, pens, markers.
- Complete student roster
- Bell and Bus schedules
- Current yearbook or class photos
- Daily attendance list

Each principal should have a Rapid Response Crisis Kit in the main office & in a secure room or location on the other side of the building.



Notification and Activation (Internal and External Communications)

Describe the policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. The district's procedures might include maintaining a list of local law enforcement agencies, and the designation of the individuals authorized to contact the law enforcement agencies.

Describe the system that has been established for receiving and disseminating information to educational agencies within a school district of a disaster. The system could include the following forms of communication:

Telephone Intercom
Fax/Email Local Media

District Radio System NOAA Weather Radio

Others, as appropriate

The system may specify that in the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take the appropriate action.

DISTRICT EMERGENCY TELEPHONE NUMBERS

James I. O'Neill HS		Business	Home
Principal	Louis Trombetta	845-446-4914 x2500	N/A
Assistant Principal	Robin Haberman	845-446-4914 x2501	N/A
Building Custodian	Chuck Herasimtschuk	845-446-9575 x2950	N/A

Highland Falls IS		Business	Home
Principal	Bethany Negersmith	845-446-4761 x3510	N/A
Assistant Principal	Adam Gerson	845-446-4761 x3520	N/A
Building Custodian	Jerry Falco	845-446-4761 x	N/A

Fort Montgomery ES		Business	Home
Principal	Dr. Maureen Lamb	845-446-1008 x4510	N/A
Building Custodian	Francisco Vasquez	845-446-1008 x	N/A

Transportation		Business	Home
Director	Wayne Robinson	845-446-4738 x1250	N/A
Assistant	Amy Silver	845-446-9575 x1201	N/A

SECTION III: RESPONSE



ALL EMERGENCIES FOR FIRE, POLICE & AMBULANCE DIAL 911

ASSISTANCE FROM LOCAL GOVERNMENTAL OFFICIALS COORDINATION WITH LOCAL AND COUNTY AGENCIES

The School District has developed an emergency management plan along with specific procedures to follow should an emergency occur. A copy of this plan is located in each of the building offices.

AGENCY	CONTACT	PHONE
State Police	Dispatcher	845-782-8311
Town of Highland Police	Dispatcher	845-446-4010
Village Police	Chief	845-446-4911
Town Government	Supervisor	845-446-4280
Village Government	Mayor	845-446-3400
Fire Department	Chief	845-446-4911
Orange Ulster BOCES	District Superintendent	845-291-0010
Hospital	Nursing Supervisor	TBA
Ambulance	Dispatcher	845-446-4911
Risk Management	Risk Manager	845-446-4911

Other:

Poison Control	1-800-222-1222
Gas Leak	1-800-533-5325
FBI	633-6000
Orange & Rockland Utilities	986-1191
Life Threatening Emergencies	911

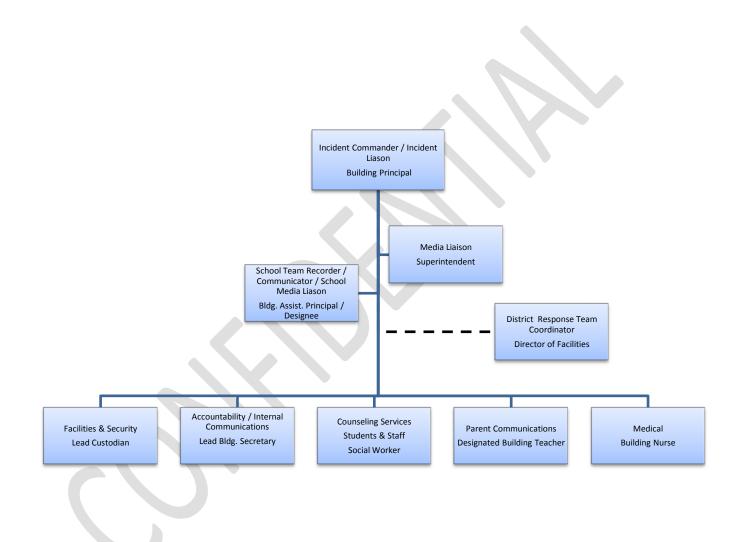
Should an actual emergency occur the District Emergency Officer or Incident Commander will contact the appropriate agency with the specific nature of the emergency and request assistance. Questions concerning these emergency procedures should be directed to:

Dr. Debra Jackson	446-4738 Ext. 1301
Wayne Robinson	446-4738 Ext. 1250
Patrick Cahill	446-4738 Ext. 1103



CHAIN OF COMMAND FOR INCIDENT RESPONSE

School Response Team Organizational Chart





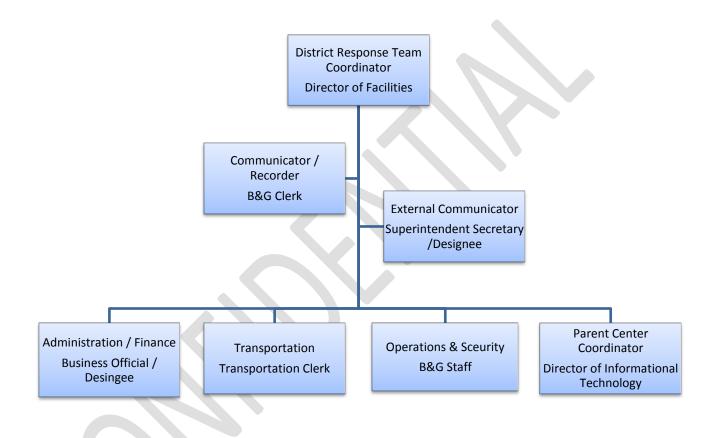
School Response Team Assignments

Incident Response	Fort Montgomery	Highland Falls	James O'Neill High
Team Position	Elementary School	Intermediate School	School
Incident Commander / Incident Liaison	Dr. Maureen Lamb – Building Principal O 845.446.1008 x 4510 C	Ms Bethany Negersmith - Building Principal O 845.446.4761 x 3510 C	Mr. Louis Trombetta – Building Principal O 845.446.4914 x 2500 C
Media Liaison*	Dr. Debra Jackson	Dr. Debra Jackson	Dr. Debra Jackson
	O 845.446.4738 x1101	O 845.446.4738 x1101	O 845.446.4738 x1101
	C 845.392.6333	C 845.392.6333	C 845.392.6333
School Team Recorder / Communicator / Media Liaison	Lisa Galu O 845.446.1008	Adam Gerson O 845.446.4761 x 3520 C	Robin Haberman O 845.446.9575 x 2501 C
District Response Team Coordinator	Wayne Robinson O 845.446.4738 x1250 C 845.476.5125	Wayne Robinson O 845.446.4738 x1250 C 845.476.5125	Wayne Robinson O 845.446.4738 x1250 C 845.476.5125
Security & Facilities	Francisco Vasquez	Jerry Falco	Chuck Herasimtchuk
	O 845.446.1008	O 845.446.4761 x 3250	O 845.446.9575 x2950
	C 845.709.4220	C 974.260.9021	C 845.742.0238
Accountability / Internal Communications	Dora Smith	Mary Papa	Dana Remaly
	O 845.446.1008 x 4500	O 845.446.4761 x 3500	O 845.446.9575 x 2502
Counseling Services	Charles Giardina	Charles Giardina	Charles Giardina
	O 845.446.4914 x 2645	O 845.446.4914 x 2645	O 845.446.4914 x 2645
Parent Communications	Margaret Moscatello O 845.446.1008 x 4700	Trish Hannigan O 845.446.4761 x 3600 C	Nancy Kowele O 845.446.4914 x 2601 C
Medical	Margaret Moscatello	Linda Wetzel	Susan Slapp
	O 845.446.1008 x 4700	O 845.446.4761 x 4700	O 845.446.4914 x 2700
	Primary	1 st Alternate	2 nd Alternate
Media Liaison*	Dr. Debra Jackson	Dr. Andrea Tejador	Patrick Cahill

Note: Should the primary incident commander not be available, the first progression will be to the immediate subordinate, followed by an equivalent position from one of the other buildings



District Response Team Organizational Chart





District Response Team Assignments

Incident Response Team Position	Primary	First Backup	Second Backup
District Response Team Coordinator	Wayne Robinson O 845.446.4738 x 1250 C 845.476.5125 PTT 845.263.9895	Patrick Cahill O 845.446.4738 x 1103 C 845.392.8611	Christine Armstrong O 845.446.4761 x 3610 C 845.476.5282
Communicator / Recorder	Linda Adduce O 845.446.4738 x 1200	Joann DiLorenzo O 845.446.4738 x 1100	Moira Liardi O 845.446.4738 x 1101
External Communicator	Barbara Fleming O 845.446.4738 x 1300 C 706.614.1840	Stefan Klein O 845.446.4738 x 2902 C 845.857.3749	Andrea Tejedor O 845.446.4738 x 1901 C 845.742.3651
Administration / Finance	Patrick Cahill O 845.446.4738 x 1103 C 845.392.8611	Guy Murtha O 845.446.4738 x 1102 C	Christine Armstrong O 845.446.4761 x 3610 C 845.476.5282
Transportation	Amy Silver O 845.446.4738 x 1201 C 845.590.3736	Cathy Clark O 845.446.4914 x2503 C	Pam Deans O 845.446.4914 x2507 C
Operations & Security	Peter Baker O 845.446.4914 x 1205 C 845.742.1147 PTT 845.742.1147	Paul Cutaia O 845.446.4914 x 1205 C 845.742.1600 PTT 845.741.1500	Steve Chesmin O 845.446.4914 x 1205 C 845.742.0236 PTT 845.742.0236
			Steve Rose O 845.446.4914 x 1205 C 845.239.0780 PTT 845.239.0780
Parent Center Coordinator	Andrea Tejedor O 845.446.9575 x1901 C 845.742.3651	Debra Crowe O 845.446.4914 x2880 C 845.494.3722	Any Building Assistant Principal



EMERGENCY RESPONSE - LOCKDOWN

LOCKDOWN – Implemented when there is a threat inside the building. (*Always assume the intruder is armed*)

- 1. Call 911 and report your situation.
- Direct LOCKDOWN to be initiated
 - a. Announce over the PA / Intercom or otherwise This is <u>NOT</u> a Drill, Implement LOCKDOWN Procedures
- 3. Teachers and staff will implement the following actions as quickly as possible:
 - a. Gather students from hallways and areas near your room into your classroom or office
 - b. Lock classroom / office door(s)
 - c. Have students take a seat next to the wall away from the door window
 - d. Take attendance
 - i. Include additions.
 - ii. For missing students, note their last known location
- 4. The following guidelines should be adhered to during the lockdown
 - a. Do not cover windows. Leave window blinds and lights as they are
 - b. Do not allow anyone to enter or *leave* the classroom / office.
 - c. Do not answer or communicate through your locked door
 - d. Do not answer a classroom telephone.
 - e. Do not respond to a FIRE ALARM unless imminent signs of fire are observed.
 - f. Do not talk within your area unless absolutely necessary.
 - g. Do not respond to the intercom, public address system or other announcements

NOTE: Lockdown will end only when released from your room by emergency responders or other authority, who will have a key to enter and inform you of the end of the lockdown.



EMERGENCY RESPONSE - LOCKOUT

LOCKOUT – Implemented when there is a threat from outside the building. All outside doors will be secured and entry to or exit from the building will be restricted. All electronic access doors will be disabled.

- 1. LOCKOUT will be announced over the PA / Intercom or otherwise.
 - a. This is not a Drill, Implement LOCKOUT Procedures. Repeat, this in not a Drill, implement LOCKOUT Procedures
- 2. **IF** LOCKOUT is initiated due to a situation **OR** a potential incident discovered at the school **THEN** Call 911 and advise them of your situation
- 3. **IF** LOCKOUT is due to information from police **THEN** keep police advised of any change in status of your building
- 4. Ensure all exterior doors and windows are CLOSED AND LOCKED
- 5. Terminate all outside activities and have students and staff return to the building
- 6. **ONCE** all staff and students are in the building, **THEN** entry to the building is gained only on a one-on-one basis and only through a locked and monitored door.
- 7. The building incident commander (principal) should assemble the school and district response teams as necessary to achieve the following objectives.
 - a. Ensure all staff and students are accounted
 - b. Ensure school building entrances and grounds are monitored
 - c. Set / adjust class schedules as necessary
 - d. Staff notifications and updates
 - e. Parent notifications and communications
 - f. Media Notifications
 - g. Adjust transportation for in-district and out-of-district students, if necessary
 - h. Cancellation of school sponsored events, if necessary
- 8. The Building Principal must authorize entry to the building by any individual(s) requesting entry during the lockout. Entry should be a one on one basis only.
- Notify local law enforcement should any individual remain on campus after being refused entry
- 10. **WHEN** the external threat is resolved, **THEN** the lockout may be lifted. Notification may be through any means appropriate for the building.
- 11. WHEN the incident is resolved AND the lockout is terminated THEN advise police of termination.



<u>EMERGENCY RESPONSE – SHELTER IN PLACE</u>

SHELTER IN PLACE – May be implemented when there is a threat due to projected weather or other on-going events where sheltering is the preferred initial protective action.

NOTE: Shelter in Place information will be provided based on the situation for which this protective action is taken. The location may be in the classroom, halls, auditorium as directed by the Building Principal.

Note: Do \underline{NOT} activate the fire alarm system; do \underline{NOT} use portable radios or cell phones

- 1. SHELTER IN PLACE will be announced over the PA / Intercom or otherwise.
 - a. This is not a Drill, Implement SHELTER IN PLACE in the following location (provide the area for the students and staff to shelter dependent on the event in progress)
- 2. IF SHELTER IN PLACE is due to a BOMB THREAT THEN
 - a. Call 911 and provide information available. IF the threat was received over the phone provide information from the bomb threat response form
 - b. IF the location of the bomb is known, THEN evacuate and isolate the area,
 - c. IF the location of the bomb is unknown THEN Have teachers and/ staff scan their respective area for anything out of the ordinary.
 - d. The building principal turnover incident command to the first responder and act as incident command liaison
- 3. IF SHELTER IN PLACE is due to a weather related condition THEN
 - a. Continue to monitor the emergency broadcast system and/or weather information sources for weather projections.
 - b. Ensure all exterior doors and windows are CLOSED AND LOCKED.
 - c. Terminate <u>all</u> outside activities and have students and staff return to the building
 - d. Pull down window shades
 - e. Call 911 if emergency assistance is required
- 4. `The Incident Command Liaison (Building Principal) will assemble the school and district response teams as necessary to address the specific situation.and maximize the safety of students and staff.



EMERGENCY RESPONSE – EARLY DISMISSAL

EARLY DISMISSAL – this process is used to return students to home as quickly as possible due to on-going or projected incidents where relocation of students to their homes is the best possible alternative.

NOTE: IF <u>ALL</u> school buildings are to be early dismissed, <u>THEN</u> the Incident Commander duties will fall to the High School Principal/designee

- 1. The Building Incident Commander will assemble the school and district response teams to accomplish the following objectives:
 - a. Establish dismissal time(s) for Students and Staff
 - b. Staff notifications
 - c. Parent notifications
 - d. Media Notifications
 - e. Transportation for in-district and out-of-district students
 - f. Safe building evacuation routes as applicable
 - g. Monitoring of weather conditions for changes, as applicable
 - h. Safe conditions for dismissal (i.e. snow/ice removal, safe egress paths)
 - i. Completion of attendance and/or accountability
 - i. Cancellation of school sponsored events
- 2. **IF** early dismissal will occur before lunch, **THEN** notify kitchen staff.
- 3. Notify respective law enforcement and village officials for traffic and pedestrian controls.
- **4. WHEN** dismissal time is reached, **THEN** announce that students are dismissed and should proceed directly to their buses / cars as appropriate.
- **5.** Ensure that contract transporters notify the transportation department when all students have been returned to their assigned drop off location. This includes in=district and out-of-district students
- **6. WHEN** all of a building's students have been reported to have been returned to their home/drop off locations, **THEN** that Building's Response Team may be released
- 7. WHEN <u>ALL</u> students have been reported to have been returned to their home/drop off location, THEN the Incident Commander may terminate the event and dismiss the Response Teams

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EMERGENCY RESPONSE – BUILDING EVACUATION

Evacuation – This process will be used any time there is a need to remove students and staff from a building due to an uninhabitable condition, e.g. fire. Building evacuation may be initiated by the fire alarm system or by page.

- 1. **UPON** the initiation of a building evacuation, **THEN** ensure students and staff exit the building in an orderly manner via the path(s) indicated by the room diagram.
- 2. Ensure that students and staff assemble in the room's assigned area **away** from access roads **AND** that accountability is initiated
- 3. **IF** conditions permit, **THEN** ensure that a building sweep is conducted.
- 4. **IF** the building evacuation is due to a **fire alarm**, **THEN** attempt to determine the location of the alarm from the building's fire detection panel.
- 5. **IF** the building evacuation is due to any condition, other than fire, that makes the building uninhabitable **THEN**,
 - a. Isolate the area if known
 - b. Do not allow anyone to enter the area.
- 6. The incident commander/liaison and school building response team will report to their outside assembly area and prepare to meet the emergency responders. Minimum information that should be included in the turnover is the
 - a. Nature of event
 - b. Area/Location of event
 - c. Names of any missing individual
 - d. Identification of any known hazards in the area/location of the event
- 7. Notify the district team coordinator to have transportation mobilized to support sheltering, early dismissal or relocation decisions.
- 8. **WHEN** teachers have completed accountability checks, the names of any students or staff who cannot be accounted for must be immediately reported to the school response team accountability member,
- 9. Maintain students in the assigned area away from the building and access roads until direction to either re-enter the building or to relocate to an alternate site is given by the incident commander.



EMERGENCY RESPONSE – RELOCATION

RELOCATION – this process is used when there is a need to relocate students from their assigned building to an alternate location for safety purposes. This process may be used to relocate students to an area / building more conducive for an orderly dismissal process to occur.

NOTE: If the building is evacuated due to a fire alarm, staff and students will evacuate the building and report to their normal assembly areas.

NOTE: if relocation is due to an incident at Indian Point as directed by the County Executive, relocation will be conducted in accordance with the Radiological Emergency Response Plan.

- 1. IF it is determined that a relocation is necessary THEN identify the area or alternate site location for relocation:
- 2. Notify staff of the need to relocate and provide the alternate location. Reference Appendix R, Radiological Emergency Response for guidance on staff assignments for relocation events..
- 3. Notify law enforcement agencies as necessary and request assistance at the alternate site for traffic and control, etc.
- 4. **IF** transportation is required **THEN** establish transportation and relocation start times. Notify transportation contractors.
- 5. Notify school nurse(s) and instruct them to gather necessary student medications.
- 6. Ensure alternate location staff are notified that their site will be utilized and to make the location ready to receive the students. Dispatch school staff to assist in the preparation.
- 7. Initiate the parent and media notification sequence as necessary, instructing parents to pick up their children at the alternate location



MEDICAL EMERGENCY

NOTE: AEDs are located in the following areas. Refer to APPEMDIX M: AED Protocol if the use of an AED is required.

JOHS Main Lobby HFIS Main Lobby FMES Hallway by Multi-Purpose Room

JOHS Gym HFIS Gym Lobby

- 1. **UPON** notification of an injury or need for medical attention, **THEN** notify
 - a. the nurse and
 - b. The building principal
- 2. **IF** outside medical assistance is required, **THEN** Call 811 and provide as much information as is available.
- 3. The Building Principal will assemble the school and district response teams as necessary to accomplish the following objectives as necessary:
 - a. Mobilizing additional medical assistance
 - b. Providing security and crowd control at the medical scene
 - c. Establishing safe access and egress routes for emergency response vehicles i.e. police, ambulances, etc.
 - d. Establishment of a School Team Command Center
 - e. Effective interactions with the first response Incident Command
 - f. Communications with staff
 - g. Assignment of teachers and staff to act as counselors, security, etc.
 - h. Accountability of students and staff.
 - Parent Notifications
 - j. Media Notifications
 - k. Post crisis counseling
 - I. Documenting the incident injured and injury(s)
- 4. WHEN the medical emergency has terminated, the Building Principal will assemble the school and district teams and complete all necessary reports as determined for the incident.
- 5. Upon completion of the required reports, the Building Principal may terminate the event and dismiss the teams.

Necessary Resources: Medical Emergency Response Kit

Communications Equipment (Radios, phones)



INTRUSION / HOSTAGE TAKING / KIDNAPPING

SEQUENTIAL RESPONSE ACTIONS:

NOTE: Verification should be made that there is an intruder in the building, on the grounds, or if a specific threat exists. Do not wait for verification to call 911.

- 1. **UPON** discovering an intruder or specific threat, **CALL 911** and provide as much information as is available.
- 2. Notify building occupants using the public address / intercom system to implement LOCKDOWN Response Guidelines.
- 3. Notify the Building Principal / designee
- 4. Identify the Intruder if possible. Always assume an intruder is armed and dangerous. Do not attempt to overtake the intruder/assailant.
- **5.** Incident Commander (Building Principal / designee) should activate the Building and District Response Teams to achieve the following objectives:
 - a. Establishment of a School Team Command Center
 - b. Maximizing the safety of staff and students in ALL buildings
 - a. Effective interactions with the first response Incident Command
 - c. Communications with staff
 - d. Isolation of affected areas
 - e. Accountability of students and staff.
 - f. Parent Notifications
 - g. Media Notifications
 - h. Post crisis counseling
 - i. Parent-student reunification
- 6. A lock down of <u>all</u> rooms, including auditoriums and gymnasiums should take place immediately.
- 7. The Building Incident Commander will meet with the First Responder Incident Commander and provide a turnover of the situation, providing as much detail as is available. Once the turnover is complete, the Building Incident Commander will assume the role of Incident Command Liaison.
- 8. The Incident Command Liaison shall interface with the Incident Commander and implement recommended actions to support achieving the goals and objectives set by Incident Command.

SECTION III: RESPONSE



- Based on concurrence from the Incident Commander, the Incident Command Liaison may update the building staff and students using the Public Address / Intercom system
- 10. The District Team Coordinator should plan for the following:
 - a. Notification of parent(s) and/or spouse of victim(s)
 - b. Setting up a receiving area (isolated) for family members of any victim(s)
 - c. Arranging for counseling services.
 - d. Post crisis needs based on the severity of the incident
- 11. **WHEN** Incident Commander determines the incident is safe to terminate. **THEN** the building response team should
 - a. Tour the building with local law enforcement to inform staff and students to secure from the lockdown
 - b. Direct staff to conduct and report student and staff accountability.
- 12. When all students and staff have been accounted for, provide direction as to subsequent actions to be taken.
- 13. Assemble Building and District Teams and formulate a recovery plan. Implement the recovery plan.

Necessary Resources: Rapid Response Crisis Kit



BOMB THREAT

SEQUENTIAL RESPONSE ACTIONS:

Note: $\underline{\text{Do }NOT}$ activate the Fire Alarm System; $\underline{\text{Do }NOT}$ use portable radios $\underline{\text{OR}}$ cell phones

- Upon receipt of a bomb threat by telephone, initiate the Bomb Threat Response
 Form. Listen for identifying speech Characteristics: male or female; young or old,
 etc. Fill out the response form as completely as possible and provide to the building
 principal
- 2. Call 911 and provide as many specifics as are available
- 3. Notify the Building Principal / designee)
- 4. The Building Incident Commander/Liaison (Building Principal) should activate the building and district response teams to achieve the following objectives
 - a. Establishment of a School Team Command Center
 - b. Maximizing the safety of staff and students in ALL buildings
 - c. Effective interactions with the first response Incident Command
 - d. Communications with staff
 - e. Isolation of affected areas
 - f. Accountability of students and staff.
 - g. Parent Notifications
 - h. Media Notifications
 - i. Post crisis counseling
 - j. Parent-student reunification
- 5. The Building Incident Commander will meet with the First Responder Incident Commander and provide a turnover of the situation. Once the turnover is complete, the Building Incident Commander will assume the role of Incident Command Liaison.
- 6. Notify all building occupants using the public address system to implement the SHELTER IN PLACE Response Guidelines.
- 7. As directed by Incident Command (local law enforcement), continue with school, shelter in place, early dismiss or relocate staff and students.
- **8.** WHEN the building threat has been cleared by Incident Command, THEN prepare recovery actions to return students and staff to school.

<u>Necessary Resources:</u>
Bomb Threat Response
Rapid Response Crisis Kit

SECTION III: RESPONSE



BOMB THREAT RESPONSE FORM

Be Alert! Get Specifics! Be Responsive!

Person receiving call:	
Exact time of call:	
Exact words of call	
Questions to Ask	
When is the bomb going to explode?	
Where is the bomb?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why?	
Where are you calling from?	
What is your address?	
What is your name?	

SECTION III: RESPONSE

Caller's Voice (circle)

Accent Crying Giggling Normal



Squeaky Angry Deep Lisp Sincere Stressed Broken Disguised Loud Slow Stutter Calm Excited Nasal Slurred Rapid If voice is familiar, whom did it sound like?
Were there any background noises?
Remarks:
Person receiving call:
Telephone number call received at:
Date:
Report call immediately to:(refer to bomb incident plan)
Background Sounds (circle) Airplanes Street Traffic Animals Office/Machinery Trains Quiet Factory/Machinery Voices Music
Threat Language (circle) Foul Irrational Taped Incoherent Message read by threat maker Well spoken (educated)
Remarks:
Date:
Name:
Position:
Phone Number:



RESPONSE TO SITUATIONS OF POTENTIAL VIOLENCE IN SCHOOL

NOTE: Notify the Director of Special Education whenever a CSE student is involved.

GENERAL THREAT

When a general threat is made to a large, unspecified group, the principal and/or designees will determine the course of action

SPECIFIC / ACTUAL THREAT

- 1. **WHEN** a staff member becomes aware of a student's threat or actual act of violence **THEN** the staff member will immediately notify the principal and/or designee'
- 2. The principal and/or designee will notify appropriate members of the Building Response Team
- 3. The Incident Commander (Building Principal / designee) will arrange to have the student(s) immediately escorted to the principal's office
- 4. There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS
- 5. The student(s) will be attended by one or more adults, at all times.
- 6. The crisis team will conduct a joint assessment of the student(s) and situation and determine the potential risk.
- 7. Student's parents will be notified and required to participate in an immediate school conference

8. IF a HIGH RISK DETERMINATION is made THEN

- a) Inform police immediately
- b) Mandate parents to have the Student receive an immediate psychiatric evaluation
- c) Notify potential victim(s) and potential victim(s)' parents
- d) Develop a safety plan with the potential victim(s) and potential victim(s)' parents
- e) Recommend other interventions/services if indicated
- f) Refer for discipline

9. IF a LOW RISK DETERMINATION is made THEN

 a) Discuss with the student(s) and parent(s) the significance of the incident and possible intervention measures



- b) Notify potential victim(s) and potential victim(s)' parents
- c) Develop a safety plan with the potential victim(s) and potential victim(s)' parents
- d) Refer for support services, peer mediation and/or outside services if indicated
- e) Refer for discipline if indicated
- 10. Other staff as directed by the Incident Commander will simultaneously conduct an investigation of the incident and prepare a written report.
- 11. At the conclusion or the potential incident of violence:
 - 1. A written summary shall be prepared by a designated staff person
 - 2. Involved personnel shall debrief



POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

Student's Name:		Date:/
DOB:/ Grad	le	
Name/Title of Person Cor	npleting Form:	
Parents' Name:		
Address:		
Home Phone:	Work Phone:	
Description of Incident:		
(Include date/time of incident, name	es/titles of all involved parties and their specif	ic roles):
Actions Taken& Recomm	ended Follow Up:	
Notification (names, titles of	latos):	
\	,	
Police:Student's Parents:		
Potential victim(s) and pote	notical victim(c)	
Danasta		
Others:	too):	
Referrals (names, titles, da	tes):	
in-school Services:		
Other:		



Imminent Warning Signs for the Potential of Violent Behavior

- 1) Talks about violence and has a specific place.
- 2) Talks about violence and/or expresses violence in writings and drawings
- 3) Severe expressions of rage often for minor reasons
- 4) Severe destruction of property.
- 5) Tortures animals
- 6) Frequently fights with peers and/or family members.
- 7) Access to family or own firearms and capable of competent use.
- 8) History of suicidal or other self-destructive behavior.

Early Warning Signs for the Potential of Violent Behavior

- 1) Social withdrawal/lacks commitment or connection to a group or persons
- 2) Excessive feelings of isolation and being alone.
- 3) Excessive feelings of rejection
- 4) Often the victim of aggression, bullying or other violent acts
- 5) Feelings of being picked on/persecuted.
- 6) Low school interest/poor academic performance.
- 7) Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior
- 8) Regularly involved in behavioral discipline problems
- 9) Behavioral difficulties at an early age the earlier the problems, the higher the likelihood of serious problems in adolescence
- 10) Past History of violent and aggressive behaviors.



- 11) Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior.
- 12) Regularly involved in behavioral/discipline problems.
- 13)Behavioral difficulties at an early age the earlier the problems, the <u>higher</u> the likelihood of serious problem in adolescence.
- 14) Past history of violent and aggressive behaviors.



VIOLENT INCIDENT RESPONSE PLAN

An act, perpetrated by a student, faculty member or unauthorized persons entering the school, which results in physical harm to an individual or potential of harm (hostage situation), is reported to the principal or designee.

- 1. Notify staff by using the PA using the following suggested announcement
 - a. This is <u>NOT</u> a Drill, Implement LOCKDOWN Procedures. Repeat, this is <u>NOT</u> a Drill, implement LOCKDOWN Procedures
- 2. Upon notification of a lockdown
 - a. Immediately gather students from the hallways and near your room into your classroom or office
 - b. Teachers should lock doors and windows of their classroom and students should back away from windows.
 - c. Do not cover windows. Leave window blinds and lights as they are.
 - d. Students and teachers shall remain in the secured area until further directions.
 - e. Teacher should immediately take attendance. and should report to a predesignated individual, the names of students who are not accounted for.
 - f. Do not answer or communicate through your locked door
 - g. Do not allow anyone into your secured area
- 3. The principal/designee will initiate the following calls
 - a. A single call can be made to 911. Give a brief description and state what services are needed.
 - b. District Team Coordinator who in turn will make the following calls
 - i. Other building principals
 - ii. Bus Company
 - iii. Other directors
 - iv. Activate crisis response team via BOCES District Superintendent.
- 4. Crowd Control An appointed Assistant Principal and Nurse to go directly to scene to assess situation and to clear area.
 - a. Nurse will have an emergency kit ready and accessible (location is known in case of substitute)
 - b. Building Response Team (w/CPR knowledge and prior training) to assist at scene as well.
- 5. Paraprofessionals/Staff need to do immediate sweep of hallways and have all students go directly into a pre-designated site (*not into nearest classroom because intruder could be accidentally placed in room with children).



- 6. If perpetrator is still at large:
 - a. Act in a manner that will not put any more lives in jeopardy.
 - b. Avoid any reckless and/or imprudent action.
 - c. Obtain for police as much information as possible:
 - i. Description/clothing
 - ii. In what direction they were traveling
 - iii. Profile background information
- 7. An announcement is made on the PA to instruct all available personnel where to go for assignments.
- 8. Establish a Command Center in each building. If the originally designated control center is in the area in which the incident is situated, another preplanned site is to be named. (Superintendent, Principal, Police, EMS, Representatives of Counseling Services.)
- 9. Secondary staging areas need to be designated with the incident commander for staff assignments, fire, police and EMS, etc.
- 10. Restrict access to the crime scene by
 - a. Isolating the area
 - b. Methodically evacuating the immediate area keeping potential witnesses available for law enforcement personnel.
 - c. Limit access to only essential personnel.

11.MEDIA/PRESS

- a. Develop relationship w/media prior to incident.
- b. No one speaks to press except the public information officer
- c. Establish an area in district for them to be able to access information.(Preferably the media area should be at the Board Office and **not** at the incident site.)
- d. Can be used to our advantage for communicating w/parents about staging areas to pick up their children, community advisories regarding traffic problem, etc.

12. Parents

- a. Establish an area for parents to assemble for information
- b. Notify parents via available parent notification media.
- c. Instruct parents that students will be kept at school until the crisis is determined to be over.
- d. Instruct parents not to phone the school and tie-up the few telephone lines that will be needed for emergency use. (Good to have limited access number telephone #) (Fax machines can be utilized).



- e. When it is considered safe to release students this THEN release students to authorized parent(s) or guardian(s).
- f. Logs will be kept noting who is released and to whom, notating the date and time
- g. Coordinate the pick up with local law enforcement so that assistance may be provided as necessary
- 13. Evacuate the schools as soon as it is deemed safe.
 - a. Put into effect the Go-Home / Early Dismissal Plan.
 - b. Prepare special needs students and personnel for evacuation
 - c. IF students cannot be taken home, THEN prepare alternate relocation site(s).
 - d. In the case of elementary school walkers or unaccounted for children, they may be bused to another school in the district.
- 14. Pay particular attention to friends of deceased, and persons with recent losses or a history of suicide threats or attempts
 - a. Set up support rooms/stations and call for back-up counselors, if needed.
 - b. High School Sudden Adolescent Death plan to be made available and be adapted in each school.
- 15. Hold faculty meeting as soon as possible.
 - a. Debrief faculty/staff to help process feelings.
 - b. Plan for anticipated reactions of students.
 - c. Have articles available on signs and normal responses to grief
- 16. Determine the most effective method to inform parents about the crisis/death, what the school is doing and what reactions to expect from their child.
- 17. Prepare to hold community meetings, if necessary.
- 18. Log activities and decisions (what worked/what didn't).

AFTER THE CRISIS

Assess the degree of support needed.

Notify BOCES in order to activate County Crisis Plan (if necessary).

Designate a person to handle crowd control.

Gather staff together before dismissal for the day in order to provide an update.



Plan for deployment of support staff for the next day.

Meet with Central Office (& Board members, if appropriate) to review incident and plan for the next day.

Assign a district spokesperson to deal with the media.

Assess the needs of community. e.g. community meetings to disseminate information, contacting PTO's to provide food and babysitting services for affected families.

Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff.

Assign counselors to buildings.

Assign staff members to visit hospitals; e.g. nurses.

Provide a press release (if appropriate).

Monitor needs as the day progresses and modify accordingly (e.g. If a student is critical and should die during the school day.

Assess the need to bring in additional experts Determine need for ecumenical services.

Determine need to designate individuals to attend funerals.

Continually appraise key people of the status of the situation as it changes.

Hold an end of day session with counselors and staff to assess needs for the next day. Repeat this process of holding meetings in the morning and at the end of the day. Hold meetings until it is determined that the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crises may give you an inaccurate read of the needs of your district since people are in shock.



CIVIL DISTURBANCE

SEQUENCIAL RESONSE ACTIONS:

NOTE: If the disturbance affects all District buildings, then the High School Principal will act as the Incident Commander.

- Identify the Situation. Verification should be made that there is indeed a disturbance in the building or on the grounds. Always assume that weapons may be involved.
- 2. Notify the Building Principal / designee
- 3. Implement LOCKOUT procedures
- 4. The Incident Commander (Building Principal / designee) shall assemble the Building and District Response Teams as necessary to complete the following objectives:
 - a. Ensure all staff and students are within the confines of the building
 - b. Staff notifications
 - c. Law enforcement agency(s) notifications
 - d. Isolation of affected areas, if possible.
 - e. Development of class schedule change
 - f. Parent Notifications
 - g. Media Notifications
 - h. Accountability of students and staff
- 5. IF Incident Command is turned over to law enforcement THEN the school incident commander will discuss all actions that have been taken or planned with the oncoming Incident Commander and will assume the role of Incident Command Liaison
- 6. WHEN the <u>"all clear"</u> is given AND accountability is complete, THEN the Incident Command Liaison may authorize the resumption of normal school activities as appropriate

Necessary Resources: Parent Notification Plan



EXPLOSION / FIRE EMERGENCY

SEQUENTIAL RESPONSE ACTIONS:

1. Upon the occurrence of an explosion or notification of a fire in a facility, sound the building fire alarm immediately.

NOTE: The actuation of the fire alarm will cause the alarm monitoring company to call emergency services.

- 7. Notify the Building Principal
- 8. Implement BUILDING EVACUATION procedures
- 9. The Incident Commander (Building Principal / designee) shall assemble the Building and District Response Teams, as necessary, at the respective outdoor command center to achieve the following objectives:
 - a. Ensure all staff and students are evacuated from the building
 - b. Identification of the affected area, if possible
 - c. Isolation of the area if possible
 - d. Parent Notifications
 - e. Media Notifications
 - f. Accountability of students and staff
 - g. First Aid / Medical treatment of any injured
 - h. Determination of subsequent protective actions, i.e. Early Dismissal, Relocation, etc.
 - i. Transportation requirements for relocation or early dismissal
 - j. Ensuring building systems are placed in a safe condition, e.g. ventilation secured.
- 2. **IF** the building evacuation is due to an explosion, **THEN** provide as much specific information as is available to local fire and emergency services at **911**.
- 10. WHEN emergency services arrive, THEN the school Incident Commander will conduct a turnover of information with the first responder Incident Commander and act as the Incident Command Liaison. The turnover should include activities planned or in progress, status of accountability, location of the incident to include building plans (maps with building layout), locations of utilities shut down, etc



- 11. **IF** the FIRE alarm proves false **THEN** investigate to identify the cause of the false alarm.
 - a. Initiate repairs for any defective equipment.
 - b. Report any individuals suspected to the Building Principal
- 12. **ONCE** the Fire Chief has declared the Building Cleared **THEN** the Building Principal may authorize re-entry to the building.
- 13.**IF** re-entry to the building is not expected to occur within a reasonable time period, **THEN** the Building Principal will initiate Early Dismissal or Relocations procedure as applicable.

Necessary Resources: Rapid Response Crisis Kit



SCHOOL BUS ACCIDENT (OFF-SITE)

SEQUENTIAL RESPONSE ACTIONS:

- 1. Upon receipt of notification of an off-site motor vehicle accident involving a school bus, the following information should be gathered from the caller:
 - a. Location of the incident?
 - b. Number of injured persons, if any?
 - c. Has Emergency Services been called?
 - d. Has Local Police or Sheriff been notified?
 - e. Are victims being transported to hospital? If yes, which hospital(s)?
- 2. Notify the Building Principal / Designee
- 3. The Incident Commander (Building Principal / designee) shall assemble the Building and District Response Teams, as necessary, to complete the following objectives:
 - a. Parent Notifications
 - b. Media Notifications
 - c. Accountability of students
 - d. First Aid / Medical treatment of injured, if any
 - e. Transportation requirements needs, e.g. transport to school, shelter, etc.
 - f. Need for counseling
 - g. Notification of Contract Transportation Carrier
 - h. Establishing Counseling Requirements
 - i. Documentation of the accident
- 4. Monitor the situation through Fire, Law Enforcement or contract transportation officials. Dispatch a School Accident Scene Response Team as necessary (refer to the Accident Scene Response Team Guide).
- 5. Document the following:
 - a. Number of injured students and staff.
 - b. Names of injured students and staff
 - c. Hospital(s) to which injured will be transported.
- 6. Maintain communication with Emergency Services and hospital for current status of accident scene and patient condition. Relocate uninjured students to shelter if there is inclement weather as quickly as possible.
- 7. **WHEN** the incident is terminated by emergency services and local law enforcement agencies, **THEN** implement recovery actions as necessary..
- 8. Request that the transportation contractor forward accident and accident investigation reports to the District for filing.



Accident Scent Response Team Guide

١.	bus, the following information should be gathered:		
	f.	Location of the incident?	
	g.	Date/Time of Incident?	
	h.	Number of injured persons, if any?	
	i.	Has Emergency Services been called?	
	j.	Has Local Police or Sheriff been notified?	
	k.	Are victims being transported to hospital? YES / NO,	
	I.	Which hospital(s) if "e" is YES?	
3.	The accid	dent scene response team should wear school district identification on their	
4.	Monitor the situation through Fire and Law Enforcement officials at the scene and gather/verify information regarding:		
	a.	Number of injured students and staff.	
	b.	Names of injured students and staff	
	C.	Hospital(s) to which injured will be transported.	

Accident Scene Response Team Roles / Assignments

- 1. Supervisor Interacts with on-scene incident commander. Collects specific information for accident/insurance report(s)
- Transportation collects critical information on vehicle (Owner/Operator, Bus Number, Checks for valid DOT Inspection), and records names of students and Driver. Communicates information back to District.
- 3. Student Liaison Will be available for student needs, such as going to hospital with student(s).
- 4. Security transports team to scene, serves team function as needed



Necessary Resources

- 1. School ID Cards
- 2. Bus Rosters
- 3. Communication devices
- 4. Safety vests
- 5. Camera
- 6. Pens / paper pads

Time LOG	Date	
	1	
Name Print	Signature	



SEVERE THUNDERSTORM / TORNADO / HIGH WIND

SEQUENTIAL RESPONSE ACTIONS:

- 1. Monitor all National Weather Service severe thunderstorm and tornado watch or high wind warnings on Weather Alert Radio or local radio stations.
- 2. Central Office will verify that all schools received the weather alert.
- 3. IF a <u>WATCH</u> is Declared, THEN take the appropriate actions for a Thunderstorm or Tornado as listed below

<u>Thunderstorm Watch</u> This means that weather conditions are such that thunderstorms could develop. If you receive such a call, you should be alert to the possibilities of impending storms.

<u>Action</u>: Although no specific action is required, it is recommended that outside activities be monitored.

<u>TORNADO WATCH</u> – THIS ALERT SUGGESTS THAT CONDITIONS ARE SUCH THAT A TORNADO COULD OCCUR.

ACTION: - CURTAIL ALL OUTSIDE ACTIVITIES.

4. IF a <u>WARNING</u> is Declared, THEN take the appropriate actions for a Thunderstorm or Tornado as listed below

<u>Thunderstorm Warning</u> – issued when a severe thunderstorm with winds greater than 58 mph is in the area or is possibly occurring in some sections of the county.

<u>Action</u>: All outside activities should be curtailed for the duration of the warning. While this warning does not immediately necessitate moving students and staff to safe areas in the building as in a tornado warning, children should be moved away from windows.

IF further precautions are necessary, THEN the Central Office will issue the directions.

<u>Tornado Warning</u>- This alert is given when a tornado has been reported in the county.

<u>Action</u>: -All students and staff should be quickly moved to the safe areas in the building until further notice. Be sure to take a cellular phone with freshly-charged batteries with you. A class register should be taken as well.



SEVERE THUNDERSTORM / TORNADO (CONTINUED)

- 5. Continue to monitor outside weather conditions, Weather Alert Radio and local radio stations. When "warning" is rescinded or "all clear" is given; organize to resume normal activities if there is no damage to school property.
- 6. **IF** any building(s) has sustained damage, **THEN** refer to "Structural Failure" section of the Emergency Management Plan.
- 7. Notify the County Emergency Management Office of any damage.

Necessary Resources: AM/FM Radio

NOAA Weather Alert Radio

Television

Public Address System

Pre-designated Shelter Areas



ANTHRAX / BIOLOGICAL THREAT

SEQUENTIAL RESPONSE ACTIONS:

- 1. **IF** an actual or suspected Anthrax / Biological Threat occurs, **THEN** the individual receiving the letter/package should do the following:
 - a. Remain in the room/office where package is opened.
 - b. Do not let any room/office occupants leave after package is opened.
 - c. Do not allow anyone to enter the area.
 - d. Use the intercom or in house communication system to inform the building administrator of the situation.
- 2. The building principal/designee will call 911 and assemble the School and District Response Teams as necessary to achieve the following objectives:
 - a. Establishment of a School Team Command Center
 - b. Maximizing the safety of staff and students
 - c. Effective interactions with the first response Incident Command
 - d. Communications with staff
 - e. Isolation of affected areas
 - f. Accountability of students and staff.
 - g. Parent Notifications
 - h. Media Notifications
 - i. Effective protective and decontamination actions
- 3. Implement SHELTER IN PLACE and LOCKOUT procedures to limit movement of personnel within the buildings. Do not initiate an evacuation until directed by the first response Incident Command
- 4. Post monitors at each building entrance door to prevent unauthorized entry/exit.
- 5. **WHEN** directed by Incident Command, **THEN** implement EVACUATUION and EARLY DISMISSAL procedures as applicable.
- WHEN decontamination procedures are complete AND the Department of Health
 has approved the building for re-entry, THEN the District Superintendent will direct
 the school to be re-opened.



HAZARDOUS MATERIAL SPILL - ON SITE

- 1. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following
 - a. Building Principals or designee
 - b. Local Fire Department (911)
- 2. IF possible, THEN
 - a. attempt to contain and or stop the spill
 - b. attempt to divert the spill from any storm water catch basins
- 3. The School Incident Commander (building principal) should assemble the school and district response teams to achieve the following objectives:
 - a. Establishment of a School Team Command Center
 - b. Maximizing the safety of staff and students
 - c. Effective interactions with the first response Incident Command
 - d. Communications with staff
 - e. Isolation of affected areas
 - f. Accountability of students and staff.
 - g. Parent Notifications
 - h. Media Notifications
 - i. Notification of NYS DEC, if not done by the Fire Department of HAZMAT first responders (New York State DEC spill hotline at 1-800-457-7362.)
 - j. Effective safety, protective and decontamination/environmental cleanup actions
- 4. Implement SHELTER IN PLACE procedures to limit movement of personnel within the buildings. Do not initiate an evacuation unless directed by the first response Incident Command
- 5. **WHEN** directed by Incident Command, **THEN** implement EVACUATUION and EARLY DISMISSAL procedures as applicable
- 6. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Insure that evacuation route does not go through the spill area. Re-route evacuees away from spill area
- 7. Fire Department / HAZMAT Officials will evaluate the problem.
- 8. WHEN decontamination and or environmental cleanup procedures are complete AND the Department of Health has approved the building for re-entry, if evacuated, THEN the District Superintendent will direct the school to be re-opened

<u>Necessary Resources</u>: Readiness Response Crisis Kit Material Safety Datasheets Spill Absorbent and Containment Material



HAZARDOUS MATERIAL SPILL - OFF SITE

SEQUENTIAL RESPONSE ACTIONS:

- 1. Upon being notified of an off site hazardous material spill or release, follow the directions of the County Emergency Management, Local Fire Chief. or Law Enforcement Agencies.
- 2. Notify the Building Principal or designee.
- 3. IF the hazardous material spill only affects one building, THEN that building's principal will act as the School Incident Command Liaison.
- 4. **IF** the hazardous material spill affects more than one building, **THEN** the High School Principal will act as the School Incident Command Liaison for all buildings
- 5. The Incident Command Liaison should assemble school and district response teams as necessary to complete the following objectives
 - a. Establishment of a School Team Command Center
 - b. Plan for the Implementation of possible recommended protective actions.
 - c. Maximizing the safety of staff and students
 - d. Effective interactions with the first response Incident Command
 - e. Communications with students staff regarding Incident Command Decisions
 - f. Accountability of students and staff.
 - g. Parent Notifications
 - h. Media Notifications
- 6. **IF** a SHELTER recommendation is given, **THEN** close off all outside air intakes and curtail all outside activities.
- 7. IFan EVACUATION is recommended, THEN implement EARLY DISMISS or RELOCATOION as directed
- 8. Monitor the situation with local fire, emergency management or law enforcement agencies, and through the media. (Dispatch a school district representative to the Off Site Incident Coordination Team, if requested)
- 9. WHEN decontamination and or environmental cleanup procedures are complete AND the Department of Health has approved the building for re-entry, if evacuated, THEN the District Superintendent will direct the school to be re-opened

Necessary Resources: AM/FM Radio Television NOAA Weather Radio



FOOD POISONING

SEQUENTIAL RESPONSE ACTIONS:

- 1. Person suspecting food poisoning notifies the Building Principal/designee
- 2. Building Principal notifies
 - a. Head of Food Service
 - b. School Nurse
- 3. Building Principal activates the School Building Response Team and District Response Team as appropriate to accomplish the following objectives
 - a. Effective interactions with the first response Incident Command
 - b. Provide medical attention to affected person(s) and contact parents of students needing emergency attention.
 - c. Request emergency assistance, as necessary.
 - d. Contact the Department of Health, if appropriate
 - e. Close food service operation, if appropriate.
 - f. Gather samples of suspicious foods (either in original container or clean container).
 - g. Label food samples and refrigerate.
 - h. Staff communications,
 - i. Medial notifications
 - i. Parent notifications
- 4. Nurse or other health professional will examine and interview ill persons, record signs and symptoms, and collect specimens, if possible.
- 5. Where possible identify individuals who ate common foods.
- 6. Initiate Go Home / Early Dismissal Plan, if needed.
- 7. **UNTIL** the Board of Health gives clearance **DO NOT** resume food service.
- 8. The Superintendent notifies the District Superintendent and/or Commissioner of Education that the plan was activated as required under CR155.17.



INCIDENT AT INDIAN POINT NUCLEAR POWER PLANT

SEQUENTIAL RESPONSE ACTIONS:

- 1. Upon being notified of an offsite radiological material spill or release from Indian Point, follow the directions of the County Executive or County Emergency Management.
- 2. Notify the Building Principals,

NOTE: For this emergency, the High School Principal/designee will act as the Incident Command Liaison with the Orange County Emergency Operations Center.

- **3.** Building Principals should assemble their school and district response teams and prepare to implement Orange County Emergency Operations as directed.
- 4. The Incident Command Liaison will refer to **Appendix R**: Radiological Emergency Response to direct required District procedural actions

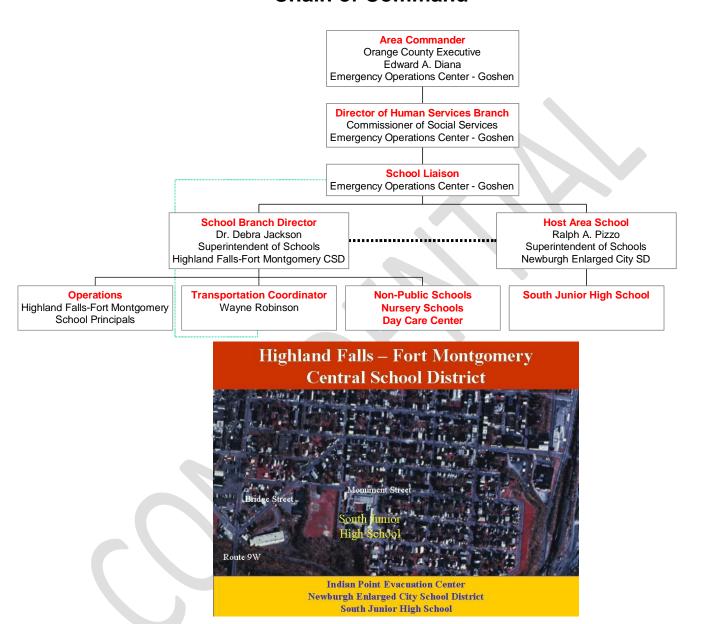
Necessary Resources: Public Address System

AM/FM Radio Television

NOAA Weather Radio



Orange County Radiological Emergency Response Plan Chain of Command



Teachers will accompany their class to school reception centers. Children must be checked off on the roster at the reception center. At the school reception center, students will be registered according to their classroom number or first period class schedule.

School reception centers will remain open until all children have been pick-up. A record will be maintained by the school reception center staff, as to when the child left, who pickup them up and what was their destination.



Procedures for Obtaining Advice and Assistance from Local Gov't Officials

Identify the procedures the district will use for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies could include the following:

Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

District Resources Available for Use in an Emergency

Identify the district resources which may be available for use during an emergency, which could include the identification of resources, such as facilities, buses and trucks.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

Describe the district's procedures to coordinate the use of school district resources and manpower during emergencies, including the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

Protective Action Options

Describe plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation, (b) early dismissal, (c) relocation, and (d) sheltering. Examples of actions could include the following and be made in cooperation with local emergency responders:

(a) School cancellation

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact local media

(b) Early dismissal

- Monitor situation
- If conditions warrant, close school



- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal *Incident Reporting Form*
- Set up an information center so that parents may make inquires as to the situation
- Retain appropriate district personnel until all students have been returned home

(c) Relocation (before, during and after school hours, including security during evacuation and evacuation routes)

- Determine the level of threat Building Principal / designee
- Contact Transportation Supervisor to arrange transportation designee
- Clear all relocation routes and sites prior to relocation sites
- Account for all student and staff population. Report any missing staff or student to the Building Principal.
- Make determination regarding early dismissal
- If determination was made to dismiss early, contact local media to inform parents of early dismissal – *Incident Reporting Form*
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquires as to the situation
- Retain appropriate district personnel until all students have been returned home

(d) Sheltering sites (internal and external)

- Determine the level of threat
- Determine location of sheltering as depending on nature of incident
- Account for all student and staff population. Report any missing staff or student to designee.
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- Retain appropriate district personnel until all students have been returned home



District resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s)..

<u>Planning for the Psychological Aftermath of School Tragedy</u>

Thomas T. Frantz
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Our purpose is to discuss a basic postvention plan that can be adopted for use in any school following a death or tragedy. The plan is designed to go into effect the first school day after the trauma has occurred.

To initiate thinking about postvention, consider the following specific questions that will usually arise:

- 1. How and when should students and faculty be informed of the pertinent details surrounding it?
- 2. How, when, and where should students be allowed to express their reactions?
- 3. What should be done for victims' close friends?
- 4. What should be done for "high risk" students?
- 5. Should the school hold a special assembly or memorial service?
- 6. Should there be a symbolic expression of grief, such as lowering the flag to half-mast?
- 7. Should the school close for the funeral?
- 8. Who should go to the funeral?
- 9. What kinds of commemorative activities or symbols—plaques, memorial funds, etc.—are appropriate?
- 10. Should the victims' parents be contacted and what help can be offered to them?
- 11. What should be done about the concerns of other parents?
- 12. How should the school deal with the media?
- 13. Should the school turn to outside consultation for help? To whom?



- 14. What reactions from students should be expected?
- 15. Should a regular school schedule be followed the day after?
- 16. How long should the school be concerned about student reactions?
- 17. How much grieving or "acting out" should be allowed?
- 19. Who should organize and coordinate the school's response? 18. Should students be involved in planning the school's response?

- 21. What should teachers say to students in their classes?

PRINCIPLES OF POSTVENTION

Before presenting a plan to respond to the issues raised by these questions, interrelated principles of postvention are outlined. The postvention plan is on the principles of reducing fear, facilitating grieving, and promoting education.

Reduce Fear

Fear is the most overpowering and debilitating human emotion. Fear can cause us to flee in panic, act irrationally, become immobilized, say things we regret, and act in other ways that later are embarrassing to us. To deal with fear, we first recognize that fear breeds in the unknown. People are most afraid of what they don't understand, of mysterious, dark, different, unknown situations. The neighbors' German Shepherd running at you, riding the subway, or driving to Toronto may each be scary the first time, but once you get to know the dog, have taken the subway a few times, or made the trip to Toronto often, you are much less afraid. Experience reduces the unknown and thereby reduces fear. An earthquake, especially one resulting in death, produces so many unanswered questions, leaves so much unknown, and thus creates fear. What made it happen? Will it happen again? Is the school really safe? Am I safe at home? Will the next one get me? Why didn't God do something! Is there any place that's really safe?

As a result of so many unanswerable questions, the atmosphere in a school following an earthquake may be tinged with fear. Students and staff may feel unsure of themselves, confused, afraid of what else might happen, and not know how to behave or what to say.



Most of us grow up not thinking much about earthquakes. They only happen to other people, people we heard of or read about. It's hard to imagine that a major earthquake, especially one that kills people, would ever happen to our friends, family, or community, and when it does, many people feel insecure and afraid. Something that wasn't supposed to be part of the plan, something that wasn't supposed to happen has happened, and if that can happen, then anything can happen.

An earthquake can pull the rug out from under basic beliefs about how the world is and leave us feeling unsure, unsafe, and wondering what we can count on with certainty. It's in this sense that an atmosphere of fear may prevail in a school the days following an earthquake. Of course, those friends and staff closest to those who may have died will be most affected; but the tragedy will affect everyone in the school to some extent.

It is very difficult for any constructive activity to take place when people are afraid. It's hard to concentrate, hard to take tests, write essays, or listen to lectures. It's even hard to feel sadness, remorse, or other normal grief feelings. Hence the reduction of fear is the first major goal for the school following a tragedy. We can't expect to eliminate it, but we can reduce it by reducing the unknowns.

While exercising sensitivity, we reduce fear by providing students and staff factual information about what happened, the deaths, and the grieving process to be expected in the days ahead by organizing the school day with as few changes as possible and by providing an open, accepting atmosphere allowing the "secret" fears, questions, and feelings of students and staff to come out.

Facilitate Grieving

Grief is the normal, healthy, appropriate response to death or loss. Anyone who knew those that were killed is going to experience grief, from the parents whose bereavement will normally last 2 to 3 years to tangential acquaintances whose grief will be measured in days. Students and staff don't get a choice of whether to feel grief, but they do get to choose how they'll respond to it.

People who deny their grief, pretend it's not a big deal, or insist they're not going to let it bother them, or try to cover it up with bravado, laughter, or stoicism usually have a much harder time resolving their grief than do people who are able to grieve more expressively.

Each person grieves in his or her own way, a way that has been learned by experience with loss over the years. A student or staff member's way of grieving or coping with loss can be predicted (based on past experience with loss) and is not likely to change in the midst of a crisis like the aftermath of an earthquake.



Accordingly, a wide range of grieving behavior needs to be tolerated, e.g., screaming in anguish, pounding the lockers in anger, sobbing in the hallway, stunned silence, inability to answer even simple questions, seeming totally unaffected as if nothing happened, or saying as one boy did upon being told of his friend's death, "Good, now I don't have to pay him the ten bucks I owe him." (This last remark was made in shock and he spent the next month being attacked for it and apologizing over and over for it.)

The initial response of most people to learning that someone they know has died is shock. Shock is usually a numbness, feeling like in a fog or spacey during which the full impact of what's happened may not have sunk in. People in shock usually don't talk a lot and mostly need friends to be patient and not assume that they're unaffected just because they're not emotional.

Other reactions to be expected for some people following death are anxiety over what else might happen; anger at the person that died (e.g., for not heeding warnings); blame at someone for not doing something to save her; and perhaps guilt for surviving when he didn't. Naturally sadness and feeling the loss will usually replace shock, anxiety and anger and remain as the major result of the death for a long time:

While each person's way of grieving needs to be accepted, people who can get their grief out by talking, crying, expressing anger or guilt, writing, reading, exercise, painting, music, etc. are usually better able to resolve their grief and in less time than those who can't or are not allowed to grieve. Thus, the school's postvention program needs to allow and encourage the natural expression of grief, especially immediately after the tragedy, but also, for some students, in the weeks and months ahead.

In this vein, one of the most predictable and significant consequences of a tragedy is that it will unlock and trigger unresolved grief in many students and staff. That is, there will be a sadness in the school not only because a student has died, but because grief over people's previous losses will be activated. For example, the girl whose father drowned last year, the teacher whose miscarriage at 6 months no one would talk about, the boy whose mother has breast cancer, the custodian whose dad is deteriorating with Alzheimer's disease at a nursing home, the freshman whose parents are fighting out a bitter divorce all will be feeling both the effects of the tragedy and, now even more intensely, the pain of The school's postvention program must take into consideration both grief over previously unresolved their own life. losses and give high priority to facilitating the grieving process of students and staff. losses and give high priority to facilitating the grieving process of students and staff.

Promote Education

The purpose of a school is to educate its students and (if Anna who says in <u>The King and I</u>, "by our students we'll be taught" is right) staff. Since we learn more from



problems, crisis, and tragedies than on average days, an earthquake will be an intense time of learning—not reading and arithmetic, but of things perhaps more important.

The postvention program must be developed to promote constructive and useful learning in the aftermath of tragedy. Students and staff can be helped to learn how they react in a crisis, what people do that help most, how to help other people, what they really believe about death, that people can cry and still be strong, and, measured against the criterion of death, what's really important in life.

Obviously no one wants a student to die; however, given that the death has happened, inevitably learning is going to take place. The only question is, is the school going to allow it to occur haphazardly or will a postvention program be developed to promote constructive grieving, ways of helping others, and understanding of death and people in crisis.

POSTVENTION PLAN

What follows is intended to be a practical step-by-step outline of the tasks to be accomplished in planning a school's response to tragedy. The planning process should begin, of course, long before the event occurs. It may be initiated by anyone recognizing the need for a postvention plan; however, the cooperation, support, and, hopefully, leadership of key school personnel must be obtained before meaningful planning can take place. That is, the principal, superintendent, and guidance staff clearly needs to be involved and preferably also key teachers, coaches, school psychologists and social workers, nurses, and administrative assistants. Some involvement of an outside expert or consultant may be helpful at varying stages of the planning process. At times in the process it is extremely important to consider the roles that custodians, secretaries, cafeteria workers, substitute teachers, bus drivers and student leaders may play in the planning and/or implementation of the postvention program.

Each school needs to plan how it will carry out the 19 tasks outlined below. A report containing plans for how each task will be accomplished constitutes the postvention plan and should be available to all school personnel. It should be periodically reviewed, especially by the administrative and guidance staff, to update it (key resource people and phone numbers may change) and to keep copies of it at home as that's where the initial call about the tragedy may come.

To provide a context for the specific aspects of the postvention plan, we'll assume that the school day after the earthquake would begin with an emergency staff meeting before school followed by each faculty member facilitating a short discussion of what has happened in the homeroom or first period class. Discussion of feelings about what's happened should be allowed to take as much class time as seems appropriate. A regular school schedule should be followed, but with great flexibility in allowing students to talk in the hallways, go to various individual and group counseling rooms provided, sit quietly in pairs on the stairway, be excused from tests and homework, etc. The structure



of a regular school day provides some security and routine in a suddenly topsy-turvy world while the wide latitude given students allows grief to be expressed.

A variety of school and community personnel will be available to help students during the day. After school a second general staff meeting is held to review the day and prepare for tomorrow.

- 1. Selection of the Crisis Response Team. A crisis response team of perhaps three to five members with authority to make decisions in the time of crisis needs to be chosen. The team is responsible for both planning and implementation of postvention. Among its members should be staff who have some respect in the school, are sensitive to student and faculty needs, are committed to personal involvement in a crisis response, are able to be decisive, and who are relatively calm under fire. The crisis response team would conduct planning for the remaining tasks and, along with the building principal if he or she is not on the team, be responsible for carrying out the school's response to a suicidal death on the days succeeding it.
- 2. Identification of Media Liaison Person. One person within the school district should be designated to handle all contact with newspaper, television, radio, and magazine reporters and shield school personnel from media intrusion. Media personnel should not be allowed in school. All school students and staff should be firmly instructed to refer any phone or personal contact, whether in school or at home, to the media liaison person whose phone number should be readily available and who should receive instructions on what information to release from the crisis response team. A press release should be prepared to serve as a basis for talking with the media. In general, the less publicity death receives the better.
- 3. Identification of Family Liaison Person. The crisis response team should designate a representative of the school to initiate immediate and appropriate contact with the family of the dead student, to express the empathy and concern of the school, to answer parents' questions regarding school plans; to ascertain family wishes and plans regarding funeral, wake and memorials; to discretely obtain the information about the death and the circumstances surrounding it; and to offer to help the family with support, contact with community resources, or perhaps tangible help like driving, food, babysitting, or talking with siblings. The family liaison person should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy, and use intuition about maintaining some contact with the family during the weeks ahead. The crisis response team may choose one family liaison person for all situations or a different one may be designated for each crisis based on the person's relationship to the deceased student or his/her family.
- 4. <u>Organization of Staff/Telephone Network</u>. A telephone network or tree should be developed wherein each school staff member is called as soon as possible after the incident has occurred, given the brief basic facts, and notified of the time and place



of the emergency staff meeting to be held usually before the next school day. Care should be taken to reach not only faculty, but all auxiliary and related personnel as well. Furthermore, selected staff members in schools throughout the district should be notified, particularly in schools attended by siblings or schools from which support staff may be borrowed to help during the crisis.





COUNTY-WIDE RESPONSE PLAN TO SUDDEN CHILD/ADOLESCENT DEATH

I. INTRODUCTION

The tragic phenomenon of sudden child/adolescent death has, in recent years, represented a significant social problem for many school communities throughout the county. Unfortunately, several regional and county area school districts have also experienced child/adolescent suicides and deaths from other causes. Recently, educational leaders throughout the Orange-Ulster BOCES area have recognized the need for an organized approach on a county-wide basis to deal with this potential crisis situation. In deference to such concern, the Orange-Ulster BOCES has organized an alliance of local educational and public mental health professionals for the purpose of developing a County-wide Response Plan to Sudden Child/Adolescent Death. The result of this "Response Plan" is to offer local school districts the opportunity to receive supplemental support personnel for one or two days and to provide procedural guidelines should the unfortunate case of sudden child/adolescent death occur.

The <u>County-wide Response Plan to Sudden Child/Adolescent Death</u> contains the following two provisions.

- A. The "Response Plan" establishes a <u>County-wide Crisis Team</u> consisting of professionals from local school districts and from the Orange County Department of Mental Health. These dedicated individuals are offering their experience and expertise with the support of their respective superintendents of schools on a request basis to local school districts during a time of crisis. school districts without sufficient experience in dealing with the delicate issue of child/adolescent death, or in need of additional staffing, required to implement a response plan, may contact the Orange-Ulster BOCES to request expertise and assistance. Support may be in the form of consultant services or direct intervention as determined by a requesting district.
- B. The "Response Plan" presents specific Preparatory and Procedural Response guidelines which school districts may follow in the constructive treatment of a sudden death crisis within their districts.

II. SPECIFIC RESPONSE TO SUDDEN CHILD/ADOLESCENT DEATH

- A. Preparatory (before sudden/adolescent death)
 - 1. School districts designate which in-district clinical support staff (psychologist, social workers, guidance counselors, etc.) will be assigned, as Crisis Team



- Members, to each building in the district should a crisis occur.
- 2. School Principals designate the potential locations of crisis centers.
- 3. School districts should project the extent of their need for support from the COUNTY WIDE crisis team prior to a crisis situation.
- 4. School districts designate a primary spokesperson to deal with the media.
- 5. School principals designate, in advance, which building staff member will serve as an assistant organizer/decision maker during the time of crisis.
- B. Procedural (after sudden child/adolescent death)

Alert Day

- 1. Student found dead of an apparent suicide. This usually occurs after school hours or on weekends.
- 2. District representative (school principal, central office administrator, psychologist) contacts Crisis Team members (in-district) as soon as possible.
- 3. District representative contacts the District Superintendent or Deputy or Assistant Superintendent of Orange-Ulster BOCES, requesting assistance from COUNTY WIDE Crisis Team.
- 4. Local superintendent contacts and confirms the district professional who is the designated primary spokesperson to deal with the media.
- 5. Building principal contacts and confirms as assistant organizer/decision maker to facilitate response plan in the school building which has been affected.
- Building principal or crisis team member in building where sudden death has
 occurred contacts crisis team members in other district schools. This is
 important to provide support for siblings, relatives and close friends in other
 schools.
- 7. Building principal designates an individual who will have primary responsibility for answering parent questions.
- 8. Building principal activates telephone chain to announce a faculty meeting prior to the opening of school on the next day.

Day One (In School)

- 1. Early morning faculty meeting is held with several purposes:
- a. Principal reviews the known facts of the case, in order to establish a common reference base and to dispel rumors.
 - b. Principal introduces crisis team members, reviews special schedule for day and communicates the location of the "crisis centers."
 - c. Crisis team members describe the feelings which students may be experiencing and suggest how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
 - d. Guidelines are provided for helping any students who are upset and for



- having them escorted to one of the "crisis centers" set up in the building (guidance office, etc.). Faculty should identify close friends of the deceased and other high need students for potential follow-up.
- e. Teachers are encouraged to allow students in their classes free expression of grief. The guiding principle is to return to normal routine as soon as possible within each class and within the school. School-wide assemblies or memorial activities are discouraged. Students (individually) should be allowed time needed to express grief. Not all students will recover at the same rate, even those who have no close relationship to the individual.
- f. The teachers are asked to dispel rumors wherever possible, and to discourage any "glorification" of the event. For example, if a student is heard to say, "I wouldn't have the guts to kill myself," the teacher can respond, "We all care for the individual and his/her family, but suicide is not really a brave act! It is far more courageous to go on living and to face your problems each day as you and I do.
- g. The principal and/or guidance counselors and clinical staff may meet with each grade, either by individual homerooms or by total grade (if possible) in order to:

Review the known facts and to dispel rumors.

<u>De-mythologize the act.</u> (This is not heroism or a media event. It is a real concern for the family).

Inform students and staff of the location and role of the crisis center.

Encourage students to express their reactions in whatever way is appropriate for them.

(All responses are acceptable, from severe upset to no reaction whatsoever).

Discuss possible feelings of guilt or feelings of responsibility.

Discuss possible fears for their own safety and that of their siblings and peers.

Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.

Reassure students that any adult in the building is available to help.

- h. Telephone calls are made to parents of individual students who are particularly upset during the day. The crisis team will collaborate to determine which parents are called. The telephone contact is ideally handled by clinical staff who can explain the student's reactions to the parents, and give appropriate advice as to how parents should handle their son/daughter. Some parents may be asked to pick up the student at the school.
- i. All building staff are assembled after school to:

Allow for the expression of feeling and mutual support. (After a full day of dealing with their own emotional responses and that of their students, the teachers are generally quite drained).

Review the events of the day.

Review the characteristics of high-need students (those who seem especially upset or



depressed or show other signs of not dealing well) and compile a list, based on staff observations, of individual student reactions during the day.

Announce funeral arrangements and encourage staff to attend, in order to provide support to students and their families.

FOLLOW-UP ACTIVITIES

The Crisis Team shall suggest follow-up activities to the building principal and superintendent of schools who shall determine the most appropriate course of action. It is further suggested that staff be reminded that there is one media contact person.

- A. Outside consultants may be called upon. At this point, it may be helpful to have "outside" professionals because they are not emotionally involved and can, therefore, provide objective support and direction. Some of the services they can provide are:
 - Recommend to parents private evaluations for "high-risk" students.
 - Speak at a general faculty meeting on the issue of adolescent suicide; identification, prevention, response.
 - Conduct evening informational meetings for all concerned community members.
- B. Guidance and clinical staff continue meeting with individual students and small groups to provide support, and to further identify "high risk" students and faculty.
- C. Contact all parents of students identified as "high risk" to express concern and to suggest possible follow-up evaluation by informing parents of community and Orange and Ulster County resources available.
- D. Outside consultant and school staff may conduct an evening meeting of all concerned parents to answer questions and allay concerns.
- E. Guidance and clinical staff continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff.
- F. The principal and superintendent of schools will determine whether letters should be sent to parents of "high risk" students reminding them to seek a private or community professional evaluation, in order to insure the health and safety of the child. (Return receipt mail is suggested).
- G. "School/Community Steering Committee" can be formed and can plan a meeting of the teenagers of the town.



H. "Front-line" staff who have been dealing directly with the crisis should meet with a consultant for expression of feelings and mutual support. (This is a very necessary ingredient).

Closing Comment:

An outside support consultant can help the superintendent, principal and other key coordinators to examine their own view of the situation and, at the same time, validate key responsibilities toward children, teachers, parents and/or the community as a whole.

ADDENDUM - EVENT WITH MULTIPLE CASUALTIES

I. Introduction

The County-wide Response Plan was developed to provide guidelines for school administrators and clinical personnel in preparing for and reacting to the sudden death of a student, faculty member or staff member. This plan provided strength and guidance during events on a large scale; specifically, the tornado at East Coldenham Elementary School, Valley Central School District, and the Monroe-Woodbury bus accident. Following these events, it was felt that an addendum should be added which would incorporate the knowledge gained by the individuals who dealt with the aftermath of these tragedies. The process of identifying the "what to do" has taken many individuals back to a circumstance they would do anything to prevent. They have given of themselves to develop this addendum in the hope that no one will ever need to use it. However, should a disaster occur again, they hope their experience will serve to guide staff, students and families through the crisis.

Large scale disasters take many forms and each presents unique situations and needs. At the time of the event, immediate emergency procedures must be given priority in order to cover medical and safety concerns. The provision of mental health support personnel to respond to and care for traumatized individuals within the school community is the focus of the Crisis Response Plan. This addendum identifies procedures for obtaining crisis support personnel by temporarily reassigning local school, county and state employees to the site during the crisis period. The goal is to assess needs, provide services and resume normal operation as quickly as possible. It should be noted, however, that major disasters may require two to five years before school functioning returns to normal.



II. Specific Response to an Event with Multiple Casualties

A. Pre-crisis Planning

Schools need to be prepared to respond effectively in the event of a major school disaster. To this end, the following recommendations are offered:

- Each school district should develop, review and annually revise a districtwide Emergency Management Plan and a Crisis Response Plan.
- Building administrators should annually review with staff the main components of these plans, including personnel assignments
- Key district and building personnel should receive professional in-service training, as identified below
- Key administrators and crisis coordinators should be trained in how to prepare for disasters and in procedures for responding to disasters;
- Key administrators, pupil personnel service staff and other designated responders should be trained in crisis intervention techniques; and
- Key administrators, pupil personnel service staff and other designated responders should be trained to provide grief counseling and long-term clinical services for Posttraumatic Stress Disorder.
- District administrators should plan a communication mechanism to maintain control of the communication process. Methods and time frames should be established to convey information to various audiences: staff, students, parents, BOCES, other districts, board members, State
 Education Department, physicians, clergy, general public and media.
- District administrators should develop lists of resources which may be called upon in the event of a crisis, e.g., volunteer service agencies, physicians, clergy, private security companies, State and County resources, insurance contacts, press contacts.
- District administrators and/or pupil service personnel should develop a library of crisis-related materials for parents, teachers, counselors, clinical personnel and community members.



B. The Day of the Disaster

The Superintendent of Schools, District Emergency Coordinator and/or designee(s) will need to:

- Notify emergency services, e.g., police department, fire department, mutual aid, ambulance
- Assess the damage and the amount of support needed.
- Notify the District Superintendent to activate the County-wide Response Plan. The District Superintendent will need to know:
 - o the nature and extent of the disaster (numbers of students involved)
 - o the approximate number of Crisis Team members needed (assess high)
 - o the type of Crisis Team members needed, e.g., school psychologists social workers, nurses.
- Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to

Coordinate

Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services

Notification of Parents

Assign personnel to a calling committee to inform parent(s) or Guardians about the disaster and related procedures. e.g., bussing, pick up of children, school closing and support services which will be provided.

Release of Students

Assign personnel to set up a temporary shelter area, identify procedures for release of students to parents and monitor release of students to parents.

Counsel and Direct Intervention

Assign staff and temporary personnel, assigned through the County-wide Response Plan to provide direct intervention to affected individuals. A team leader from the district should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.

Media Control



Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and/or videotaping.

NOTE: The area may need to be secured for police or insurance purposes.

Coordinate Volunteers

Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations and to maintain lists of volunteers and services provided.

Notification of Other Individuals

Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals (e.g., club members or non-public students) who may need to be informed of available support services

Designate an Official spokesperson (usually the Superintendent of Schools) to deal with the press

Obtain additional crisis intervention support personnel from sources such as County, State and State Police, if needed

If students or staff are hospitalized, assign Crisis Team members to the hospital(s) to work with families, students, faculty and staff, as needed.

Close school in the affected building or district-wide, if needed. Notify media of closing, following established district procedures.

NOTE: The integrity of the building may need to be determined by a structural engineer prior to occupying the building again.

Identify counseling support areas. Large areas should be provided for food and general talk; small, more intimate areas should be provided for private discussions.

Note: Traumatic experiences cause people to forget information, retain only pieces of information or confuse facts-, therefore, important information will need to be repeated frequently

To promote continuity and structure, develop and distribute the following materials:

Crisis Team assignment rosters which lists name, organization, home phone, work phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators;

A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team;

Building floor plans should be distributed to the volunteer workers and the Crisis Team;



Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers;

Copies of materials describing reactions and how to cope with crisis should be available for faculty members and parents;

Copies of clinical materials about crisis, expected reactions, Post-traumatic Stress Reaction, etc. should be made available to counselors and the Crisis Team; and copies of forms to be used to identify "high risk" individuals who appear to be suffering traumatic reaction should be distributed to the Crisis Team.

C. The Day(s) After the Disaster

The Superintendent, District Emergency Coordinator, Building Administrator and/or other individuals designated by the Superintendent may need to coordinate long-term response efforts and identify and respond to long-term crisis needs. The following are suggested activities which will provide this support:

- Cancel regular classes on the day(s) following a disaster, if needed. The Crisis
 Team should be available to meet with parents, students and staff at the affected
 site or another designated site.
- Provide child care services. Teachers should be available (in their classrooms, if possible) to provide a sense of "normalcy" and support
- Develop press releases, as needed.
- Maintain complete rosters of
 - o Crisis Team members—name, district or agency affiliation, address, home and work phone numbers and the length of time available; and
 - o Volunteer Workers—name, home and work phone numbers, service provided and date, These rosters can be used later to generate thank you letters.

Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.

If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised

 Determine the need, nature, content, timing and location of public meeting(s) to review the disaster; describe crisis intervention, insurance and other responses; and allow structured community comment. Obtaining an outside expert on disaster or trauma may be advisable; a "neutral" expert may help to diffuse some of the emotion surrounding the incident



- Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
- Conduct regular briefing meetings with all administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff (this should be continued daily throughout the crisis phase). The focus of these meetings should be to
 - o provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan
 - o distribute materials (items b, e, f and g, above), as needed;
 - o announce daily Crisis Team assignments
 - o review organization and communication chain
 - o provide daily contact with coordinating agencies to define needs and roles of support personnel
 - o determine a need for teacher substitutes
 - o share information about perceived student, staff and community needs; and
 - o provide a mechanism for interaction among teachers, support personnel and clinical staff

NOTE: It is important that the Principal retain control and authority in the building; students, faculty, parents and the community will look to the Principal for leadership and stability. Other Administrators and the Crisis Coordinating Committee should support the Principal's role, providing direction and advice to him/her, as appropriate. If possible, the Principal should make personal daily contact with injured students and families.

NOTE: Personnel who have been directly involved in the disaster may be traumatized; additional support and/or temporary relief from decision making processes may be needed

- Provide follow-up counseling sessions for staff, faculty and transportation personnel, emergency workers (e.g., police, rescue squads or hospital staff) and Crisis Team members, as needed
- Obtain a trained trauma counselor to debrief traumatized teachers, students, support personnel and community members.

D. Long-term Response

By the second or third day of the crisis, district personnel should be assigned by the Superintendent and Building Administrator to:



- meet with the Crisis Coordinating Committee to determine long-term needs;
- arrange for replacement counselors, if needed
- arrange for long-term clinical personnel (District, County, State, Private) to be available for intervention or referrals
- identify high-risk individuals and arrange for continued support services
- designate an individual to document and summarize the Crisis Response efforts in a written report;
- review staffing patterns in anticipation of increased mental health needs in the school(s) and community;
- meet with representatives of mental I health intervention resources to ensure that the "hand-off from the crisis phase to the long-term phase is organized, defined and efficient; and
- formally acknowledge, in writing, the voluntary contributions of all personnel engaged in the crisis response effort.



School Response Team Responsibility

Implement school based emergency response plan

Provide for communication within the school

Provide accurate information to the District Crisis Management Team

Request assistance from District Response Team when needed

Provide for student safety at the school site Provide counseling services for students and staff at the school site

Provide school staff with the resources to manage students during an emergency situation

Educate staff and students about safety plans and processes

Provide opportunities to practice and drill emergency procedures

Pre-plan strategies to address potential emergency events

Provide parents with information about school safety and expectations for their behavior in emergency situations.
Establish and maintain an effective parent notification communication system.
Provide teachers and parents with information and training in dealing with

crisis situations.

District Response Team Responsibility

Coordinate and implement crisis management plan support actions
Support the efforts of school-based
Emergency Response Teams to minimize traumatic impact on students and staff and return the district and site to educational normalcy.

Resource allocation,

- Human services
- Transportation
- Medical personnel
- Security personnel

Assist the coordination of school-based Emergency Response Team efforts when numerous or all sites are impacted by a single crisis event.

Unified Command Interfaces

- Emergency management personnel
- Law enforcement personnel
- Fire personnel
- Medical personnel

Manage aspects of an emergency response that are external to a site based crisis event

Supervise

- Dealing with media
- Legal considerations
- Specialized equipment,
 Communication management
- Dealing with outside agencies

Preplanning district wide strategies,
Coordinating staff training,
Running and evaluating drills,
Emergency Management Planning,
Communications,
Media interface



SCHOOL RESPONSE TEAM:

A. Incident Commander's Responsibilities:

- 1. Direct and lead the District Crisis Management Team (run the planning session, coordinate the plan implementation.)
- 2. Make final strategy decisions based on data, input, and information from team members.
- 3. Develop action plans as necessary.
- 4. Assign team members roles based on experience, training, situation, and availability.
- 5. Facilitate the development and implementation of a district-wide emergency plan. Monitor and modify the emergency plan throughout the day.
- 6. Support the efforts of Crisis Management Team members.
- 7. Receive periodic updates regarding events, and communicate with site team facilitators.
- 8. Conduct formal and informal team meetings throughout the day to assess progress, brief team members, debrief (at the end of the day,) and plan next day's actions.

Notes: The Incident Commander (IC) is usually the building principal or his or her designee. This is the essential role in the formation of the District Crisis Management Plan. The Incident Commander needs to listen carefully to team members, process the information effectively and act decisively.

Notes: Information is the key to staff effectiveness. The clearer, more frequent the updates, the greater the effectiveness of the staff in managing the emergency situation. Staff at all levels of the school district must hear and understand the same information.

B. Media Liaison Responsibilities:

- 1. Acts as the official spokesperson for the school site in an emergency situation.
- 2. Establish a possible "news center" site
- 3. Consult with Incident Commander to coordinate information releases.
- 4. Open and maintain a log of actions and communications

C. Team Recorder/Communicator Responsibilities:

- 1. Keeps the complete records of the Crisis Management Plan.
- 2. Records the selected primary and secondary crisis and assigned roles.
- 3. Records agreements and decisions made by the Incident Commander and team members.



- 4. Prepares a Crisis Management Plan report daily for distribution to team members and School Emergency Response Teams.
- 5. Collects and maintains School Emergency Response Plans records in preparation of a formal report.
- 6. Observes Crisis Management Team and provides feedback about group and individual behaviors.
- 7. Provides Incident Commander with feedback about his/her facilitative technique.
- 8. Assists the Incident Commander in planning the Sub-Plan Report Out sequence.
- 9. Keeps the team on task during crisis analysis and the Response Procedure.
- 10. Provides descriptive feedback periodically to team members
- 11. Helps facilitate and share observations at the debriefing session.

Notes: Acts as Incident Commander in the absence or incapacitation of the Building Principal

Notes: This role is essential to the effectiveness of the District Response Team and School Emergency Team efforts. The records kept, document that the district's decisions and actions were the result of following preplanned protocols and strategies based on acceptable and recommended crisis management practices.

D. Facilities & Security Responsibilities:

- 1. Secures building entrances and exits.
- 2. Maintains emergency equipment (walkie-talkies, back-up lighting, etc.)
- 3. Interfaces with local police, fire and rescue agencies
- 4. Provides safety assessments regarding building entry, tasks, etc.

E. Accountability / Internal Communicator's Responsibilities

- 1. Coordinates staff and student accountability efforts
- 2. Document accountability of staff and students and reports accountability status to IC.
- 3. Communicate with District Team Communicator regarding actions / assistance required of the District Team by the Incident Commander.
- 4. Assists School Response Team Recorder/Communicator with logs and records.
- 5. Maintain School Response Team Response Kit (Procedures, radios, phones, flashlights, bus rosters, etc.)

F. Counseling Service's Responsibilities:

- 1. Provides for the emotional and psychological well being of the students by providing and supporting post critical incident counseling services to School Emergency Team personnel.
- 2. Authorizes and provides for the security of all student records at the district level.



- 3. Provides assistance to Student Crisis Center's established at schools and off school settings.
- 4. Provides mental health professionals dealing with student trauma with training, instruction, support and resources.
- 5. Provides student debriefing services to School Emergency Response Teams and to mental health personnel.
- 6. Provides for the emotional and psychological well being of the staff by providing and supporting post critical incident counseling services to School Emergency Team personnel.
- 7. Provides a process for district staff to communicate concerns about themselves or fellow staff members to the Crisis Management Team.
- 8. Monitors district staff reaction to an emergency and communicates to the Incident Commander any need for support of any staff member.
- 9. Assist in the preparation of information to be shared with all district staff.
- 10. Provide School Emergency Team requests for additional staff in emergency situations.

Notes: The Counseling Services coordinates psychological services personnel in the district and with community support services.

G. Parent Communicator's Responsibilities:

- 1. Provides accurate, uniform, and pertinent information for communication to parents and other community members during initial stages of an event.
- 2. Will prepare statements which can be communicated to parents by various means available to the Building (i.e. notification system, website, emails, etc.)
- 3. Establishes telephone number that parents may use to obtain information, if directed by the IC.

Notes: When events involve all buildings, parent notifications should be sent out by the District Response Team so that a uniform message is sent to all parents.

H. Medical's Responsibilities:

- 1. Administer appropriate first aid / triage as needed.
- 2. Interface with EMTs.
- 3. Document/log staff and/or student injuries. Ensure Student's Emergency Card accompanies student if student is removed from campus for further medical treatment.
- 4. Track staff or students transported to off-site hospitals.

Notes: Medical should maintain first aid supplies and be prepared to mobilize as necessary.



DISTRICT RESPONSE TEAM

A. <u>District Response Team Coordinator's Responsibilities:</u>

- 1. Assign district operations and maintenance personnel to specific sites in emergencies.
- 2. Assess damage to district facilities and provide recommendations to Incident Commander.
- 3. Directs district site to be secured in an emergency.
- 4. Establishes and coordinates a single point of entry to the grounds of the district site.
- 5. Provide internal personnel identification system.
- 6. Interface with local police, fire and rescue agencies.
- 9. Provide assistance to School Emergency Response Teams (Expertise and personnel)
- 10. Conduct formal and informal team meetings throughout the day to assess progress, brief team members, debrief (at the end of the day,) and plan next day's actions.
- 11. Verify that all event closing tasks have been accomplished.
- 12. Provide on-site emergency clean up and repairs following an emergency event

B. Communicator / Recorder Responsibility:

- 1. Keeps logs of requests for assistance / actions made by the IC.
- 2. Communicates requests for assistance / actions to the District Team Coordinator.
- 3. Maintains District Team Response Kit (Procedures, radios, phones, flashlights, bus rosters, etc.)
- 4. Records District Team Position Roster
- 5. Records location / actions of dispatched team efforts to accomplish requested tasks.

C. External Communicator:

- 1. Assists the District Team Coordinator and Administration / Finance /Planning with external communications as requested.
- 2. May assist the Media Liaison with external communications as requested.
- 3. Keeps / maintains log of requests for external assistance.

D. Administration / Finance / Planning Responsibilities:

- 1. Arrange and provide for procurement and cost analysis related to the event.
- 2. Maintain financial records, track and record staff hours.
- 3. Assist the IC with the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.
- 4. Assist IC in writing action plans.



E. <u>Transportation's Responsibilities:</u>

- 1. Assess transportation needs and provide recommendations.
- 2. Mobilize district and contract transportation personnel and vehicles for evacuation of campus or deployment to emergency sites.
- 3. Inform/update adjacent districts (West Point, GUFS) of events and status of student dismissal/evacuation.

F. Operations & Security Responsibilities:

- 1. Secures district site in an emergency and monitors and manages entry.
- 2. Establishes and maintains a single point of entry to the grounds of the district site until police presence is established.
- 3. Maintains emergency equipment (walkie-talkies, badges, backup lighting etc.).
- 4. Interfaces with local police, fire and rescue agencies
- 5. Provides assistance to School Response Teams (Expertise and personnel)

G. Parent Center Coordinator Responsibilities:

- 1. Provides for and manages communication systems or physical site for concerned parents to go to get information in emergency situations. (Best done away from school buildings.)
- 2. Provide for counseling services for parents when necessary.
- 3. Develop and provide information packages for parents dealing with children's trauma.
- 4. Compile a listing of community mental health services available to residents of the district.
- 5. Communicates information to parents about post-traumatic stress disorder, school actions, counseling services and future plans of action by the school district.

Notes: An offsite Center for Parents is preferable in most emergencies. It is good to keep non-essential personnel away from the school due to security reasons. A parent center may be set up in the school when the event impacts relatively few families.



Highland Falls/Ft. Montgomery School District

Sites of Potential Emergency And

District Resources available For Use In an Emergency

BUILDING	POTENTIAL	Resources		
NAME	EMERGENCIES	Available		
James I. O'Neill H. S.	Proximity to Indian Point			
218 Route 9W	Nuclear Power Plant	12 –AED's		
Highland Falls, N. Y. 10928	Traffic Accidents	2-4 x 4 1 ton Truck w/ Plow		
		2- 4 x 4 Pickup w/ Plow		
Fort Montgomery Elementary	Proximity to Indian Point	1- Front-end Loader		
School	Nuclear Power Plant	1- SUV w/ plow		
895 Route 9W	Petroleum Underground Storage	1-Datsun Forklift		
Fort Montgomery, N. Y. 10922	Tank Failures	2-Bombardier Plows		
	Traffic Accidents			
Highland Falls Elementary	Proximity to Indian Point			
School	Nuclear Power Plant			
51 Mountain Avenue	Proximity to West Point			
Highland Falls, N. Y. 10928	Traffic Accidents			
Highland Falls	Proximity to Indian Point			
Middle School	Nuclear Power Plant			
52 Mountain Avenue	Proximity to West Point			
Highland Falls, N. Y. 10928	Traffic Accidents			
)0				



RESPONSE TO STUDENT DEATH / SUICIDE

NOTE: In the event of a death / suicide during the school day on district premises, local authorities are notified first, i.e. Call 911, Ambulance, Police

- 1. IF a student death, (expected suicide) occurs on school premises, THEN
 - 1. CALL 911 and provide as much information as is available.
 - 2. Notify building occupants using the public address / intercom system to implement SHELTER-IN-PLACE Response Guidelines.
 - 3. Notify the Building Principal / designee
 - 4. Determine if death is due to suicide
 - 5. Incident Commander (Building Principal / designee) should activate the Building and District Response Teams to achieve the following objectives:
 - i. Establishment of a School Team Command Center
 - ii. Maximizing the safety of staff and students in ALL buildings
 - i. Effective interactions with the first response Incident Command
 - iii. Communications with staff
 - iv. Isolation of affected area(s)
 - v. Accountability of students and staff.
 - vi. Parent Notifications
 - vii. Media Notifications
 - viii. Post crisis counseling
 - ix. Parent-student reunifications
 - 6. IF a crisis response team is needed, THEN contact the District Superintendent of OU BOCES and request a crisis response team.
 - i. Refer to Crisis Actions and Guidelines for additional actions and considerations

NOTE: Care should be taken to ensure that the family of the deceased has verified suicide as the cause of death. If they have not, the event must only be reported as a death.

- 2. IF a student death, (suspected suicide) occurs off school premises, THEN
 - 1. Notify the Building Principal / designee



- 2. Determine if death is due to suicide
- 3. Incident Commander (Building Principal / designee) should activate the Building and District Response Teams to achieve the following objectives:
 - i. Establishment of a School Team Command Center
 - ii. Maximizing the safety of staff and students in ALL buildings
 - ii. Effective interactions with the Crisis Response Team
 - iii. Communications with staff
 - iv. Isolation of affected area(s)
 - v. Accountability of students and staff.
 - vi. Parent Notifications
 - vii. Media Notifications
 - viii. Post crisis counseling
 - ix. Parent-student reunifications
- 4. IF a crisis response team is needed, THEN contact the District Superintendent of OU BOCES and request a crisis response team.
 - i. Refer to Crisis Actions and Guidelines for additional actions and considerations.

CRISIS ACTIONS AND GUIDELINES

- 1. Notify the deceased's sibling(s) school(s) administrator
- 2. Arrange for extra substitutes to cover for affected teachers

NOTE: Rooms assigned for counseling should have water and tissues available. Use of the library is discouraged.

- 3. Assign rooms for crisis counseling
- 4. Notify neighboring or other impacted schools, i.e. BOCES if possible
- 5. Prepare a statement for
 - a. teachers to read in classes
 - b. Secretaries and support staff to respond to parents and other callers from the community.
- 6. Notify faculty and staff, via phone chain if necessary.



NOTE: Students may wish to use the deceased's locker as shrine or memorial. This will make the locker unusable for years and overwhelm the neighboring lockers as well. A centrally located memorial site that can be temporary and monitored for content is advised.

- 7. Assign a site for a "safe" memorial where students may write or leave something to express grief for the death
- 8. Convene faculty/staff/school security meeting before the school day begins. If the County Crisis team is providing support, they should be an integral part of the faculty meeting and get introduced early on. The goals of this meeting are to:
 - a) Clarify details of crisis incident and stress importance of a unified message to deliver to students regarding the incident.
 - b) Emphasize the need to avoid the term "suicide" unless the family has verified.
 - c) Disseminate information on recognizing and referring students struggling with a suicide.
 - d) Ask teachers to identify students most likely to be affected by the death.
 - e) Teachers severely impacted by the death should see the principal to request coverage if necessary. If these teachers have a first period class, crisis team members should be assigned to read the statement in those classes.
 - f) The location for the memorial site should be announced. Encourage teacher/staff support in monitoring the locker and memorial site. Teachers should announce that the memorial will be taken down and given to the family of the deceased after a week's time.
 - g) Teachers should be directed not to speak to the media, but refer to the media spokesperson.
 - h) Review the process for students leaving school grounds and the importance of tracking student attendance.
 - Review statement made during first period classes, and packets of information to include disclosure guidelines for talking to students, warning signs, etc.
 - j) Allow time for staff to ask questions and express feelings.
 - k) Let staff know about counseling opportunities and supportive services available to
 - I) If anyone has any major tests planned for today, it may be discrete to reschedule, as determined by the teacher and how much that classes students are affected.
 - m) Announce a brief faculty meeting for the end of the day to debrief/compare notes.
- Teachers should be dismissed, and support staff to their counseling areas. School day should begin as normal with announcements and pledge, and then teachers will read the statement provided.



- 10. Crisis team leader will periodically check-up on counseling areas, assessing adequacy of resources, making sure counselors have sufficient breaks, etc.
- 11. Crisis team designee should contact community support services, i.e., Orange County Department of Mental Health, Behavioral Health Office at Keller, local crisis lines, etc.
- 12. Crisis team needs to discuss social media and student-initiated memorial pages, possibly enlisting student support in monitoring, preventing contagion, encouraging safe-messaging, etc.
- 13.At brief faculty meeting after the school day, discuss any ongoing concerns, etc. Invite teachers that have been affected to take part in a more comprehensive debriefing led by two members of the Crisis Team.
- 14. Schedule debriefings for Crisis Team, secretarial staff and administration
- 15. Crisis Team needs to discuss the day's events. If the Orange County Crisis Team has been utilized, a decision must be made as to whether they will be needed the following day(s). The Orange County person responsible for dispatching the team will need to be called regarding the days events and need for more intervention if necessary.
- 16. Plans must be made to follow up with students identified as at-risk for the following day. Parents of these students should be called so that they can be aware.
- 17. Review policies for students, faculty and staff to be excused from school to attend the funeral, if necessary.



CRISIS TEAM ROLES AND RESPONSIBILITIES STUDENT DEATH / SUICIDE

Cri	sis Team Leader(s):
1.	Review role of team members at meetings.
2.	Set up and review locations for support stations (separate location for faculty/staff). i.e. guidance offices, Principal's conference room, Superintendent's conference room, Social Worker office.
3.	Assign guidance counselor and team member to follow the deceased's chedule.
4.	Coordinate identification and intervention with At-Risk faculty/staff and students and designate follow-up with at-risk individuals.
5.	Monitor implementation of crisis plan and support team members. If the County Crisis Team is called in, they will need copies of all statements and handouts, pads and pens to record names and impressions of students they see, and lunch from the cafeteria.
6.	Act as liaison to contact appropriate community referrals – notify and assist community personnel in supporting faculty/staff and students as needed.
7.	Coordinate follow-up with at-risk individuals.
8.	Organize and provide for de-briefing at end of school day for discrete groups: a. #1 Faculty/staff debriefing: Time Location Crisis team members
	b. #2 Secretarial/Support staff debriefing: Time Location Crisis team members
	c. #3 Crisis Team Members debriefing: Time Location Crisis team members



Organize and provide Faculty/Staff Support Station			
LocationCrisis Team Member(s			

- Emotionally support impacted faculty/staff.
- Arrange for substitutes as needed.
- Assist faculty/staff in supporting students.
- Identify and intervene with at-risk faculty and staff.
 - o Determine level of risk.
 - o Engage support persons for those at risk.
 - Initiate referral to community mental health resources/EAP program as needed.
- Document interventions provided.
- Organize and provide Student Support Stations

Organize Student Suppo	ort Station(s) Location(s) & Crisis Team Members staffing them
Location # 1	
Crisis Team Members _	
Location # 2	
Crisis Team Members _	
Location # 3	
Crisis Team Members _	

- Provide emotional support for impacted students, individually or in crisis bereavement groups as needed.
- Monitor students referred to the nurse's office.
- Identify and refer at-risk students for risk assessments and contact parents.
- Collaborate with crisis team leaders to ensure follow-up of at-risk students.
- Record names of students served and document interventions provided.

	ased's Class Schedule	
Crisis Team	Member	
Deceased's	Guidance Counselor	

- Assist faculty in notifying students & facilitating student discussion.
- Indentify and refer at-risk students to support stations.
- Accompany at-risk students to support stations.



Assess, Intervene & Refer At-Risk Students Crisis Team Member(s)

- Assess students known to be at-risk based on presence of risk factors
- Assess students referred from support stations
- Assess students referred by faculty/staff, parents, caregivers, peers or self
- Determine level of risk
- Notify and engage parents/caregivers
- Educate parents/caregivers about means restriction strategy
- Refer students to community mental health resources for further intervention
- Document assessment findings, interventions, referral and follow-up plan.

Liaiso	n to D	eceased's	Family
Crisis	Team	Member(s	(3

- Offer condolences and support
- Disseminate funeral wishes and arrangements
- Assist in engaging community resources
- Return deceased's belongings
- Offer support at significant times

Sup	port Personnel/Secretarial Staff
#1	
#2	
#3	

- Respond to incoming calls and document
- Refer calls to designated crisis team members as needed
- Duplicate and assist in distributing materials to faculty/staff and parents/caregivers as requested by crisis team members
- Assist fellow team members as needed

Secu	urity
------	-------

In-School Security Coordinator

- Monitor exits to prevent entry of unauthorized persons and students leaving
- Monitor locker site and re-direct students wishing to write or leave something to the appropriate location where they can do so.
- Monitor building and escort students to support stations if needed
- Assist in keeping media off the school grounds



Pandemic Flu

Introduction:

A pandemic is an epidemic that spreads rapidly around the world with high rates of illness and death. Although people are exposed to different strains of the flu virus every year, history has shown that several times each century, entirely new flu strains develop. Because no one has had a chance to develop immunity to the new flu strain, it can spread rapidly and widely. If the changed virus causes serious illness and easily spreads from person to person, a pandemic can occur.

Pandemics are different than seasonal flu outbreaks. Seasonal flu outbreaks are caused by small changes in influenza viruses that people have already been exposed to. A new flu vaccine is developed each year to protect people against the expected changes in existing viruses. That's why annual flu shots are needed and are effective. But since an influenza pandemic is caused by an entirely new strain of flu virus, preparing a vaccine in advance is not as simple as it is for seasonal flu.

The outbreak of a pandemic flu can cause major disruptions throughout the community and the nation. Although potentially devastating, through proper planning and response the effects of an outbreak can be dealt with in a timely and efficient manner. The purpose of this section is to help minimize the impact of a pandemic flu upon the operations of the district. Additionally, through timely notification and education for students, staff and parents of the district, it is hoped that the impact upon the community can also be lessened.

NOTE: As evidenced pandemic flu incidents in previous years, the size, scope and severity of the event may dictate a change in district procedures. It is imperative to keep abreast of developing pandemic flu concerns and communicate regularly with the Orange County Department of Health for proper guidance.

Communicable Disease Notification:

Due to the nature of how a pandemic flu would start, its spread could possibly be tracked. With this said, there may be warning signs that the pandemic is getting nearer. In order to accurately time the proper action steps for a pandemic, it is imperative that the school district work closely with the local health department to determine if a pandemic flu has reached our area. It is possible that a pandemic flu could initially be mistaken for some other type of illness or it could hit our area in the first wave. In any case, it is important that any notification of a communicable disease be responded to



and evaluated by proper authorities in order to determine the proper course of action relative to the disease.

The following checklist should be used whenever a notification is received from any source regarding a communicable disease outbreak:

CONTAGIOUS DISEASE OUTBREAK

SEQUENTIAL RESPONSE ACTIONS: This checklist is to be used to assist school officials to respond to a notification of a communicable disease. (If notified by the Orange County Department of Health about a pandemic outbreak in the area utilize the district's "Pandemic Flu Outbreak Plan" outlined in this section.)

- Upon notification of a communicable disease from any source, confirm the report with the:
 - Orange County Department of Health (845) 291-2332
 - The physicians' office or hospital (If written notice is delivered by student or parent.)
 - a. If confirmed by the physician or hospital, contact the Orange County Department of Health.
 - 1. Notify the following district officials:
 - Superintendent
 - Director of Pupil Personnel & Special Services
 - Nurse Practitioner
 - Building principals or designees (see Emergency Telephone List)
- 3. Assemble a team to evaluate the situation and determine plan of action. Team should include; Building Administrator, School Nurse, Nurse Practitioner, and Orange County Health Dept. Official. (Based on the scope and nature of the disease, a Health Department Official may not be able to physically attend a meeting and will provide guidance via telephone.) The team will identify:
 - Source of contagion
 - Airborne or direct contact spread.
 - o How contagious is the disease?
 - o How many people are affected at this time?
 - o What is the incubation period?
 - o Will there be more cases expected?



- This will determine if
 - o School will remain open during this period.
 - School will be closed until contagion is identified or still at risk of spreading.
 - If mass vaccination or testing will be performed on students/faculty/staff.
- 4. Letters to parents/faculty and staff that identify the contagious condition of a student or students at the school should be distributed. Indicate that direction is taken from the County Health Department, and give an outline of the school district's plan. Provide telephone numbers and web sites to families regarding further information related to the communicable disease. Include an information sheet on the applicable communicable disease. This information can be found at http://www.health.state.ny.us/diseases/communicable/index.htm
- 5. Give clear concise directions to the custodial staff in the affected building. Take direction from the county regarding disinfection efforts. Make sure efforts for cleaning is throughout the entire building and not targeted to one classroom or location.
- 6. Prepare a press release and anticipate calls or visits from news agencies. Ensure a single point of information release is maintained, preferably through the designated district PIO (Public Information Officer)
- 7. If deemed necessary, schedule community meetings to answer questions and update information as needed
- 8. It may be necessary to activate the critical incident counseling team in response to loss of life or other trauma brought on by the inciden
- 9. Upon conclusion of the incident a debriefing should be conducted and the checklist reviewed and revised as needed.

How to Use the Pandemic Flu Plan

Step One:

Prior to any reports of increased pandemic flu activity, review all information contained in this plan in order to designate key personnel and or teams for support roles and to become familiar with actions to be taken during increased alert levels. Particular attention should be paid to the section entitled **Pandemic Response**Planning Considerations.



Step Two:

As the threat of a pandemic flu begins to develop, review the **World Health Organization (WHO) Pandemic Alert Phase Chart** on page 5 for a short description of the current alert phase.

Step Three:

As cases of pandemic flu increase based on current information from NYS health officials, the Orange County Department of Health and the World Health Organization, a decision will be made by the superintendent of schools, in consultation with the Orange County Health Department, on the appropriate District Pandemic Alert Level (Green, Orange, Yellow or Red). The district alert level would typically fall in line with the current WHO Alert Phase.

Step Four:

After determining the appropriate District Pandemic Alert Level (**Green**, **Orange**, **Yellow** or **Red**) the applicable <u>Pandemic Response Actions</u> will be initiated as directed. Additionally, All administrators will review the section of this plan entitled <u>Pandemic Response Planning Considerations</u> and implement applicable actions.



World Health Organization (WHO) Pandemic Alert Phases

The World Health Organization (WHO) established six influenza response alert phases as part of its Global Influenza Preparedness Plan. The information below shows the six phases along with the public health goals associated with each phase.

W.H.O. PANDEMIC ALERT PHASE CHART

PHASES	PUBLIC HEALTH GOALS
Interpandemic phase	
Phase 1. Low Risk of Human Cases No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.	Strengthen influenza pandemic preparedness at the global, regional, national and local levels.
Phase 2. Higher Risk of Human Cases No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.	Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.
Pandemic alert	
Phase 3. No or very limited human-to- human transmission Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.	Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.
Phase 4. Evidence of increased human-to-human transmission Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.	Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.
Phase 5. Evidence of significant human-to-human transmission Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	Maximize efforts to contain or delay spread, to possibly avert a pandemic, and to gain time to implement pandemic response measures.
Pandemic period	
Phase 6. Efficient and sustained human-to-human transmission Pandemic: increased and sustained transmission in general population.	Minimize the impact of the pandemic.



The world is presently in Phase 3: a new influenza virus subtype is causing disease in humans, but is not yet spreading efficiently and being sustainable among humans.

World Health Organization / Highland Falls Fort Montgomery School Response Alerts

The enlarged City School District of Highland Falls Fort Montgomery will use the WHO Pandemic Alert Phases as its basis for implementing a District Pandemic Alert Level. The district will then combine this information, along with information from the local health department regarding the types of transmission currently affecting the population and the location of outbreaks, in order to implement the correct district response level.

Although it may be possible to track the general course of a pandemic, there are too many variables to predict the exact nature of when and how a pandemic will strike our area. In order to ensure the latest information is factored into any district decisions, it is imperative that the district maintain communication with the local health department and be prepared to implement changes to the alert levels based on their advice and guidance.

Alert Phases	Phase Description	WHO Alert Phases	District Pandemic Alert Level	
Inter-pandemic phase	Low risk of human cases	1		
New virus in Higher risk of human cases animals, no human cases		2	Planning and Preparation	
Pandemic alert	No or very limited human-to- human transmission	3		
New virus causes human cases	Evidence of increased human-to- human transmission	4	1	
	Evidence of significant human- to-human transmission	5	2	



Pandemic

Efficient and sustained humanto-human transmission 6

3

DISTRICT PANDEMIC ALERT LEVEL CHART District Pandemic Alert Levels

In addition to using the WHO Pandemic Alert Phases to help determine the District Pandemic Alert Level, the district will also utilize current local information gathered from local health department sources.

Based on the established District Pandemic Alert Level, the district will perform certain activities as dictated by the following tables. These activities will be relative to the current threat.

LOCAL PANDEMIC INFORMATION CHART (County Health Dept. Information)

What type of transmission is confirmed?	Where are the cases?	Are there cases in New York or Orange County?	District Pandemic Alert Level
Person-to-person transmission	Anywhere outside North America	No	Planning & Preparation
Person-to-person transmission	Anywhere inside North America (except New York)	No	1
Person-to-person transmission	In New York State	Yes	2
Person-to-person transmission	In Orange County	Yes	3



PANDEMIC RESPONSE ACTIONS

Planning & Preparation Level



- Monitor national situation through communication with County of Orange and NYS Departments of Health.
- Communicate with other districts, BOCES, police, health services, media relations and other departments for planning efforts.
- Brief the superintendent on a regular basis and identify essential staff that can maintain the district's facilities
 operations during an emergency.
- Meet and coordinate activities with County of Orange DOH Public Health Officials.
- Review the plan for the districts response to Pandemic Influenza outbreak.
- Develop a policy for suspension of classes due to a Pandemic Influenza outbreak.
- Determine the roles and the responsibilities of faculty and staff to prevent the spread of influenza.
- Decide how and when to encourage or require students, faculty & staff to stay home when they are mildly ill.
- Ensure that standardized surveillance/disease recognition procedures are in place and implemented.
- Educate students, faculty and staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of influenza such as covering coughs and sneezes, washing hands and staying home if you're sick.
- Work with County of Orange DOH Public Health Officials to determine whether the schools should be cleaned differently or more often if a pandemic occurs.
- Consider alternate learning strategies such as collaborative agreements with public television or local cable access stations, teleconferencing, lessons on CDs or online for children with Internet access at home.
- Review the health needs of students. Some students may have a greater risk of infection. Encourage those families to talk to their health care provider. Some may need to be more cautious in keeping children at home.
- Acquire HEPA Air Filter Units and N-95 respirators for Health Offices and School Nurses, surgical masks, disinfecting
 wipes for B&G staff to sanitize door knobs and other surfaces and waterless hand sanitizer systems for faculty, staff,
 students and visitors.
- Train nurses, faculty and staff in flu-symptom recognition.
- Remember that a person who is infected doesn't show symptoms right away. Children who are getting ill may exhibit different behavior than usual, such as eating less or being irritable.
- Educate staff, students and parents about the differences between annual/seasonal flu, bird flu or any flu-like illness, and what could occur in a pandemic.



PANDEMIC RESPONSE ACTIONS

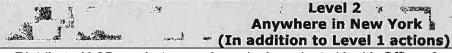
Level 1 Anywhere inside North America (Except New York) !



- Essential Health Office staff will receive N-95 respiratory protection training and fit testing.
- Provide updates to the BOE on a periodic basis and discuss what information is being given to District Wide Health and Safety Committee.
- Meet to discuss methods to provide regular updates to staff, students and parents on preparedness and response activities. The team should meet approximately once a month.
- District Wide Health and Safety Committee will meet with BOCES Risk Management to be informed of the
 provisions of New York State Executive Law 2-B and NYS Public Health Laws which authorize officials to
 order certain actions (i.e. The County Commissioner of Health has the authority to suspend mass
 gatherings or to order schools to close for a specific period of time).
- Begin Heightened Surveillance Reporting.
- Send out Parent Letter #3 initial Outbreak, informing parents that schools remain open; include tip sheets and informational resource list.
- Work with County of Orange DOH Public Health Officials to issue a press release announcing that schools remain open but parents need to prepare.
- Post flu prevention signs throughout school facilities and administrative offices.
- Encourage all students, faculty and staff to wash their hands thoroughly with soap and water before eating, after bathroom use and after sneezing and coughing. When hand washing is not possible, school should consider providing hand sanitizing rubs that contain at least 60% alcohol. Alcohol- based sanitizers cause skin dryness, irritation and rashes so provide an emollient, lotion or cream for moisturizing.
- Make sure any additional cleaning is carried out throughout the building and not targeted to one classroom
 or site.



PANDEMIC RESPONSE ACTIONS

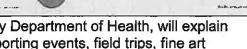




- Distribute N-95 respirators and surgical masks to Health Offices for issuing to district community as specified by the Orange County Commissioner of Health.
- Consider possible restrictions to athletic events, vendors, visitors and conferences/group activities.
- BOCES Risk Management will review the situation with the Orange County Health Department as the pandemic progresses (or at least weekly) and provide updates to the BOE and superintendent.
- Prepare for calls to the schools from parents seeking information. Be prepared to direct parents to the proper source for more information. All schools should have information on a variety of pandemic, educational, and health resources.

PANDEMIC RESPONSE ACTIONS

Level 3 In Orange County (In addition to Level 2 actions)



1

- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE of the suspension of certain activities, including sporting events, field trips, fine art performances and other large group activities as specified by the Orange County Commissioner of Health.
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE that activities at district cafeterias, dining and other rooms i.e. (faculty rooms) be suspended as ordered by the O. C. Commissioner of Health.
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details of the order to BOE to close school as a means to prevent the further spread of pandemic influenza. Issue parent letter #4
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE of the order to re-open schools. Issue parent letter # 5.
- Return to Heightened Surveillance Reporting.
- Continue monitoring the national situation through communication with County of Orange and NYS Departments of Health.
- If students show signs of illness start Level 3 procedures again.



Pandemic Response Planning Considerations

In order to effectively deal with the negative impact of a pandemic flu upon the operations of the school district, it is imperative that plans are developed that encompass a variety of actions and circumstances. Through proper planning it is possible to identity potential pitfalls and develop appropriate mitigation methods.

Pandemic Awareness Education:

Prior to, and throughout the course of a pandemic, there is information that needs to be shared with students, staff, faculty and families that will help them prepare for and or respond to the effects of an outbreak. At certain points, depending on the current District Pandemic Alert Level, there will be requirements to provide education on pandemic related topics.

Students (Planning and Preparation Level)

- Educate students on how and why it is important to improve personnel hygiene.
 Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate students about the differences between annual/seasonal flu, bird flu or any like illness, and what could occur in a pandemic.
- Educational Media:
 - Classroom instruction
 - o Handouts

Students (Level 1 Alert)

- Continue student education through the posting of flu prevention signs throughout all buildings.
- Continue student education by encouraging and mirroring acceptable hygiene methods. Highlight the importance of frequent hand washing, particularly before eating, after bathroom use and after coughing or sneezing.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- Educational Media:
 - Faculty reinforcement of learned hygiene skills.
 - o Handouts
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)



Students (Level 2 Alert)

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- Educational Media:
 - o Faculty reinforcement of learned hygiene skills.
 - o Handouts
 - o Posters (General hygiene and flu topics.)
 - PA announcements (General hygiene and flu topics.)

Students (Level 3 Alert)

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- If schools are closed, provide alternative instruction methods. (See page XX)
- Educational Media:
 - o Faculty reinforcement of learned hygiene skills.
 - o Handouts
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)

Faculty/Staff (Planning and Preparation Level)

- Educate faculty and staff on their roles and responsibilities in helping to prevent the spread of influenza.
- Educate faculty and staff on how and why it is important to improve personnel hygiene. Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate faculty and staff about the differences between annual/seasonal flu, bird flu or any like illness, and what could occur in a pandemic.
- Train staff in influenza symptom recognition.
- Educational Media:
 - Faculty and staff meetings
 - o Handouts
 - o Staff newsletters



Faculty/Staff (Level 1 Alert)

- Continue faculty and staff education through the posting of flu prevention signs throughout all buildings.
- Encourage good hygiene practices, particularly frequent hand washing.
- Provide informational updates to faculty and staff as they become available.
- Educational Media:
 - Faculty and staff meetings
 - o Handouts
 - Staff newsletters
 - o Posters (General hygiene and flu topics.)
 - PA announcements (General hygiene and flu topics.)

Faculty/Staff (Level 2 Alert)

- Provide informational updates to faculty and staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - o Faculty and staff meetings
 - o Handouts
 - Staff newsletters
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)

Faculty/Staff (Level 3 Alert)

- Provide informational updates to faculty and staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - Faculty and staff meetings
 - o Handouts
 - Staff newsletters
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)
 - o Mailings

Nurses (Planning and Preparation Level)

- Educate nurses on how to recognize the signs and symptoms of influenza.
- Educate nurses on the proper means to maintain surveillance of influenza cases.



- Train nurses on the proper use of N-95 respirators (include fit test) and surgical masks.
- Educational Media:
 - Staff meetings
 - o Classroom instruction (Conference days or other training days.)
 - o Handouts
 - Health bulletins

Nurses (Level 1 Alert)

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - o Memorandums
 - o Health bulletins
 - o Staff meetings
 - Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)

Nurses (Level 2 Alert)

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- - o Memorandums
 - Health bulletins
 - Staff meetings
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)

Nurses (Level 3 Alert)

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - o Memorandums
 - Health bulletins
 - Staff meetings
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)



Custodial Staff (Planning and Preparation Level)

- Educate custodial staff on how and why it is important to improve personnel hygiene. Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate custodial staff about the differences between annual/seasonal flu, bird flu or any like illness, and what could occur in a pandemic.
- Train custodial staff in influenza symptom recognition.
- Train custodial staff in the proper way to perform disinfection as a means to control the spread of influenza. Include information about the importance of PPE.
- Educational Media:
 - Classroom instruction
 - Staff meetings

Custodial Staff (Level 1 Alert)

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - Staff meetings
 - o Memorandums
 - o Handouts
 - o Posters (General hygiene and flu topics.)
 - o PA announcements (General hygiene and flu topics.)

Custodial Staff (Level 2 Alert)

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - Staff meetings
 - o Memorandums
 - o Handouts
 - Posters (General hygiene and flu topics.)
 - PA announcements (General hygiene and flu topics.)

Custodial Staff (Level 3 Alert)

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - Staff meetings



- o Memorandums
- o Handouts
- o Posters (General hygiene and flu topics.)
- o PA announcements (General hygiene and flu topics.)

Parents/Guardians (Planning and Preparation Level)

- Educate parents/guardians on pandemic related concerns such as how to control
 the spread of infection through implementing good hygiene practices in the home
 and the difference between seasonal flu-bird flu and pandemic flu.
- Educational Media:
 - o Mailings
 - o Student carry home handouts
 - o Channel 20
 - o District web site
 - School newsletters

Parents/Guardians (Level 1 Alert)

- Provide updated information to parents/guardians on pandemic flu as dictated by the current threat.
- Educational Media:
 - o Mailings
 - Student carry home handouts
 - o Channel 20
 - District web site
 - o School newsletters

Parents/Guardians (Level 2 Alert)

- Provide updated information to parents/guardians on pandemic flu as dictated by the current threat.
- Educational Media:
 - Mailings.
 - Student carry home handouts
 - o Channel 20
 - o District web site
 - School newsletters

Parents/Guardians (Level 3 Alert)

 Provide updated information to parents/guardians on pandemic flu as dictated by the current threat.



- Educational Media:
 - o Mailings
 - Student carry home handouts
 - o Channel 20
 - o District web site
 - School newsletters

Operational Continuity

Buildings & Grounds Operational Continuity:

An inherent part of planning for the effects of a pandemic flu outbreak is to consider the operational aspects of the district during normal operations and periods of mandated school closures. This section will provide general information related to buildings & grounds activities and operations.

Normal Operations (Planning and Preparation Level)

- Acquire training as outlined under the Pandemic Awareness Education section on page 128.
- Ensure surface areas are cleaned regularly. Utilize disinfectant hand wipes on heavily used areas such as door knobs and light switches.
- Maintain appropriate staffing levels in all buildings and respond to increased influenza outbreaks by increasing frequency of surface disinfection.
- Acquire stockpiles of hand sanitizers, surgical masks, N-95 respirators, and non-latex examination gloves. Keep additional stores of disinfectant on hand in order to respond to increased outbreaks.
- Meet with Orange County Health Department officials to determine proper cleaning and disinfection protocols during increased pandemic alert levels.

Normal Operations (Level 1 Alert)

- Continue normal disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Maintain stockpiles of items identified above.

Normal Operations & School Closures (Level 2 Alert)

- NOTE: School may be closed at this stage.
- Increase cleaning and disinfection frequency.
- Distribute stockpiled material to schools as needed and or directed.



School Closures:

- o Assign custodial staff to their normal locations.
- As staffing levels fall due to illness, redistribute staff as appropriate. If needed redistribute buildings & grounds staff based on needs not job title.
- o Ensure adequate staff is available to maintain facility mechanical systems.

Normal Operations & School Closures (Level 3 Alert)

- NOTE: School may be closed at this stage.
- · Increase cleaning and disinfection frequency.
- School Closures:
 - Assign custodial staff to their normal locations
 - As staffing levels fall due to illness, redistribute staff as appropriate. If needed redistribute buildings & grounds staff based on needs not job title.
 - o Ensure adequate staff is available to maintain facility mechanical systems.

Food Service Operational Continuity:

Although food service operations are not needed during periods of school closure, there may be times during a pandemic when schools remain open. During these times it is important for food service to develop contingency plans.

- Food service department should prepare for periods of staff shortages.
 - o Consider reducing the number of items being served.
 - o Serve cold lunches only.
 - Redistribute staff based on shortages.
- Food service department must plan for minimizing exposure of students to illness.
 - o Consider distributing packed bag lunches for eating in classrooms rather than cafeteria.
 - Consider serving food bulk style to classrooms.
 - o Consider providing bottled water for use in the schools in order to minimize use of fountains.
 - Consider the use of masks for servers.

Nursing Operational Continuity:

During certain phases of a pandemic flu, school nurses play an integral part in helping to reduce its effects by identifying infection in students and staff, tracking and reporting influenza cases, and providing care for the sick until they can be turned over to the



appropriate care taker. In order to operate effectively under the adverse conditions of a pandemic, school nurses must implement certain measures.

Normal Operations (Planning and Preparation Level)

- Implement and or review procedures for the standardized surveillance/disease recognition.
- Review the health needs of students. Some students may have a greater risk of infection. Encourage those families to talk to their health care provider.
- Be prepared to answer general questions from parents/guardians regarding pandemic flu, bird flu, and seasonal flu.
- Identify additional rooms for use as auxiliary health offices. If large enough, consider using as the main health office.
- Identify areas that must be handled by a registered nurse and train other staff to perform certain medical support tasks. (Building Response Team personnel should be the first choice.)
- Coordinate methods of communication between the nurses' office and attendance in order to track illnesses. Include methods for both staff and student attendance information.

Normal Operations (Level 1 Alert)

- Continue standardized surveillance/disease recognition. Begin heightened reporting.
- Ensure N-95 respirators and additional supplies of surgical masks, non-latex examination gloves and hand sanitizer have been received. (Stored by Buildings & Grounds in district warehouse.)

Normal Operations & School Closures (Level 2 Alert)

- NOTE: School may be closed at this stage.
- Continue surveillance/disease recognition and heightened reporting.
 - Prepare to issue N-95 respirators and surgical masks as directed by health department officials.
 - Prepare for increased phone calls from parents/guardians. Have additional resource information available.
 - Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
 - Open auxiliary health office or move operations to the auxiliary office as needed.



 Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team.)

School Closures:

o Report to work if directed.

Normal Operations & School Closures (Level 3 Alert)

- NOTE: School may be closed at this stage.
- Continue surveillance/disease recognition and heightened reporting.
 - Prepare for increased phone calls from parents/guardians. Have additional resource information available.
 - Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
 - Open auxiliary health office or move operations to the auxiliary office as needed.
 - Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team.)

School Closures:

- Report to work if directed.
- As school reopens, prepare to continue level 3 alert protocols. In particular, attention should be paid to surveillance in order to identify additional response actions.

Surveillance and Reporting Protocols

In order to assist in determining the size and scope of a pandemic flu as it finds its way into the local area, it is important that Orange County Health Department officials are provided with the latest information on flu-like illnesses. A component of this early detection and notification are the school nurses. The Highland Falls Fort Montgomery School District will work closely with the Orange County Health Department to track the progress of pandemic flu and its impact on the attendance of students and staff.

School Level Monitoring & Reporting: (Nurses)

- Teach students, staff and parents healthy habits to prevent illness.
- Teach procedures of care to provide for those who are ill.
- Teach staff, students and parent measures to limit the spread of the flu.
 - Hand, cough and sneeze hygiene
 - Social distancing



- School Nurses will continue to send completed Monthly Report Forms to the Nurse Practitioner as per current district procedure. This report provides an accounting of monthly activity in the Health Office, including number of students seen for illness and communicable disease and number of students sent home for illness (fever, new cough, rash, vomiting).
- School Nurses will report any flu-like illnesses and absences to the Nurse Practitioner. This includes any fever of more than 100 degrees Fahrenheit and cough and/or sore throat (in the absence of a known cause). Other symptoms may include nasal congestion, muscle aches and fatigue.
- In the event that there is an increased risk of pandemic flu (District Pandemic Alert Level 1), the monthly monitoring will change to weekly. Weekly monitoring of staff attendance will also begin. If the Orange County Health Department determines that there is person-to person transmission of the new virus within New York State (District Pandemic Alert Level 2), heightened surveillance monitoring will be changed to daily reports of flu-like illness and absences for both staff and students.

District Level Monitoring & Reporting:

- Conduct training for district nurses on contagious disease recognition/surveillance procedure.
- Teach students, staff and parents healthy habits to prevent illness.
- Teach procedures of care to provide for those who are ill.
- Teach staff, students and parents measures to limit the spread of the flu.
 - Hand, cough and sneeze hygiene
 - Social distancing
- Staff or students with any flu-like illness (fever of more than 100 degrees
 Fahrenheit and cough and/or sore throat (in the absence of a known cause)
 will be required to stay home. If symptoms occur while at work or school,
 they will be excluded and referred for appropriate medical care.
- Monthly Report Forms from each district building will be reviewed and compiled, noting any significant increase in student illness or absences.
- At District Pandemic Alert Level 1 (person to person transmission of new virus anywhere inside North America, but none within New York), weekly monitoring reports of students and staff illness and attendance will be reviewed and shared with the Superintendent of Schools and the Nurse Practitioner. The information will also be forwarded to the Orange County Health Department who will monitor it along with the statistics for the entire county.
 - If the District Pandemic Alert Level rises to level 2, heightened surveillance monitoring will be changed to daily reports and this information will be forwarded to the Superintendent of Schools, the Nurse Practitioner and the Orange County Department of Health.



Bus Service Operational Continuity:

Normal Operations (Planning and Preparation Level)

- Acquire training material from the district outlined under the Pandemic Awareness Education section on page 128.
- Ensure buses are cleaned regularly. Utilize disinfectant hand wipes on heavily used areas such as door knobs and hand rails.
- Provide Pandemic Awareness training material to employees.
- Consider training additional office staff as drivers in order to cover shortages due to illness.

Normal Operations (Level 1 Alert)

- Continue normal bus disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Post informational flu prevention signs throughout the offices and garages.
- Track driver call outs (sick) and review list of on call drivers.
- Be prepared to use back up drivers, such as qualified office staff, if call outs effect student transportation.
- Notify the district if call outs will impede student transportation.

Normal Operations & School Closures (Level 2 Alert)

- NOTE: School may be closed at this stage.
- Increase bus cleaning and disinfection frequency.
- Use back up drivers as warranted due to call outs.
- Inform the district if driver illness may effect student transportation.
- School Closures:
 - o Communicate with district officials to determine length of closure.
 - Maintain adequate staffing levels and vehicle maintenance levels to ensure school re-opening is conducted in a timely manner.

Normal Operations & School Closures (Level 3 Alert)

- NOTE: School may be closed at this stage.
- Increase cleaning and disinfection frequency.
- Use back up drivers as warranted due to call outs.
- Inform the district if driver illness may effect student transportation
- School Closures:
 - Communicate with district officials to determine length of closure.



o Maintain adequate staffing levels and vehicle maintenance levels to ensure school re-opening is conducted in a timely manner.

Administrative Operational Continuity:

The continuity of administrative services could be greatly impacted during a pandemic. However, there are typical administrative functions that must be considered critical and plans developed to ensure important tasks are performed.

In the event of mandatory (Department of Health ordered) **school closure**, and or the number of illnesses in the district become burdensome, the following functions of the district must remain operative in order to perform critical services or tasks:

Payroll/Finance

- o In preparation for a pandemic, the business office should encourage all staff members to sign up for direct deposit.
- o The Business Office should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.
 - In the event of a pandemic it will be vitally important for staff, whether working, ill or home due to school closure, to receive a paycheck. Additionally, district generated bills for materials and services must continue to be paid in a timely fashion.

Buildings & Grounds

- See Buildings & Grounds section for tasks and responsibilities.
- The Superintendent of Buildings & Grounds will designate work locations
 and redistribute staff based on the progress of the outbreak.

Personnel

- o In the event of a pandemic there may be a variety of administrative tasks that are time sensitive and or regulatory in nature. Additionally, there may be employee benefit related tasks as a result of the outbreak.
- The Director for Personnel should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.



Technology

- In the event of a pandemic flu, the technology department will need to provide a variety of services in order to keep the district operational.
 Some of these may include:
 - Maintaining technology infrastructure.
 - Updating information on the district web site.
 - Updating and maintaining channel 20 broadcasts
 - Maintaining critical communications infrastructure.
 - Preparing informational handouts for distribution.
- The Director of Technology should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.

District Command and Control

- During a pandemic when schools are closed and a high volume of staff members are ill, it is not unreasonable to assume that this will also effect key leadership positions in the district.
- It is imperative that the district maintain effective leadership throughout the duration of a pandemic.
- For command and control purposes during a pandemic outbreak, the chain of command is:
 - Superintendent of Schools: Dr. Raymond W. Bryant
 - Asst Supt for Administration: Mrs. Elizabeth McKean
 - Asst Supt for Instruction: Mr. Richard Del Moro

Resources for Distribution:

A comprehensive assortment of information related to hygiene, pandemic flu, bird flu and other related topics is stored with the district reproduction center. This information will be maintained at that location until it is needed based on the current Pandemic Alert Level. This information will be reproduced and distributed as directed in accordance with this plan.



Student Education Continuity

As a result of increased pandemic flu activity it may be necessary to close schools for a period of time, possibly up to 12 weeks. During this time the continued education of students must be considered. At this time there are no concrete plans for the continued education of students during a school closure. District staff responsible for student educational needs are currently determining the proper course of action to be taken in the event of a pandemic flu school closing.

Although not fully determined at this time, there are several methods to consider as possible education resources for home bound students:

- Internet based courses.
- Channel 20 broadcasts.
- Correspondence courses.
- Pre-determined work assignments (Based on marking periods and relative to the current pandemic flu progress).
- Phone "hot line" question and answer sessions.

In the event of district wide school closings consideration must be given for appropriate teacher staffing levels to accommodate the method or methods of student education selected. As with staffing levels for other critical components for the district during a pandemic, appropriate teacher staffing levels must be determined and plans made for acquiring and maintaining these levels.

Consideration may also to be given for possible reduction or elimination of scheduled spring and summer recess in order to accommodate educational needs.

Sample Messages, Letters and General Information

During a pandemic the community will need to get as much information as possible on how it will affect them. Whether this information is regarding the education of their children, the proper planning recommendations for a pandemic or the care of sick family members, the district can play a critical role in educating the community. The following information is contained in this plan and should be utilized as needed during the appropriate pandemic alert level:

Sample School Closing Message
Sample Press Release - "Schools Remain Open"
Sample Press Release - "Schools Closed"
Parent Letter #1 - Prevention Letter
Parent Letter #2 - First Bird Case



Parent Letter #3 – First Pandemic Flu Outbreak

Parent Letter #4 - School Closure

Parent Letter #5 - School Reopens

Handout "A" – Pandemic Planning Tips for Parents

Handout "B" - Pandemic Flu Planning Checklist for Families

Handout "C" - Red Cross Home Care for Pandemic Flu (English and Spanish)

Handout "D" - Seasonal Flu and Pandemic Flu Comparison

Handout "E" - Pandemic Influenza Historical Information



SAMPLE SCHOOL CLOSURE MESSAGE (Announced by the School District)

- Orange County health officials have ordered the closure of school as a result of the pandemic flu outbreak in our country.
- School may be closed for an extended period of time. (Up to 12 weeks.)
- We know this is a difficult time for our community and our hearts go out to those
 who are ill. We are working closely with health officials to deal with the situation
 and will keep parents updated with any important information.
- Because pandemic flu is easy to spread from person to person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection.
- During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise that people should not gather in other locations such as homes, shopping malls, movie theaters and community centers.
- Parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:
 - o Teach children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow.
 - o Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - o Teach your children to stay at least three feet from people who are sick and stay home from school or work if you are sick.
- Recommendations may change during the course of the flu pandemic. We will
 make public announcements through the media and parents can call their school
 in order to get more information.
- You can get more information form the Orange County Department of Health:
 - o Online: www.co.orange.ny.us/
 - o Health Information Line (845) 291-2332



SAMPLE PRESS RELEASE, SCHOOLS REMAIN OPEN (Typically released by OCDH)

For release (DATE)

Contact (PIO name and number)

Orange County Schools are open but parent should prepare

Orange county schools remain open despite the pandemic flu outbreak in the country but parents are asked to prepare for possible closures if the virus continues to spread.

School and county health officials are working together to monitor the situation and parents will be updated with any important information.

"At this time, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our children and families who are affected." said (applicable health or district official)

If the pandemic flu continues to spread and more people become ill, health officials say they may need to order schools closed for a period of time. They urge parents to begin planning now for children in their home.

Health officials say parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:

- Teach children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow.
- Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet from people who are sick and stay home from school or work if you are sick.

Health officials point out recommendations may change during the course of the flu pandemic. For school updates, parents can call their school in order to get more information. For additional local pandemic health information parents can call the Orange County Health Information Line at (845) 291-2332.

For more information on pandemic flu visit the Orange County Health Services web site at www.co.orange.ny.us/ or the federal government website at www.pandemicflu.gov.



SAMPLE PRESS RELEASE, SCHOOLS CLOSED (Typically released by OCDH)

For release (DATE)

Contact (PIO name and number)

Health officials order closure of schools in Orange County

Orange County health officials have ordered the closure of school as a result of the pandemic flu outbreak in our country.

Schools may be closed for a period of time – days or even weeks. Because the virus is easily spread from person to person, the Orange County Department of Health has also ordered colleges, day care centers and preschools to close. Because it is unsafe for large groups of people to gather, health department officials warn people to stay away from shopping malls, community centers, and other places were germs can be spread.

We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with the schools to deal with the situation and will keep parents updated with any important information.

According to (local health official), the purpose of closing schools is to limit contact among children to decrease their risk of getting sick and to limit the spread of infection.

Because so many people are sick with the flu, health officials acknowledge that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. The health department has provided the following tips for caring for those who are sick with the flu:

- Have them drink plenty of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). <u>Do not aspirin in children</u> or teenagers; it can cause Reye's syndrome, a life threatening illness.
- Keep tissues and trash bags within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the flu away from the people who are not sick.

More information on pandemic flu is available on the Orange County Department of Health website at www.co.orange.ny.us/ or the Health Information Line at (845)291-2332



PARENT LETTER #1 – PREVENTION LETTER (Use this letter to help prepare parents for pandemic flu.)

Dear Parent or Guardian.

This letter will help your family prepare for an influenza pandemic that could make many people sick.

A pandemic is a global disease epidemic. Pandemics happen when a new virus emerges that is able to spread rapidly from person to person and make a lot of people sick. Currently there are concerns about the H5N1 "bird flu" that has caused human illness and death in other parts of the world. Right now, this virus does not spread easily from person to person, but it is possible it could mutate and be able to do that. It is also possible that a new flu virus will turn up. Three influenza pandemics occurred in the 20th Century, and experts worry that another could happen at any time.

Public health officials want people to protect themselves from pandemic flu now by learning healthy habits that help reduce the spread of germs.

- People who are sick should stay home from work or school and avoid contact with other people until they are better.
- Teach your children to wash their hands often. Washing with soap and hot water for at least 20 seconds is ideal. That's about as long as it takes to sing the "Happy Birthday" song twice.
- Teach your children to keep their hands away from their face and avoid touching their mouth, nose or eyes.
- Teach your children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow. Cough or sneeze into your sleeve-not your hands!

Enclosed with this letter is a checklist to help families get ready for an influenza pandemic. This information can also help your family get ready for any kind of emergency.

Please stay informed and be prepared. You may get additional information online at www.pandemicflu.gov or www.nyhealth.gov. You can also get information from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.



PARENT LETTER #2 - FIRST BIRD CASE

(Use this letter to help prepare parents for pandemic flu after the first bird flu case is found.)

Dear Parent or Guardian,

Birds infected with the highly pathogenic H5N1 avian flu virus have been identified in the United States. You may have heard that this "Bird Flu" virus has caused death in many parts of the world. It is important to note that most people who got sick had close contact with infected birds. Therefore, even though this bird flu is in the Unites States, it does NOT mean that a lot of people here will get sick. At this time, there are no known cases of human bird flu in the United States. There are simple things we can do to protect ourselves.

To reduce the risk of bird flu, please make sure all your family members take these precautions:

- Do not touch sick or dead birds.
- If you must pick up a dead bird (for example, if one is on your doorstep). Never use
 your bare hands. Pick up the bird with a shovel, or wear gloves. Wash your hands
 immediately after removing your gloves.
- Regularly clean bird feeders and birdbaths while wearing gloves.
- Wash your hand immediately after coming in contact with bird droppings.
- Use a shovel to pick up droppings and wear gloves. Never touch dropping with bare hands.
- Try to avoid contact with dirt or grass that is soiled with bird droppings.
- Teach children to always wash their hands after playing outside.
- After being outside where droppings are present, take off shoes or other footwear before entering the home.

You may also have heard that some scientists are worried that the H5N1 bird flu virus might someday cause an influenza pandemic in humans (a worldwide epidemic). To cause a pandemic, the virus would have to mutate so that it could spread easily from one person to another. Bird flu does not do that right now. Bird flu is hard for people to catch. Still, it makes sense to be prepared.

Enclosed with this letter is a checklist to help families get ready for an influenza pandemic. This information can also help your family get ready for any kind of emergency.

Please stay informed and be prepared. You may get additional information online at www.nyhealth.gov. You can also get information from the Orange County Department of health at www.co.orange.ny.us/ or call the Health information Line at (845) 291-2332. For general emergency preparedness information you can also access the American Red Cross website at www.redcross.org.



PARENT LETTER #3 – INITIAL PANDEMIC FLU OUTBREAK (Use this letter to let parents know schools are still open.)

Dear Parent or Guardian,

This letter will give you information about a flu outbreak in Orange County. Every year, people get sick with the flu during the fall and winter months. This year, there is a new flu virus that is making many people in Orange County sick. So many people are sick in Orange County and the United States that health officials call it a pandemic.

Many teachers and students in our school are sick with the flu. We hope they will all get better quickly.

At this time, the county health department tells us that students who are not ill can safely come to school. The school will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep your sick children home.

Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your families from pandemic flu. Here are some ways to stop the spread of germs and sickness:

- Keep sick children home. Do not send them to school.
- Teach your children to wash their hands often with soap and water for at least 20 seconds. Be sure to set the example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow. Cough or sneeze into your sleeve-not your hands!
- Teach your children to stay at least 3 feet away from people who are sick.
- People who are sick should stay home from work or school and stay away from other people until they are better.
- Stay away from shopping malls, movie theaters, or other places where there are large groups of people.

Enclosed with this letter are tips on how to care for your family if they are ill.

If you have any questions, please contact your school nurse or healthcare provider. You may also contact the school. You can get more information from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools is to keep more children from getting sick. If schools are closed, children should stay at home. You should begin planning now for children in your home.

Keep in mind that recommendations may change during the course of a pandemic flu outbreak, so it is important to pay attention to the latest information.



PARENT LETTER #4 – SCHOOL CLOSURE (Use this letter to let parents know schools are closed.)

Dear Parent or Guardian,

Health officials have advised that all schools in Orange County should be closed immediately until further notice and children should stay home. School may be closed for as long as 12 weeks to reduce contact among children and stop the spread of the pandemic influenza virus that is causing such a serious health impact.

We know many people are sick and others are very worried. We greatly appreciate your cooperation in this difficult time for our community.

Because this virus is easily spread from person to person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in crowded locations such as shopping malls, movie theaters or community centers.

We know it may be hard to get to a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. The health department has provided the following advice for helping those who are sick with the flu:

- Have them drink plenty of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). <u>Do not give aspirin to children</u> or teenagers; it can cause Reye's syndrome, a life threatening illness. CAUTION: If you think there may be a medical reason to not use these products (such as an allergy), please check with a healthcare provider.
- · Keep tissues and trash bags within reach of the sick person.
- Be sure everyone in your home washes their hands frequently with soap and water. If you go out in public carry hand sanitizer and use often. Rubs, gels or wipes are all effective, as long as they contain at least 60% alcohol. Always dispose of hand wipes properly. Use hand sanitizer according to label instructions.
- Keep the people who are sick with the flu away from the people who are not sick.
- Keep your hands away from your face and avoid touching your mouth, nose or eyes.
 The flu virus can live for a long time on hand rails and door knobs and can easily be transferred onto your hands.

We will contact you as soon as we have information about when school will reopen. Please stay informed by paying attention to media reports.

You may also get information at www.nyhealth.gov. Information is also available from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.



PARENT LETTER #5 - SCHOOL REOPEN

(Use this letter to inform parents schools are re-opened)

Dear Parent or Guardian,

Health officials have declared the influenza pandemic is under control. Our school will reopen again on (DATE). At this time, students may safely return to class if they have no flu like symptoms.

Because the flu can still affect others and is easily spread from person to person, please keep children who have flu like symptoms at home. Symptoms include: fever of more than 100 degrees and cough or sore throat. Don't send sick children to school – they will be excluded from class and sent home.

Even though school is re-opening, there are still some people who are sick. Health officials say that influenza pandemics sometimes happen in waves. This means more people could become sick in the months or weeks ahead. If more people do get sick, schools may need to close again. We will continue to give you any important information.

We are looking forward to seeing your children again.





Handout "A": PANDEMIC PLANNING TIPS FOR PARENTS: If Our Schools are Closed

During a flu pandemic, schools may be ordered closed by state or local health authorities. Your children may have to stay home for possibly up to 12 weeks. You may not be able to go to work due to company closures and you may have to stay home to take care of your children because they should not be exposed to groups of other people.

You and your children may not be able to go to places of public assembly such as arenas, athletic events in schools, places of worship, restaurants, shopping malls, or theatres.

Websites for Ideas for Further Educating your Children at Home

www.amnh.org/kids/?src=toolbar www.computerlearning.org/ www.education.noaa.gov/coolsites/html www.loc.gov/families www.vtnea.org/vtnea12.htm http://nasadin.nmsu.edu/dln/ www.nea.org/parents/ppower.html www.nps.gov/webrangers www.smithsonianeducation.org/students/idealabs/smithsonian kids.html

www.whitehouse.gov/kids





Pandemic Flu Planning Checklist for Individuals & Families

You can prepare for an influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

1.	To plan for a pandemic:
	Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
	Periodically check your regular prescription drugs to ensure a continuous supply in your home.
	Have nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
	Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
	Volunteer with local groups to prepare and assist with emergency response.
	Get involved in your community as it works to prepare for an influenza pandemic.
2.	To limit the spread of germs and prevent infection:
	Teach your children to wash hands frequently with soap and water, and model the current behavior.
	Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
	Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.



Examples of food and non-perishables	Examples of medical, health, and emergency supplies
Ready-to-eat canned meats, fish, fruits, vegetables, beans, and soups	Prescribed medical supplies such as glucose and blood-pressure monitoring equipment
Protein or fruit bars	Soap and water, or alcohol-based (60-95%) hand wash
☐ Dry cereal or granola	
Peanut butter or nuts	Medicines for fever, such as acetaminophen or ibuprofen
Dried Fruit	☐ Thermometer
☐ Crackers	Anti-diarrheal medication
☐ Canned juices	☐ Vitamins
☐ Bottled water	☐ Fluids with electrolytes
 Canned or jarred baby food and formula 	☐ Cleansing agent/soap
Pet food	☐ Flashlight
Other nonperishable foods	☐ Batteries
	Portable radio
	Manual can opener
	☐ Garbage bags
	Tissues, toilet paper, disposable diapers

PandemicFlu.gov

AvianFlu.gov





Home Care for Pandemic Flu

What is Pandemic Ru?

A "pandemic" is a disease that spreads all over the world and affects a large number of people, if you are caring for a loved one during a pandemic. It's important to take steps to protect yourself and others. Always follow the most current advice of the U.S. Department of Health and Human Services and your local health department.

Prevent the Spread of Pandemic Flu

These healthy habits will help keep you and others from getting and passing on the virus.

- Clean your hands often with soap and water or alcohol-based hand sanitizer.
- Cover your mouth and nose with a tissue when you cough or sneeze and clean your hands afterward. Put used tissues in a wastebasket.
- Cough or sneeze into your upper sleeve if you don't have a tissue.
- Keep your hands away from your eyes, nose and mouth to prevent germs from entering your body.

Also, a person with signs of the flu should:

- Stay home from work, school and errands and avoid contact with others.
- > Consider wearing a surgical mask when around others. There may be benefits.

When a Household Member Is Sick

The flu virus is spread when contaminated droplets exit the mouth and nose of an intected person and the virus comes in contact with others. So, follow these tips to protect yourself and others in your home:

- Keep everyone's personal items separate. All household members should avoid sharing computers, pens, papers, clothes, towels, sheets, blankets, food or eating utensits.
- Disinfect door knobs, switches, handles, toys and other surfaces that are commonly touched around the home or workplace.

Disintectant: 1 gallon water 1/4 cup bleach Mix up a fresh batch every time you use it.

- It is okay to wash everyone's dishes and clothes together. Use detergent and very hot water. Wash your hands after handling dirty laundry.
- > Wear disposable gloves when in contact with or cleaning up body fluids.
- One person should be the caregiver. He or she may benefit by wearing a mask when giving care.

Practice Hand Hygiene

Caregivers should always wash their hands before providing care. Afterward, wash again and apply alcohol-based hand sanifizer as well. Follow these steps for proper hand hyglene:

- Wet hands with warm, running water and apply liquid soap.
- Rub hands vigorously for at least 15 seconds, covering all surfaces and fingers.
- Scrub nails by rubbing them against the pairns of your hands.
- 4. Rinse your hands with water.
- Dry your hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.

Recognize Pandemic Flu Symptoms

Watch for these symptoms:

- > Fever
- > Cough
- > Runny nose
- > Muscle pain

Call your health-care professional at the first sign of the flu. Many symptoms can be treated by the health-care professional over the telephone.

Care for a Loved One with the Flu

A person recovering from flu should have:

- > Rest and plenty of liquids
- > No alcohol or tobacco
- Medications to relieve flu symptoms

In some cases, a health-care professional may prescribe antiviral drugs to treat the flu. Antibiotics (like penicillin) don't cure it.





Monitor Pandemic Ru Symptoms

Keep a care log. Write down the date, time, fever, symptoms, medicines given and dosage. Make a new entry at least every 4 hours or when the symptoms change. Call your healthcare professional again if your loved one has;

- A high fever
 - Children and Adults:
 Greater than 105°F (40.5°C)
 - Babies 3- to 24-months-old: 103°F (39.4°C) or higher.
 - Bables up to 3 months: Rectal temperature of 100.4°F (38°C) or higher.
- > Shaking chills
- Coughing that produces thick mucus
- Dehydration (feeting of dry mouth or excessive thirst)
- Worsening of an existing serious medical condition (for example: heart or lung disease, diabetes, HiV, cancer)

If you cannot reach your health-care professional, call 9-1-1 or local emergency number for any of the signs below:

- > Irritability and/or confusion
- Difficult breathing or chest pain with each breath
- Bluish skin
- Stiff neck
- > inability to move an arm or leg
- > First-time selzure

Prevent Dehydration

Dehydration occurs when the body loses too much water and it's not replaced quickly enough. It can be serious. Begin giving soothing drinks at the first signs of the flu and follow these tips:

In addition to plenty of liquids, give ice and light, easily digested toods, such as soup and broth. > If your loved one has diarrhea or vomiting, give fluids that contain electrolytes. These are available at your pharmacy or grocery store. Or you can make your own rehydration electrolyte drink for someone over the age of 12.

Electrolyte Drink:

- 1 quart water
- 1/2 isp. baking soda
- ½ tsp. table salt
- 3 to 4 tbsp. sugar
- ¼ tsp. salt substitute

Mix well and flavor with lemon juice or sugar-free Kool-Aid.

If drinking liquids makes nausea worse, give one sip at a time until your loved one can drink again.

Reduce Fever

To help reduce a fever, do the following:

- Give plenty of fluids.
- Give tever-reducing medication, such as acetaminophen, aspirin or ibuprofen, as directed on the container's label.
- Do not give aspirin to anyone younger than 20.
- Reep a record of your loved one's temperature in your care log.
- To relieve discomfort, give a sponge bath with lukewarm water.

After you have called your doctor or emergency number for a fever, continue to follow the home treatment recommendations above. If there is a delay in getting help, ask a health-care professional if you should start an additional dose of an alternate fever-reducing medication (acetaminophers, lbuprophers or aspirin) between the doses described on the label, Always continue to give plenty of fluids.

Home Care for Pandemic Flu

Prepare for a Flu Pandemic

Make a plan now for a flu pandemic.
Figure out what you will do if members of your household have to stay home from work or school or stay separated from others for a period of time. Keep extra supplies of food, water, medications and your disaster supply kit on hand.

Pandemic Flu Caregiving Supplies:

- > Thermometer
- > Soap
- > Box of disposable gloves
- > Acetaminophen
- > Ibuprophen
- > Bleach
- > Alcohol-based hand sanitizer
- > Paper towels
- > Tissues
- > Surgical masks (one for each person)
- > Sugar, baking soda, salt, salt substitute

For more information, contact your local American Red Cross chapter, visit www.redcross.org or call 1-800-RED-CROSS,

Many of the recommendations in thic brochuse are from the U.S. Department of Health and Human Services. This information is not intended as a substitute for professional medical care or current public health advice. Seek advice from your health-care provider. the CDC and your focal health department. Visit www.pandemicflu.gov.

As with all medications and treatments, there are side effects and potential complications. Seek professional advice from your health-core professional to make sure any medication or vaccination is appropriate to your health.

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Cruz Roja Americana

Pandemia de gripe: cómo cuidarse en casa

¿Qué es la pandemia de gripe?

Una "pandemia" es una enfermedad que se propaga por todo el mundo y afecta a una gran cantidad de personas. Al cuidar de un ser querido durante una pandemia, es importante seguir algunos consejos para protegerse y proteger a otros. Además, deben seguirse las últimas recomendaciones del Departamento de Salud y Servicios Humanos de los Estados Unidos y del departamento de salud local.

Prevención de la propagación

Estos hábitos saludables ayudarán a prevenir el contagio y la transmisión del vírus de la gripe.

- Lavarse las manos a menudo con agua y jabón o antiséptico a base de alcohol.
- > Cubrirse la boca y la nariz con un pañuelo de papel al toser o estornudar. Tirar a la basura los pañuelos de papel usados. Lavarse bien las manos.
- > Toser o estornudar cubriéndose la nariz y la boca con la parte superior del brazo o la manga (y no con las manos) si no hay pañuelos de papel.
- Mantener las manos alejadas de los ojos, la nariz y la boca para evitar que los gérmenes entren en el cuerpo.

Además, cualquier persona que presente signos de gripe debe:

- > Quedarse en casa. No ir a trabajar, no ir a la escuela ni salir de compras. Evitar el contacto con otra gente.
- Usar una mascarilla (de quirófano) si debe estar cerca de otras personas.

Cuando alguien se enferma

El virus de la gripe se transmite cuando gotitas contaminadas de líquido de la boca y la nariz de una persona infectada entran en contacto con otras personas. Es importante seguir estos consejos para protegerse y proteger a quienes viven en su casa.

- Suardar los artículos personales de cada uno por separado. No deben compartirse computadoras, lápices, boligrafos, papeles, ropa, toallas, sábanas, mantas, alimentos ni cubiertos.
- > Desinfectar picaportes, interruptores de luz, manijas, perillas, juguetes y cualquier otra superficie que suele tocarse en la casa o el trabajo.

Disinfectante:

1 galón (alrededor de 4 litros) de agua ¼ de taza de cloro

Preparar una mezcia fresca cada vez que se necesite.

- No hace falta separar los platos o la ropa de cada persona para lavarios. Se puede lavar todo junto con detergente y agua muy caliente. Lavarse las manos después de tocar la ropa sucia.
- Ponerse guantes desechables al limpiar o estar en contacto con liquidos del cuerpo.
- Debe designarse a una persona para que se ocupe de cuidar al enfermo. Es probable que colocarse una mascarilla sirva de protección mientras lo atiende.

Higiene de las manos

Quienes cuiden a una persona enferma siempre deben lavarse las manos antes de atenderla. Después de atenderla deberán lavarse las manos otra vez y frotárselas con un gel o líquido antiséptico a base de alcohol. Para una higiene adecuada de las manos es importante hacer lo siguiente:

- Mojar las manos con agua corriente tibia y aplicar jabón líquido.
- Frotar las manos vigorosamente durante por lo menos 15 segundos. Lavarse bien todas las superficies y los dedos.

- Limpiar bien las uñas, frotándolas contra las palmas de las manos.
- 4. Enjuagar el jabón de las manos.
- Secar las manos por completo con una toalla de papel y usarla para cerrar el grifo. Compartir la toalla podría transmitir los gérmenes.

Sintomas de la gripe

Estar atento a estos síntomas:

- > Fiebre
- > Tos
- > Irritación o congestión nasal (nariz que moquea)
- > Dolor en los músculos

Llamar al profesional de la salud ante el primer signo de gripe. El médico tal vez pueda indicar por teléfono el tratamiento para muchos de los sintomas.

Cuidado del ser guerido con gripe

Para recuperaise de la gripe, hay que:

- > Descansar y beber abundante líquido.
- > No consumir alcohol ni tabaco.
- > Tomar medicamentos que alivien los sintomas de la gripe.

En algunos casos, un profesional de la salud podria recetar medicamentos antiviricos para el tratamiento de la gripe. Los antibióticos (tales como la penicilina) no curan la enfermedad.

Vigilar los síntomas de la gripe

Es importante llevar un registro de atención del paciente con los siguientes datos: fecha, hora, temperatura corporal, sintomas, nombre y dosis de los medicamentos que recibe. Conviene hacer una nueva anotación como mínimo cada 4 horas o cuando los síntomas cambien. Llamar nuevamente al profesional de la salud si la persona presenta:

- > Fiebre alta
 - Niños y adultos: más de 105°F (40,5°C)
 - Bebés de 3 a 24 meses de edad: 103°F (39.4°C) o más grados





- Bebés de hasta 3 meses de edad: temperatura rectal de 100,4°F (38°C) o más grados
- > Escalofrios
- > Tos que produce una mucosidad espesa
- Deshidratación (sensación de sequedad de la boca o sed excesiva)
- > Empeoramiento de una afección grave existente (por ejemplo: enfermedad cardíaca o de los pulmones, diabetes, infección por el VIH, cáncer)

Si no es posible comunicarse con el profesional de la salud, llamar al 9-1-1 o al número local de emergencias para pedir ayuda si el enfermo tiene alguno de los siguientes síntomas:

- > Irritabilidad o confusión
- Dificultad al respirar o dolor en el pecho cada vez que respira
- > Color azulado en la piel
- > Rigidez del cuello
- > imposibilidad de mover un brazo o pierna
- > Convulsiones que se presentan por primera vez

Prevenir la deshidratación

La deshidratación se produce cuando el cuerpo pierde demasiada agua y ésta no se repone lo suficientemente rápido. La deshidratación puede ser grave. Es importante comenzar por proporcionar bebidas reconfortantes ante los primeros síntomas de gripe y seguir estos consejos:

- > Además de mucho líquido, ofrecer hielo y comidas ligeras y de fácil digestión, tales como sopas y caldos.
- Si la persona tiene diarrea o vómitos, ofrecerle líquidos que contengan electrólltos (sustancias que ayudan a rehidratar al cuerpo). Estas son por ejemplo las bebidas para deportistas o líquidos formulados especialmente para los niños a la venta en farmacias o supermercados. También es posible preparar en casa una bebida electrolítica rehidratante para cualquier persona mayor de 12 años de edad.

Pandemia de gripe: cómo cuidarse en casa

> Si al beber líquidos empeoran las náuseas, ofrecer pequeños sorbos hasta que la persona se sienta mejor.

Bebida electrolítica:

¼ de galón (1 litro) de agua ½ cucharadita de bicarbonato de sodio

½ cucharadita de sal de mesa

3 a 4 cucharadas de azúcar ¼ de cucharadita de algún sustítuto de la sal

Mezclar bien y dar sabor con jugo de limón o Kool-Aid[®] sin azúcar.

Reducción de la fiebre

Para bajar la flebre:

- > Proporcionar abundantes líquidos.
- > Administrar medicamentos para bajar la fiebre (antitérmicos). Por ejemplo: acetaminofeno (paracetamoi), aspirina o ibuprofeno, según las instrucciones de la etiqueta del envase. No dar aspirinas a menores de 20 años de edad.
- > Anotar la temperatura en el registro del paciente.
- > Para aliviar el malestar, dar un baño de agua tibia con una esponja.

En caso de fiebre, después de liamar al médico o al número de emergencias, seguir las recomendaciones para el tratamiento en el hogar que se describen más arriba. Si la ayuda demora en llegar, preguntar al profesional médico si es posible comenzar con una dosis adicional del medicamento para bajar la fiebre (acetaminofeno/paracetamol, ibuprofeno o aspirina) entre las dosis que se indican en la etiqueta. Es importante seguir ofreciendo mucho líquido a la persona.

Prepararse para una pandemia de gripe

Hay que prepararse ahora mismo para una pandemia de gripe. Es importante determinar cómo proceder si los miembros de la familia tienen que quedarse en casa y ausentarse del trabajo o la escuela o permanecer separados de otra gente durante cierto periodo. Guardar suficientes alimentos, agua y medicamentos y tener a mano el equipo de suministros para casos de desastre.

Suministros para la atención de la gripe pandémica:

- > Termómetro
- > Jabón
- > Caja de guantes desechables
- > Acetaminofeno (paracetamol)
- > Ibuprofeno
- > Cloro
- > Gel o líquido antiséptico para las manos a base de alcohol
- > Toalias de papei
- > Pañuelos de papel
- Mascarillas de quirófano (una para cada persona)
- Azúcar, bicarbonato de sodio, sal, sustituto de la sal

Para obtener más información, comunicarse con la oficina local de la Cruz Roja Americana, visitar www.cruzrojaamericana.org o llamar al 1-800-RED-CRDSS (1-800-733-2767).

Muchas de las recomendaciones incluidas en este folieto provienen del Departamento de Salud y Servicios Humanos de los Estados Unidos. Esta información no reempiaza la atención médica profesional ni las recomendaciones de salud pública vigentes. Consultar con un profesional de la salud, los Centros para el Control y la Prevención de Enfermedades (CDC) y el departamento de salud local. Para obtener más información, visitar www.pandemicfit.gov.

Al igual que con todos los medicamentos y tratamientos, pueden presentarse efectos adversos y complicaciones. Consultar con el profesional de la salud acerca del medicamento o vacuna más aprobiado para ustad.

Versión 15, Mayo 9 del 2006.

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HOW DOES SEASONAL FLU DIFFER FROM PANDEMIC FLU?

November 1, 2005

SEASONAL FLU

Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter, in temperate climates

Usually some immunity built up from previous exposure

Healthy adults usually not at risk for serious complications (the very young, the elderly and those with certain underlying health conditions at increased risk for serious complications)

Health systems can usually meet public and patient needs

Vaccine developed based on known virus strains and available for annual flu season

Adequate supplies of antivirals are usually available

Average U.S. deaths approximately 36,000/yr

Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.

Generally causes modest impact on society (e.g., some school closing, encouragement of people who are sick to stay home)

Manageable impact on domestic and world economy

PANDEMIC FLU

Occurs rarely (three times in 20th century - last in 1968)

No previous exposure; little or no pre-existing immunity

Healthy people may be at increased risk for serious complications

Health systems may be overwhelmed

Vaccine probably would not be available in the early stages of a pandemic

Effective antivirals may be in limited supply

Number of deaths could be quite high (e.g., U.S. 1918 death toll approximately 500,000)

Symptoms may be more severe and complications more frequent

May cause major impact on society (e.g. widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)

Potential for severe impact on domestic and world economy

For additional information visit: www.pandemicfiu.gov

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES



Pandemic Influenza:

CHARACTERISTICS & CHALLENGES

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide.

Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

Characteristics and Challenges in a Pandemic:

1. There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

2. Health Care Systems Will Be Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar.

 A substantial percentage of the world's population will require some form of medical care.
- Nations unlikely to have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become
 infected, the virulence of the virus, the underlying characteristics and vulnerability of
 affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

3. Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge
 capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

4. There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

www.pandemicflu.gov



I. PURPOSE:

To establish a protocol for the use of the AED and to assist in the care of the Sudden Cardiac Arrest (SCA) victim.

II. Location of AED's:

AED's will be located in each of the student instructional school facilities and selected additional buildings of Highland Falls Fort Montgomery CSD. The specific location of the AED in a building will be communicated to all faculty and staff members.

III. Training Requirements:

Personnel Authorized to Use AED's

Each building with AED(s) is to maintain a list of personnel authorized to use the AED. These staff members will have current certification in CPR and use of the AED from an American Red Cross CPR/AED or American Heart Association program or another nationally recognized training organization. The staff member shall provide Highland Falls Fort Montgomery CSD with a copy of their current certification. Training in the use of the AED by the staff shall be voluntary except for the School Nurse Teacher or School Nurse. The use of CPR and the AED in accordance with the training received and approved protocols shall be considered within the scope of the employment of the staff member. The trained and certified personnel present in the building shall constitute the Responder Core Team. In the event that a greater number of staff respond to an emergency than are needed, the administrator or in his/her absence the nurse shall determine the Responder Core Team.

IV. Indications for Use – AED:

In the event of an unresponsive individual on the grounds of or in any of the buildings of the Highland Falls Fort Montgomery CSD, the main office in that building is to be notified. 911 should be immediately called. The personnel in the main office shall announce on the building call system that there is a medical emergency at _____location, students and staff need to remain in place until further notice and anyone on the medical response team should report to the emergency location immediately. At least two members of the Responder Core Team shall go to the announced location of the patient, assess the patient and if necessary begin CPR. At least one other member of the Responder Core Team shall go the location of the AED and bring it to the scene of the unresponsive victim.



WARNING!! The Powerheart G3 AED should be used only on a patient who has no circulation:

Unresponsive



Not Breathing



- *Apply the Powerheart AED if victim is:
- Unresponsive;
- Non-breathing; and,
- Eight (8) years old or greater.

(Continued on next page)

- ** Apply the Powerheart AED with caution if victim has:
- Nitroglycerin patch is on chest (remove nitroglycerin patch carefully, then apply Powerheart AED); or,
- Implantable pacemaker (pacemaker may interfere with rhythm analysis; do not place electrodes directly over pacemaker).

V. Procedure:

1. Assess scene safety:

Is the scene free of hazards?

Rescuer makes sure there are no hazards to them. Some examples are:

- Electrical dangers (downed power lines, electrical cords, etc.)
- Chemical (hazardous gases, liquids or solids, smoke, etc.)
- Harmful people (anyone that could potentially harm you)
- Traffic (make sure you are not in the path of traffic)
- Fire or flammable gases such medical oxygen, cooking gas, etc.

2. Determine if patient is:

Unresponsive

Not Breathing







*Apply the Powerheart AED if victim is:

- Unresponsive;
- Non-breathing; and,

Eight (8) years old and greater. **DO NOT delay therapy to determine the patient's exact age or weight NOTE: When the patient is a child under 8 years of age or weighs less than 55 pounds, the AED should be used with Pediatric Attenuated Defibrillation Pads.

CALL EMERGENCY MEDICAL SERVICES!

- ** Apply the Powerheart AED with caution if victim has:
- Nitroglycerin patch on chest (remove nitroglycerin patch carefully, then apply Powerheart AED); or,
- Implantable pacemaker (pacemaker may interfere with rhythm analysis; do not place electrodes directly over pacemaker).

3. Open Lid:

A. Opening lid "turns on" the Powerheart AED.

B. Wait until the LEDs illuminate.





Follow Voice Prompts: The AED will prompt: " Stay calm. Follow these voice instructions. Make sure 911 is called now. Begin by exposing the patient's bare chest and torso. Remove or cut clothing if needed."

- C. Remove clothing from the patient's chest.
- D. Ensure that the patient's skin is clean and dry.
- E. Dry the patient's chest and shave excess hair if necessary.

4. Place Pads:

The AED will prompt: "When patient's chest and torso are exposed, remove square foil package from lid of AED. Tear open foil package across dotted line and remove pads."

1. Keeping the pads connected to the AED, tear open the package.



Remove the pads from the package. Leave the package attached to the pad wires.

The AED will prompt: "Next, separate one of the white pads completely from blue plastic liner. Begin peeling from the tabbed corner."

3. With a firm, steady pull, peel one pad away from the blue plastic liner. It does not matter which pad to use.

The AED will prompt: "Firmly place the pad without the liner on the patient."

4. Place the pad on the bare upper chest as shown.

The AED will prompt: "Next, peel the blue plastic liner off of the second white pad. Firmly place the second pad on the opposite location, exactly as illustrated."

- 5. Pull the blue liner from the second pad.
- 6. Place the pad on the bare lower chest as shown.



5. Analyze the ECG

The AED will prompt: "Do not touch the patient. Analyzing heart rhythm. Please wait." The AED begins analyzing the cardiac rhythm of the patient.

- 1. Do not touch the patient.
- 2. Wait for the next prompt.



Step 6: Deliver the Shock

The AED will prompt: "Preparing shock. Move away from the patient." Ensure that no one is touching the patient.

For the Powerheart AED G3: When the AED is ready to deliver a defibrillation shock, the shock button flashes. The AED will prompt: "Press red flashing button to deliver shock."

- 1. Ensure that no one is touching the patient
- 2. Press the shock button.



If you do not press the shock button within 30 seconds of hearing the prompt, the AED disarms the charge and prompt you to start CPR.

For the Powerheart AED G3 Automatic: The AED will prompt "Shock will be delivered in three, two, one." The AED delivers a shock.

1. Ensure that no one is touching the patient.

After the AED delivers the defibrillation shock the AED will prompt "Shock delivered. It is now safe to touch the patient."



Illuminated SHOCK

button
Step 7: Administer CPR

After the AED delivers a shock or detects a non-shockable rhythm, it enters CPR mode.

When the AED prompts: "Place the heel of one hand on center of chest between nipples. Place heel of other hand directly on top of first hand. Lean over patient with elbows straight. Press the patient's chest down rapidly one-third depth of chest, then release.



Give the patient chest compressions:

- 1. Place the heel of one hand on the chest between the nipples.
- 2. Place the heel of the other hand on top of the first hand.
- 3. Lean over the patient, keeping your elbows straight.
- 4. Press the patient's chest down rapidly one-third the depth of the chest, then release.

The AED will prompt: "When instructed give 30 rapid compressions. Then give two breaths. Start CPR."........"Stop compressions."......."Give breath (repeated)."......."Continue with compressions."

- 1. Stop the chest compressions.
- 2. Give the patient two breaths.
- 3. Give the patient chest compressions, as directed above. Follow the countdown timer on the text display for the number of compressions and breaths.



This cycle continues until the CPR time expires. At the end of CPR, the AED prompts, "Stop CPR". The AED returns to the ECG Analysis Mode.

If the patient is conscious and breathing normally, leave the pads on the patient's chest connected to the AED. Make the patient as comfortable as possible and wait for Emergency Medical Services (EMS) personnel to arrive. Continue to follow the voice prompts until the EMS personnel arrive, or proceed as recommended by the medical director.

VI. Emergency Health Care Provider Direction:

Emergency Health Care Provider Direction for Highland Falls Fort Montgomery CSD will be provided by Horizon Family Medical Group. Medical direction will include the following items:

- Development and review of policies and procedures defining the standards of patient care and utilization of the AED.
- Review of response documentation and rescue data for all uses of any HIGHLAND FALLS FORT MONTGOMERY CSD AED.
- Oversight of the initial and continuing AED training.
- Provide advice regarding the medical care of those in need of such care.

VII. Quality Improvement Program:

The Highland Falls Fort Montgomery CSD AED Reporting Form must be completed for each use of the AED. The Superintendent of Schools and the Emergency Health Care Provider should review this form. Additionally, the rescue data should be reviewed for appropriate treatment.

VIII. Basic Maintenance:

Daily

The Orange-Ulster BOCES Health & Safety/Risk Management department will provide a daily sign-off log. A log for each AED will be posted by each AED and will be initialed after the status indicator is checked. The Building Administrator will appoint a person, and 2 alternates – one of those would act if the designated person is absent from the building. One of these persons will perform the daily check of the status indicator to



ensure it is green. When the indicator is green, the unit is ready for a rescue. If the indicator is red, contact the Health & Safety/ Risk Management Department immediately at 781-4887.

Annually

The annual maintenance is performed by The Orange-Ulster BOCES Health & Safety/Risk Management Department to confirm that the Powerheart AED's Rescue Ready® diagnostics are functioning properly and verify the case and accessory integrity.

IX. Reporting:

The form on the following page must be completed on <u>all</u> uses of any HIGHLAND FALLS FORT MONTGOMERY CSD AED. The AED Reporting Form is to be faxed by the end of the shift on the day of the use of AED to BOCES Health & Safety/Risk Management at (845) 291-0548.



Oate of Incident:	Time of Incident:
Patient Information: Name:	
Address:	4
	
•	//ale □ Female □
	o 🗆
Estimated time from arrest to first AED shock:	
Estimated time from arrest to CPR:	
CPR initiated by: Bystander □ Staff □ Other:	
otal Number of Shocks Administered to Patient:	
Name of Transporting Ambulance Service:	
ransport Ambulance Run Number (PCR):	
ransported to: Name of Hospital:	
Patient's Outcome At Incident Site (check all that are ap	
Regained Pulse	Became Responsive □
	Became Unconscious
Did Not Regain Pulse □	became unconscious u
Other:	
Additional Comments:	
Jser's Name:	



The BOCES Health & Safety/Risk Management Department will do the following after any AED use:

- 1. Remove used PC data card and replace it with a new one or download the data from the Powerheart AED. Check and complete data card or the downloaded data with all patient information and attach to incident report.
- 2. Notify Emergency Health Care Provider* by sending a copy of the AED Reporting Form and the data from the AED.
- 3. The AED Reporting Form is to be faxed to the HVREMSCO ** Office by the end of the day of receiving notification of an AEDs use.
- 4. Complete student/faculty incident report and forward the report to the Deputy Superintendent's office.
- 5. The Health and Safety Coordinator will maintain a copy of the incident report and data card, or downloaded information.
- Restock electrode pads, batteries, razors, gloves and disposable towels. Inspect all supplies for any damage, expiration dates and required replacement.
- 7. Clean the AED. Inspect the exterior and connector for dirt or contamination.
- 8. Notify staff AED is back in service.

* Emergency Health Care Provider

Horizon Family Medical Group
Dr. John Dermigny
21 Edward Lempka Drive
Florida, NY 10921

** HVREMSCO

Hudson Valley Regional Emergency Medical Services Council, Inc. 259 Route 17K – First Floor Phone (845) 567-6740 Fax (845) 567-6730



AED SYSTEM ANNUAL CHECK LOG (Power Heart Only)

School:	School Year
Model Number:	

Annual system check

Check integrity of pads and circuitry:

- 1. Open the AED lid
- 2. Remove the pads.
- 3. Close the lid.
- 4. Confirm that the STATUS INDICATOR turns red.
- 5. Open the lid and confirm that the pad indicator is lit
- 6. Reconnect the pads and close the lid
- 7. Make sure the expiration date is visible through the clear window of the lid for model 9390A
- 8. Check to make sure that the STATUS INDICATOR is GREEN. If the pads are not installed properly, the pad indicator will illuminate: call customer service for assistance.
- 9. Open the lid and confirm that no diagnostic indicators are lit.
- 10. Check the expiration date of the pads; if expired, replace them.
- 11. Check the pads packaging integrity
- 12. Close the lid

Check the integrity of service indicator and circuitry:

- 1. Immediately after opening the AED lid, press and hold the shock button and confirm that the
- 1. service LED is lit
- Release the Shock/Continue button.
- 3. Close the lid.
- 4. Verify that the STATUS INDICATOR remains red for model # 9390A
- 5. Verify that the STATUS INDICATOR turns green for model # 9200RD
- 6. Open the lid and confirm that no diagnostic indicators are lit
- 7. Close the lid.
- 8. Verify that the STATUS INDICATOR turns green.

Check battery:

- 1. Note expiration date. Shelf life 5 years; after installation 2 years
- 2. Battery %
- Replace as necessary



Check the integrity of the case;

1. If any signs of physical stress to case of the AED call Cardiac Science Customer Service at 1-888-466-8686.

Pad expiration date:	Battery Installation date:
DATE	Signature



Power Heart AED SYSTEM CHECK LOG

School:	School Year
Model:	

Monthly system check

- Inspect for evidence of damage or excessive wear
- Verify RescueReady status is green
- Document expiration date of electrodes
- Check battery life (4 years after installation and 5 year shelf life)
- Verify that electrodes are pre-connected to the input connector.
- Verify supplies are available for use (two pair of latex-free gloves, razor, scissors, towel, facemask barrier device)

Date	Inspect for damage	Verify Rescue Ready Status	Electrodes Exp date	Battery install & exp 1 dates Electrodes	Electrodes connected	Supplies available	Battery %	Initials
				A	No. of Street, St.			



Daily system check

RescueReady status indicator is green, which means the battery has an adequate charge, electrodes are properly connected to the AED and the integrity of the internal circuitry is good.

Date	Verify Rescue Ready Status	Initials	Date	Verify Rescue Ready Status	Initials
		/ *			
		s .			

Daily Log

Name:	Initials:
Name:	Initials:
Name:	Initials:
Name:	Initials:



HIGHLAND FALLS SCHOOL DISTRICT RADIOLOGICAL EMERGENCY RESPONSE PLAN





SECTION 1 - OVERVIEW

GENERAL EVACUATION PROCEDURES

Phase 1 – Mobilization

- a. The Superintendent of school districts affected by this Plan will implement one of the following actions:
 - i. If schools are <u>not in session</u>, then the County Executive may order those schools within the Emergency Planning Zone (EPZ) (Table I) to secure and evacuate the schools.
 - ii. If schools <u>are in session</u>, then school authorities may be advised by the County Executive to:
 - 1. Shelter-in-Place School may continue but no outside activities may take place.
 - 2. Early Dismiss Schools will implement normal early dismissal procedures as soon as possible
 - 3. Evacuate/relocate Schools will implement their evacuation/relocation procedures to relocate all students and staff to the School Reception Center (South Junior High School in Newburgh, NY.) as soon as transportation can be arranged.
- b. As requested by the Orange County Commissioner of Social Services and coordinated by host area School Superintendents and Principals, place available school personnel on standby for School Reception and Congregate Care Center operations (Table 2), if schools are in session.

2. Phase 2 – Egress

- a. Upon notification that the County Executive has directed the evacuation of all or part of the EPZ, the School Liaison will notify the Highland Falls – Fort Montgomery Superintendents of Schools, who will in turn inform affected nonpublic schools, nursery schools, and day care centers to implement the following actions.
 - For schools located within the EPZ or affected Emergency Response Protection Areas (ERPAs), school authorities may be advised by the County Executive through the School Liaison that they should have



ALL children board buses to be taken to their designated school reception center (Table 2) to await pickup by their parent(s)/guardian(s).

ii. Load students onto buses as they arrive, maintaining student classes as intact as possible.

NOTE: In order to ensure the safety of students and staff, staff may be required to implement emergency protective actions as directed by the County Executive.

- iii. Teachers will accompany their class to school reception centers.
- iv. Students must be checked off on the roster at the reception center.
- v. Request traffic control assistance as necessary.
- vi. If the County Transportation Coordinator finds it necessary to commandeer additional school buses, the School Liaison will be notified and in turn will notify the District Superintendent who will coordinate additional transportation assistance through local schools.
- vii. At the school reception center, evacuating school staff will coordinate with school reception center staff to register students.
- viii. As students are picked up by their parent(s)/guardian(s), reception center staff and the respective school staff, will maintain a record of students picked up. The record shall note by whom, the time of pickup and the destination.

NOTE: Parents can determine their children's location by consulting the Emergency Planning Brochure OR by monitoring news broadcasts on the radio. (See Table 4 for a list of radio stations)

ix. School reception centers will remain open until directed to close by the County Executive. Students remaining in the reception center at the time it is directed to close may be transported to the respective congregate care center and be picked up there by their parent/guardian.



TABLE 1 SCHOOLS LOCATED IN EPZ

ERPA	No	SCHOOL	Enroll ment	RECEPTION CENTER	BUSES	BUS COMPANY
26	1	Highland Falls Intermediate School 52 Mountain Avenue Highland Falls, NY 845.446.4761	287	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	5	West Point Tours
26	2	James I. O'Neill High School 21 Morgan Road Highland Falls, NY 845.446.4914	620	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	14	West Point Tours
26	3	Fort Montgomery Elementary School 895 Route 9W Fort Montgomery, NY 845.446.1008	129	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	5	West Point Tours
26	4	Non-Public School Holy Angels Elementary School 7 Cozens Avenue Highland falls, NY 845.446.2674	3	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	-	N/A
26	5	Day Care Center Lollypop Day Care Fay Dohman20 Jupiter road Highland Mills, NY 845.928.8605	12	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	, = 3	N/A
27	6	Day Care Center Kids Korner Mary Colaella 18 Smith Clove Road Central Valley, NY 845.928.9820	22	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	-	N/A
28	7	Day Care Center Jolly Playmates Roe Park Highland Falls, NY 745.446.7165 845.446.3744	15	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	-	N/A
28	8	Day Care Center Susan Guerrieri 24 Summit Drive Highland Mills, NY 845.928.2318	5	South Junior High School 32-64 Monument Street Newburgh, NY 845.563.7400	-	N/A



School Districts Located Outside the EPZ But With Students Who Reside Within the EPZ

Cornwall Central School District 24 Idlewild Avenue Cornwall on Hudson, New York 12520 (845) 534-8009

Monroe-Woodbury Central School District Route 32 Central Valley, New York 10917 (845) 928-2321

John S. Burke Catholic High School Fletcher Street Goshen, New York 10924 (845) 294-5481

NOTE: In the event that the dismissal of the Cornwall Central School District, Monroe-Woodbury Central School District and the John S. Burke Regional High School occurs during a General Emergency, students from that district living within the 10 mile EPZ will be evacuated to the South Junior High School in Newburgh if their superintendent of schools designate this in place of sheltering those students until they are picked up by parents.



TABLE 2 RECEPTION CENTERS SERVING ORANGE COUNTY

Traffic Zones	Reception Center in Orange County	Associated Congregate Care Center*	Congregate Care Center Capacity
		Newburgh Free Academy 201 Fullerton Avenue Newburgh, NY	2619
26B	Newburgh Free Academy 201 Fullerton Avenue Newburgh, NY	North Junior High School Robinson Avenue Newburgh, NY	1036
		South Junior High School*** 32-64 Monument Street Newburgh, NY	1750***
25 A,B,C 26A 27A	Heritage Junior High School 405 Union Avenue New Windsor, NY	Heritage Junior High School. 405 Union Avenue New Windsor, NY	1234
24A	Middletown High School	Middletown High School Gardner Avenue Middletown, NY	1832
27B 28 A,B,C	Gardner Avenue Middletown, NY	Middletown Junior High School 112 Grand Avenue Middletown, NY	1830
	South Junior High School*** 32-64 Monument Street	South Junior High School*** 32-64 Monument Street Newburgh, NY	1750***
40A (also from	Newburgh, NY Warwick Valley M.S.***	Warwick Valley Middle School*** West Street Ext. Warwick, NY	887
Rockland County 41A	West Street Ext. Warwick, NY	Warwick Valley High School West Street Ext. Warwick, NY	884
	Warwick Valley H.S. West Street Ext Warwick, NY	Park Avenue Elementary Schoiol** Park Avenue Warwick, NY	413
39A 40A	Reeves Meadow Visitor Center**** Seven Lakes Drive Sloatsburg, NY	Rockland County Congregate Care Center	

^{*}Congregate care centers for each reception center are listed in their order of activation.

^{**}These facilities would be activated in the summer only, as they are host facilities for camps in Harriman State Park.

^{***}South JUNIOR HIGH SCHOOL is primarily a school reception center but may be used as a congregate care center if needed for a total of 1750 spaces.

^{***}This facility is used for permanent residents of ERPAs 39 and 40 only prior to a release of radioactive materials. In the event of a release, these people would report to an activated Rockland County Reception Center.



TABLE 3 School District Resources

South Junior High School	25
32-64 Monument Street Newburgh, NY	
	32-64 Monument Street

TABLE 4 RADIO STATIONS SERVING ORANGE COUNTY

School Districts	Radio Stations
Newburgh School District	<u>WGNY, WALL,</u> WELK WPDH, WSPK, WSGB
	WCZX, WTBO, WBNR
Warwick Valley School District	WDLC, <u>WHUD, WLNA,</u> WALL, WSUS, WGNY,
	WEOK, WSPK, WTBO
Middletown School District	WALL, WDLC, WGNY,
	WSUL, <u>WEOK</u> , WFGB, <u>WLNA, WRRV, WHUD</u>
Highland Falls – Fort Montgomery	WHUD,WGNY,
Central School District	WBNR, WSPK

NOTE: Radio stations that are bolded and underlined are Emergency Broadcast System stations.



SECTION 2 - ACTIVATION

1. Pre-Emergency Plan

- a. Develop a radiological response plan including development of coordinated notification procedures among all cooperating agencies.
- b. Review plan with local/state police and fire authorities.
- c. Develop early dismissal procedures, including parent notification.
- d. Develop and educate students/parents/staff of shelter, early dismissal, and evacuation procedures for each building.
- e. Identify reception areas where students may be picked up by parents.
- f. Develop procedures for release of students to parents.
- g. Educate staff/students/parents regarding emergency response procedures.

2. Persons Authorized to take Immediate Action

- a. Person receiving the call notifies the Superintendent, the School Building Principals and the District Team Coordinator
- b. The School Building Incident Commanders authorizes subsequent notifications. Notifications may be coordinated through the District Team to provide a common message.(See Persons to be Notified below.)

3. Persons to be Notified

- a. Non-public School Administrators
- b. Nursery School and Day Care Administrators

4. Sequential Response/Actions

- a. Assemble School and District Response Team administrators
- b. Notify building staff
- c. Secure all building ventilation
- d. If school is in session, then
 - Initiate shelter in place procedure and suspend all outside activities as a minimum.
 - ii. Conduct accountability
 - iii. notify/mobilize contract transportation carriers as appropriate
- e. If school is **not** in session, then have staff remain on standby for further direction from the Orange County Emergency Operations Center
- f. Based on direction from the Orange County Emergency Operation Center,
 - i. continue to shelter in place,
 - ii. initiate early dismissal procedures, or
 - iii. initiate evacuation/relocation procedures. .
- g. Utilize incident command communication protocols for internal communications information requests and updates.



SECTION 2 – ACTIVATION Continued

- h. Request for information should be made through the Schools Coordinator at the Orange County Emergency Operations Center
- i. Schools in evacuated areas shall remain closed until notified that they can be re-opened by the County Executive.
- j. Monitor EBS Stations

5. Recovery Actions

- a. WHEN the Orange County Executive declares that the event is terminated, the School Incident Commander will notify the school and district team leaders.
- b. The school and district team administrators will convene to determine subsequent actions to be taken to resume student education.
 - IF there was a release of radiation, THEN ensure de-contamination procedures are implemented in accordance with county direction before re-opening the school building(s)
 - ii. IF decontamination efforts prevent the school from reopening in a timely manner, consider alternate locations to conduct school.
- c. If there was no release of radiation and the County Executive has directed that schools within the EPZ may reopen then the school(s) will be reopened at the discretion of the school superintendent.



SECTION 3 - EMERGENCY EVACUATION / RELOCATION PROCEDURE

1. EVACUATION AND RELOCATION OF SCHOOLS TO NEWBURGH DURING SCHOOL HOURS

NOTE: Since all school buildings in the District are impacted, the School Incident Command Liaison will be the High School Principal / designee.

- a. Twenty five (25) buses will be assigned to take the Highland Falls-Fort Montgomery, West Point, and Garrison student body to Newburgh, NY, South Junior High School
 - i. The respective School Incident Command Liaison will assign teachers to supervise transportation to Newburgh, The following names form the base list, substitutions may be utilized as warranted:
 - 1. James I. O'Neill High School
 - a. Bus #1 P. Pitt
 - b. Bus #2 M. Mallon
 - c. Bus #3 R. McCormick
 - d. Bus #4 P. Nobile
 - e. Bus #5 B. Smith
 - f. Bus #6 D. Crowe
 - g. Bus #7 C. Cruger
 - h. Bus#8P.Valens
 - i. Bus # 9 B. Twomey
 - j. Bus #10 P, Lukacik
 - k. Bus #11 K. Devlin
 - Bus #12 H. Smith
 - m. Bus #13 T. Cunane
 - n. Bus #14 C. Lazo
 - 2. Highland Falls Intermediate School

a. Bus #15	T. Hendershot	B. Arduino
b. Bus#16	H. Smith	C. King
c. Bus#17	M. Ferrara	K. McNamara
d. Bus #18	S. Talbot	L. Patsch
e. Bus #19	K. Murphy	J. Lackhan
f. Bus #20	J. McCormick	K. Hall

3. Fort Montgomery Elementary School

	,		
a.	Bus #21	J. Adams	C. Schmidt
b.	Bus #22	J. McWilliams	J. Tocchet
C.	Bus #23	L. Gala	J. rose
d.	Bus #24	M. Parry	A (Kinney) Lennon

Appendix Z: Emergency Drills



Conduct of Drills

The following drills will be conducted at the frequency noted below. Additional drills may be scheduled as needed with the intent to prepare the District's staff and students for events

- ➤ The emergency response procedure for LOCKDOWN will be practiced at least on a semiannual basis. One of the drills may be conducted in conjunction with an intruder drill as part of a regularly scheduled staff meeting/conference day.
- > Building evacuation procedures will be practiced a minimum of 12 times per school year. These procedures will be tested and evaluated during the facilities fire evacuation drills.
- The district will conduct one early go-home drill to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis.
- > The emergency plan for sheltering in the event of severe weather threat such as a tornado or thunderstorm will be practice on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- > The district will conduct one drill and/or exercises with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.

Drill Objectives

General Objectives

The following represent general objectives to be demonstrated and evaluated for <u>all</u> <u>drills.</u>

- 1. That building incident command can be established and provide direction.
- 2. That internal and external communications can be accomplished.
- 3. That accountability of staff and students is accurately conducted.
- 4. That building students and staff can be sheltered in an appropriate location that provides protection from the event in progress.
- 5. That the district's parent and media notifications can be effectively implemented.
- 6. That any outside activity is terminated and the accountability of the involved staff and students is completed.
- 7. That information regarding the event can be accurately turned over to the first response team Incident Commander.



DRILL SPECIFIC OBJECTIVES

EVACUATION DRILL

- 1. that the building is evacuated in a timely and orderly manner and
- 2. that teachers can support a relocation if required without re-entry into the building

RELOCATION DRILL

- 1. that building students and staff can be relocated to an acceptable relocation site that allows for parent student re-unification
- 2. that all necessary documentation and medication required for relocation can be assembled in a timely fashion
- that actual relocation can start in a timely fashion

EARLY DISMISSAL

1. That the building's students can be early dismissed in an orderly and timely fashion.

DRILL INITIATION

Drills may be initiated by an actual initiation signal, such as an alarm during a fire drill, or by a pre-scheduled initiation from a drill scenario.

DRILL EVALUATION

Overall drill performance will be evaluated based on the objectives set forth previously. For specific drills, the following areas will be observed and feedback to the building principal provided

EVACUATION DRILL

- 1. Timeliness and content of the 911 call
- 2. Students and staff exit classrooms and walk to the stairwell designated on the room's evacuation drawing and exit the building in an orderly and timely manner

Appendix Z: Emergency Drills



- 3. Students and staff assemble in their room's designated assembly away from access roads
- 4. Teachers maintain the students in the assembly area and conduct accountability
- 5. Teachers report accountability status to Incident Command
- 6. Incident Command can provide information regarding suspected location of hazard and an account of any missing individuals to emergency responders
- 7. Incident Command can provide drawings, plans and support organization for emergency responders

EARLY DISMISSAL

- 1. Parent notifications occur early enough to allow parents time to be at home or arrange for child care.
 - a. The AlertNow broadcast went out as an emergency broadcast and A
 - b. The AlertNow broadcast was reviewed and that greater than 90% of calls were acknowledged
- 2. Staff notifications are conducted and accountability has been completed.
- 3. Students are dismissed in an orderly fashion.
- 4. Transportation was coordinated as anticipated and that > 95% of students were dropped off at their assigned drop-off stop.
- 5. Elementary students which could not be discharged due to parents or guardians not being at the drop off stop are returned for further supervision to the FMES or alternate site as directed by Incident Command

SHELTERING DRILL

- 1. Parent notifications are completed or simulated to the point of broadcast
- 2. Media communications are prepared and ready for transmittal
- 3. Students are sheltered and teachers maintain control of their respective classes

FLOOD WARNING DRILL

- 1. Parent notifications are completed or simulated to the point of broadcast
- 2. Media communications are prepared and ready for transmittal
- 3. Teachers maintain control of their respective classes
- 4. Incident command can provide for transportation and/or long term sheltering requirements as applicable

LOCKDOWN DRILL

- 1. Timeliness of law enforcement notification (actual or simulated 911 call)
- 2. Parent notifications are completed or simulated to the point of broadcast
- Media communications are prepared and ready for transmittal
- 4. Building entrance doors are locked and monitored

Appendix Z: Emergency Drills



LOCKOUT DRILL

- 1. Timeliness of law enforcement notification (actual or simulated 911 call)
- 2. Timeliness of notification to students and staff involved in outside activities and their return to the building.
- 3. Timeliness of actual or simulated parent notifications
- 4. Timeliness' of actual or simulated media communications
- 5. Timeliness of ensuring building entrance doors are locked and monitored.
- 6. Admittance to the building is via the main entrance door on a one on one basis only.

RELOCATION DRILL

- 1. Ability to identify and confirm a relocation site
- 2. Transportation, if required has been coordinated
- 3. Timeliness and content of simulated parent notifications
- 4. Timeliness and content of simulated media communications
- 5. Student medications have been prepared to accompany the relocation

