

2024-2025

Safety Plan



Crown Point Central School

Home of the Panthers

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Due Dates of Mandate Requirements of Commissioner’s Regulation 155.17

Requirement	Critical Date
<p>Development & adoption of district-wide school safety plan and building-level emergency response plan</p> <p>a) Development of school safety plans. Every BOE of a district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of NYC shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2016 school years, and by September 1 for each subsequent school year after 2016, a comprehensive district-wide plan and building-level emergency response plans regarding crisis intervention and emergency response and management, provided that in the City School of NYC, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district wide team, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of police and any other appropriate State agencies. Each district-wide school safety plan and building-level response plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.</p>	<p>September 1:</p> <p>Development of building-level emergency response plan and development and board adoption of district-wide school safety plan.</p>
<p>Public comment period & public hearing regarding district-wide school safety plan, filling building-level emergency response plan with STATE AND LOCAL POLICE</p> <p>(3) Each board of education, chancellor and other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the BOE only after one public hearing that provides for the participation of school personnel, parents, students and any other interested party.</p> <p>Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption. Each BOE, chancellor and other governing bodies or officers shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate law enforcement agency and the with the State Police within 3 days of its adoption but no later than October 15th thereafter. Building-level emergency plans shall be confidential and shall not be subjected to disclosure under article six of the Public Officers Law or any other provisions of law.</p>	<p>District-wide safety plan: 30 day public comment period and public hearing prior to BOE adoption are required. Plans must be submitted to the commissioner no later than 30 days after the adoption.</p>

<p>Certify that all staff have undergone annual multi-hazard training on the building-level emergency response plan</p> <p>(xxiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by 9/15 on the building-level emergency response plan which must include components on violence prevention and mental health provided further that new employees hired after the start of school shall receive such training within 30 days of hire or as part of the districts' existing new hire training program, whichever it sooner.</p>	<p>September 15: Or for new employees hired after the start of the school year, within 30 days of hire, or as part of the district's existing new hire training program, whichever is sooner.</p>
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Project SAVE

District-level and Building-level Emergency Response Plan For Crown Point Central School

INTRODUCTION

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

Project SAVE also requires Mental Health Training for all employees of the District by September 15th each school year. **Topics should include but are not limited to the following:**

- Obsessive-Compulsive Disorder
- Psychotic Disorders
- Eating Disorders
- Substance Use Disorders
- Crisis Support
- Mood Disorders
- Personality Disorders
- Anxiety Disorders
- Behavioral Disorders
- Suicidal Disorders
- Trauma & Stress Related Disorders
- Whom to turn to if in distress...

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

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

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

B. IDENTIFICATION OF SCHOOL TEAMS

The Crown Point Central School has developed four emergency teams:

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

Roles and Responsibilities of team members:

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

C. CONCEPT OF OPERATIONS

- The initial response to all emergencies at Crown Point Central School will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools, or his/her designee will be notified and, where appropriate, local emergency officials will also be notified
- Efforts may be supplemented by County and State resources through existing established protocols.

D. PLAN REVIEW AND PUBLIC COMMENT

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

Annual Multi-hazard training for staff and students

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

C. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

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

SECTION III: RESPONSE

A. ASSIGNMENT OF RESPONSIBILITIES

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

B. CONTINUITY OF OPERATIONS

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

C. NOTIFICATION AND ACTIVATION

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

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

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

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

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

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

F. SECURITY OF CRIME SCENE

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

G. Access to Floor Plans

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

SECTION IV: RECOVERY

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

A. SHORT TERM

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

B. Long Term

1. Mental health counseling (monitor for post-traumatic stress behavior)
2. Building security

3. Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)

Emergency Operations Plan

For
Crown Point Central School

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SECTION 1: INTRODUCTION

1.1 Purpose, Scope and Relationship to Other Plans

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

1.2 Incident Command System

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

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

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

1.3 How Incidents will be Managed

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

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

1.4 Role and Authority of Incident Coordinator and Incident Management Team

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

SECTION 2: CLASSIFYING THE LEVEL OF THREAT

2.1 "All Hazards" Approach

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

2.2 Levels of Threat

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

Level I - Monitor

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

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

Examples of a Level I situation include

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

Level II - Standby

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

- The potential danger is real; district personnel should be prepared to react.

- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

Examples of a Level II situation include:

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

Level III - Emergency

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

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

Examples of a Level III situation include

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

2.3 Determining the Level of Threat

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

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

SECTION 3: PROTECTIVE OPTIONS

3.1 Limited Options Rationale

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

3.2 Options

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

Cancel School prior to Start

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

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

Early Dismissal

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

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

Shelter-in-Place

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

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

Lockdown

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

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

Evacuation

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

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

Relocation

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

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

SECTION 4: FACULTY/STAFF INITIAL ACTIONS AND RESPONSE

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

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

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

- Isolating and securing the area.
- Providing assistance as needed to students and personnel.
- Directing public safety responders to the scene.

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

Procedures for Duck and Cover

- If inside, use a desk or piece of furniture as a shield.
 - Drop to knees with your back to the window.
 - Make your body as small as possible.
 - Bury face in arms.
 - Keep eyes closed and ears covered.

- If outside, try to get behind any solid object.
 - Lie prone with face away from source of event.
 - Cover head, face and as much skin surface as possible.
 - Keep eyes closed and ears covered.

4.2 Executing Decisions of IC and/or IMT

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

SECTION 5: INCIDENT COORDINATOR

5.1 Authorized Personnel and Responsibilities

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

Primary IC: Superintendent of Schools - Tara Celotti

Work: 518-597-4200

Home/Cell: 518-586-6624

Backup IC: Head of Maintenance/Transportation – Caleb Spaulding

Work: 518-597-3285/4208

Home: 518-597-4220

Cell: 518- 586-1649

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

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

5.2 Initial Steps upon Notification

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

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

5.3 Build and Maintain a Command Organization

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

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

- **Level III--Emergency**

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

5.4 Change of Command Procedures

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

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

5.5 Unified Command

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

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

SECTION 6: INCIDENT MANAGEMENT TEAM

6.1 Role of the Incident Management Team

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

Operations:

Superintendent: Tara Celotti

Work: 518-597-3285/Cell: 518-586-6624

Logistics:

Caleb Spaulding, Building and Grounds, Transportation

Work: 518-597-3285 / Home: 518- 597-4220/Cell: 518-586-1649

Plan & Intel:

Superintendent: Tara Celotti

Work: 518-597-3285/Cell: 518-586-6624

Adm/Finance:

Vicki Russell, Treasurer

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

Public Information:

Superintendent: Tara Celotti

Work: 518-597-3285/Cell: 518-586-6624

Safety:

Caleb Spaulding, Building and Grounds, Transportation

Work: 518-597-3285 / Home: 518-597-4220/Cell: 518-586-1649

Liaison:

Superintendent: Tara Celotti

Work: 518-597-3285/Cell: 518-586-6624

Incident Log/Scribe:

Karla Vigliotti

Work: 518-597-4200 / Home: 518- 585-3324

School Health Personnel:

Michelle Dedrick, Pupil Personnel Services-518-796-2328

Kellie Bilow, School Nurse- 518-323-5202

Mary Henopp, School Psychologist-518-593-2422

6.2 Operations

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

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

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

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

6.3 Logistics

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

- Supervise and direct the activities of all personnel assigned to the Logistics section.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services required by the Operations section.
- Establish and maintain communications.

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

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

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

6.4 Planning & Intelligence

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

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

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

- **Level I--Monitor**
 1. Get a briefing from the IC.
 2. Maintain a 10 minute response capability to the command post (CP).
 3. Get periodic updates.
- **Level II--Standby**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Assess incident information.
 4. Be prepared to collect, evaluate and disseminate any additional information for incident action planning.
- **Level III--Emergency**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Activate all planning & intelligence functions.
 4. Collect, evaluate and disseminate information as the situation dictates.

6.5 Administration/Finance

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

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

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

- **Level I--Monitor**
 1. Get a briefing from the IC.
 2. Maintain a 10 minute response capability to the command post (CP).
 3. Get periodic updates.
- **Level II--Standby**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Assess potential cost/financial impact of incident action plans.
- **Level III--Emergency**
 1. Get a briefing from the IC.
 2. Report to the CP.

3. Provide cost/financial input on the evaluation of options.
4. Document all procurement, compensation, claims and other costs of operations.

6.6 Public Information

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

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

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

- **Level I--Monitor**
 1. Get a briefing from the IC.
 2. Maintain a 10 minute response capability to the command post (CP).
 3. Get periodic updates.
- **Level II--Standby**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Assess information needs of the media and other appropriate agencies.
 4. Be prepared to release information as directed by IC.
- **Level III--Emergency**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Activate media information center.
 4. Prepare press releases.
 5. Coordinate and release information as directed by the IC.

6.7 Safety

Safety's mission is to help prevent injuries from occurring to anyone involved in the incident. The person serving in this function is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary. The responsibilities of Safety are as follows:

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

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

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

6.8 Liaison

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

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

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

- **Level I--Monitor**
 1. Get a briefing from the IC.
 2. Maintain a 10 minute response capability to the command post (CP).
 3. Cross-check contact names and numbers of anticipated agencies that may respond.
 4. Get periodic updates.
- **Level II--Standby**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Verify contact information as potential responding agencies are identified.
- **Level III -- Emergency**
 1. Get a briefing from the IC.
 2. Report to the CP.
 3. Identify agency representatives from each responding organization.
 4. Coordinate with IC and Operations on implementation of incident action plans.
 5. Handle requests for inter-organizational contacts.
 6. Monitor operations to identify current/potential inter-organizational conflicts.

6.9 Incident Log/Scribe

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

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

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

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

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

6.10 Change of Command Procedures for the IMT

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

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

SCHOOL SAFETY TEAM

7.1 District Wide School Safety Team

Tara Celotti- Superintendent / Co-Chair	Karla Vigliotti-District
Caleb Spaulding-Maint./Trans./Co-Chair	Clerk/Transportation Monitor
Michelle Dedrick- Pupil Personnel Services	Kellie Bilow, RN – School Nurse
Ursula Thompson – Teaching Assistant	John Swinton – Athletic Director
Julie Budwick - Maintenance	Michelle Dedrick- Pupil Personnel Services
School’s SRO- Essex County Sheriff Dept.	Bradlee Peters-NYS Trooper
Henry DuShane - Head Bus Driver	Tom Smith – CVES Representation
	Mitch St. Pierre – Board of Education
	Jordan McGinness - Nutritionist

7.2 District Overview

TEAM TO MEET ANNUALLY IN JUNE

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

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

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

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

7.3 At the County level:

- ☒** Emergency Services Director - - Emergency Matt Watts, 873-3900
- ☒** Essex County Sheriff – Dave Reynolds, 873-6902
- ☒** Under-Sheriff – Mike Blaise, 873-6902
- ☒** Social Services Commissioner - John O'Neill, 873-3760
- ☒** Mental Health Director – Terri Morse, 873-3670
- ☒** Public Health Director – Linda Beers, 873-3500

7.4 Supplement at the State Level:

- ☒** Health Safety Risk Management Training Specialist – Tom Smith, 561-0100

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

7.5 Change of Command Procedures

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

- A person serving in an IMT function will continue to do so until the IC directs a change of

command.

- The person being relieved will brief the individual assuming command, face-to-face, if possible. This briefing should address at least the following issues:

- Incident conditions
- Safety conditions
- Status of incident action plans
- Assignment and deployment of personnel and equipment under the direction of that IMT function
- Appraisal of need for additional resources
- Any other issue applicable to that IMT function

INCIDENT MANAGEMENT

8.1 School Incident Command Post

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

Main School Building

Command Post

Superintendent Office

Bus Garage/Transportation Building

Command Post

Transportation Office

Off Site Command Post(s)

Crown Point Fire Department

Crown Point Telephone Company

Alternative Command Post

Principal Office

Business Office

Building & Grounds Office

Transportation Office

Alternative Command Post

Superintendent Office

Principal Office

Business Office

Building & Grounds Office

Note: Mobile sites could be employed under certain circumstances

8.2 Lock Down Security Procedures

Safety Memo

TO: All Staff & Parents

FROM: CPCS Administration

DATE:

RE: Fire Drills, Secure Lockouts, Lockdown & Security Procedures

We will be resuming Fire Drills, Secure Lockouts, Lockdown & Security Procedures drills sometime in the near future.

Staff- Please review these procedures discussed in PD at the beginning of the school year and go over them with the students.

Parents - you will be alerted via parent square to fire drills, lockouts and lockdowns one week before they are posed to happen.

Crown Point Central School Building will have trauma informed fire drills, secure lockouts & lockdown and Security Procedures.

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

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

Upon hearing the announcement staff will take the following steps:

1. Check the corridor to see if anyone needs sheltering.

2. Lock the classroom door.
3. If possible, close and lock any open windows.
4. Leave the window blinds.
5. Turn off lights.
6. Move all room occupants to an area of the room where they cannot be viewed by someone at the door window, or in the case of someone outside of the building the exterior windows. Maintain a low profile.
7. Maintain silence and stay calmly in place until an Administrator or a State Policeman releases you.

Please contact Mrs. Celotti if you have any questions.

8.3 Building-level Emergency Response Plan

Crown Point Central School – on Campus Shelter

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

Area #1: Gymnasium
 Liaison Person(s) Tara Celotti
 Max Occupancy: 350

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

Area #1: Auditorium
 Liaison Person(s) Michelle Dedrick
 Max Occupancy: 250

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

Crown Point Central School – off Campus Shelter

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

Steps:

1. Upon hearing one long ring of the audible alarm system or being notified by intercom, Staff and Students are to immediately leave their building according to the Fire Drill Exit Plan posted near each door, or by alternate procedures announced by school administration.

2. Upon further instructions, communicated by intercom or loudspeaker system, Staff shall lead their students to the Front Entrance parking area.
3. School buses shall be utilized for short-term sheltering prior to implementing the school cancellation plan.

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

Additional Off-site Resources:

Catholic Church, Fire House, Crown Point Town Hall, Crown Point Telephone Company

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

Steps:

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

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

8.5 School Cancellation and Early Dismissal Procedures

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

1. Students are to remain in their classrooms until called for Bus Loading. Classroom instruction should be continued whenever possible.
2. The Superintendent's office will notify each District to send the buses home immediately and place Special Education students on them if space is available.
 - a. Some District occupational buses may already be at the BOCES. Permission will be requested to send these buses home immediately and place Special Education students on buses if space is available.

3. Teachers and Administrators are to assist in bus loading. Before any bus is permitted to leave, a check will be done to ensure that all students designated to ride the bus are aboard.
4. Staff are to remain until dismissed by an Administrator. Upon leaving, all doors are to be closed and lights turned off. Administrators are responsible for making a building check before leaving and locking doors.
5. For some Districts, this procedure may result in delays before students reach their homes. Therefore, it may become necessary to notify the students' parent or guardians.

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

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

8.6 Emergency Closing Instructions:

1. The regular school telephones are reserved to the Main Office. Only office staff are to use these phones for their assignments including: Police, Busses, Fire, Parents, etc.
2. Teachers are to instruct students requesting to make calls that they are to use the telephone at the Greeter's Desk. School telephones are to be used for school business purposes only. Students with emergency calls are referred to the appropriate school office.
3. Remember that each respective teacher is responsible for his/her assigned students.

4. Teachers are held accountable and responsible for assigned students until students have been officially dismissed from school grounds. This includes the safe boarding of students on buses.
5. All teachers must see that students are in their rooms at this time and seated in a quiet and orderly manner. No students are to be standing or in the doorway, hallway, etc.
6. When “bus riders” are called, only bus students may depart. All other students must remain in their seats until dismissed.
7. All teachers must position themselves in the rooms or hallways to assist with order and control.
8. No teacher is to leave the floor they are assigned until all students have vacated the floor.

8.7 Crown Point Central School - Student Release Form

Please Print

Student's Name: _____

Teacher: _____ Grade: _____

Completed by: _____ Relationship: _____

To be filled in by Request Staff

Proof of I.D. provided: _____ Name of requester appears below: _____

Check: yes or no

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

Sent with runner: _____ Absent: _____ First Aid: _____ Missing: _____

To be filled in by Release Staff

Proof of I.D. provided: _____ Name of requester appears below: _____

Check: yes or no

To be filled in by Requester at time of release

Signature of any individual authorized for release

Cross reference signature for release

Student Released by: _____

Date: _____

Time: _____

Draft memo to accompany student release form

Dear Parent:

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

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

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

8.8 Building Lock Down and Security Procedures

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

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

Upon hearing the announcement staff will take the following steps:

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

8.9 Crime Scene Annex

Respond

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

Evaluate

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

Secure

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

Protect

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

Observe

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

Notify

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

Document

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

8.9a STAFF AND VISITOR ACCOUNTABILITY

- 1. When an evacuation of the facility is required, all staff that are not assigned to a class should leave the building report to their designated assembly area and notify the school administration that they are safe and out of the building. 2. All visitors should evacuate the building with the class or the individual staff member that they are visiting. The visitors' identity and location should be communicated to the school administrator or their designee as soon as they are safely out of the building. 3. The school office staff shall take the visitor log with them as they evacuate the building and use the log to account for all visitors as they are notified that the visitors are safely out of the building. The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included: · Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place. · Reporting to the Incident Commander when a student, staff member, or guest cannot be located.* Dismissal of Students if they have been relocated in the building.

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

Building Resource Information

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

Building Information

Bus Garage: Yes

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

Heating Plant: Yes

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

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

Phone System: Yes

Fax Machine: Yes (Superintendent's Office)

Portable Water: Yes

Water Supply: Municipal & Private Well

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

Handicap Building Entrance: Yes - 3

Handicap Restroom: Yes (First Floor)

Shower Facilities: Yes (Male & Female)

Blankets & Cots: Yes -2 (Health Office)

Zoned Fire Alarm: Yes, Simplex

Security System: Yes, 4 video cameras

Food Storage: Yes (3 days)

Battery Radio: Yes

Handicapped Restroom: Yes

Flashlights: Yes

Bull Horn & Batteries:

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

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

Fire Extinguishers: 35

CROWN POINT CENTRAL SCHOOL DISTRICT



AUTOMATED EXTERNAL DEFIBRILLATION PLAN

Appendix A Crown Point Central School

AUTOMATED EXTERNAL DEFIBRILLATION

Crown Point Central School (CPCS) has instituted a Public Access Defibrillation Program (PAD Program) in order to enhance the safety of the students, staff and visitors to our campus. The Policy is designed to assure that the volunteer personnel who operate Automated External Defibrillators (AED) are properly trained, that all AED equipment is maintained in good operating condition, and that all New York State laws, rules, and regulations applicable to the program are strictly adhered to at Crown Point Central School.

In an effort to comply with this policy, CPCS shall establish protocols and procedures regarding the use of AED. Such procedures shall include, but not be limited to, the following components:

1. Persons providing PAD be properly trained and certified, as required by law.
2. The rapid arrival of EMS; therefore, 911 and/or the community equivalent ambulance dispatch entity will be called immediately when the AED is used.
3. Ready identification of the location of the AED unity.
4. AEDs are in a state of readiness at all times; therefore, all regular maintenance and checkout procedures of the AED will meet or exceed the manufacturer's recommendations.
5. Appropriateness in providing PAD; therefore, we will participate in the required
6. Quality Improvement Program as determined by the Regional Emergency Medical Service council (REMSCO).

Pursuant to Public Health Law, Sections 3000-a and 3000-b, CPCS (as a public access defibrillation provider), or any employee or other agent of CPCS who, in accordance with the provisions of law, voluntarily and without expectation of monetary compensation, renders emergency medical or first aid treatment using an AED to a person who is unconscious, ill, or injured, shall not be liable for damages for injury or death unless caused by gross negligence.

Crown Point Central School

AED COMMITTEE

(Task Force)

Superintendent	Tara Celotti
Athletic Director	John Swinton
School Nurse:	Kellie Bilow
CPR-AED Educator	
Resource Officer:	Officer
CPR-AED Educator	
Facilities Supervisor	Caleb Spaulding
Medical Director	Dr. Michael Celotti, DO
Emergency Health Care Provider	University of Vermont Health Network Moses Ludington Hospital
PAD Trainers	American Heart Association
AEDs	Medtronic Lifepak 500 (2)

Crown Point Central School

2021-2022 AED Trained Responders

CPR-AED Trained
Kellie Bilow
Crystal Farrell
Paula LaDeau
Mary Hope McGinness
Sharon Norton
Randy Pertak
John Swinton
Angelo Rodriguez

AED Policy Public Access Defibrillation Collaborative Agreement

This document shall serve as a collaborative agreement for CPCS and the company's medical director/emergency health care provider. This document shall meet the provisions set forth in New York State Chapter 552 of the Laws of 1998 and Article 30 NYS PHL authorizing Public Access Defibrillation.

PURPOSE:

CPCS is participating in Public Access Defibrillation to ensure that as many employees as needed can be trained in the use of an Automated External Defibrillator (AED). This training will be provided for the acquisition, deployment, and use of an AED(s) within the facility in an effort to reduce the number of deaths associated with sudden cardiac arrest.

MEDICAL DIRECTOR/EMERGENCY HEALTH CARE PROVIDER:

CPCS operates under the guidance of a physician, medical director or emergency health care provider (EHCP). This shall fulfill the requirements of an "emergency health care provider" as outlined in Article 30 PHL and NYS DOH Bureau of EMS Policy.

TRAINING:

CPCS has adopted the American Heart Association guidelines for PAD and the training of employees in the use of the AED. All emergency response personnel and any other interested persons MUST successfully complete the required training course. All personnel must complete refresher training in accordance with the guidelines set forth by the training program. The trained employees shall be familiar with the location of the AED and perform regularly scheduled inspections (as recommended by the manufacturer) on the unit.

PROTOCOL FOR USE OF AED:

CPCS has adopted the American Heart Association AED Treatment algorithm for the use of the AED(s). The company's AED(s) shall be programmed to prompt the user and deliver counter shocks as outlined by the American Heart Association algorithm.

EMS NOTIFICATION:

CPCS will notify the Lamoille Ambulance Squad, A.E. Phelps Fire & Rescue and the Essex County Public Safety Answering Point (Dispatch Center) by mail of the placement and training for public access defibrillation. The Essex County Public Safety Answering Point (Dispatch Center) will also be notified in the time of emergency.

DOCUMENTATION AND QUALITY IMPROVEMENT:

Anytime the AED is used in the resuscitation efforts of a patient, the operator shall complete a written report, it shall be photocopied for the company's records and mailed to the appropriate Regional EMS Council (REMSCO) for data collection. This will be done as soon as possible to allow for further compilation of data as well as review of the incident.

All incidents involving the use of the AED shall be reviewed by the company's Physician Medical Director/Emergency Health Care Provider in an effort to continue providing better care to future patients.

SUMMARY:

CPCS is participating in Public Access Defibrillation in an effort to provide progressive quality emergency medical care to the employees, students and/or visitors who have experienced cardiac arrest. A number of employees will be trained to the standards of the American Heart Association to perform CPR and utilize an AED in accordance with these provisions in an effort to lessen the number of deaths caused by sudden cardiac arrest.

Authorization Names and Signatures:

School Representative

Date

Physician Medical Director/EHCP Representative

Date

PUBLIC ACCESS DEFIBRILLATION COLLABORATIVE AGREEMENT

It is the intent of Crown Point Central School to provide public Access Defibrillation. This service is being offered in cooperation with Michael Celotti, DO. In accordance with the provisions of Chapter 662 of the Laws of 1988 and New York State Department of Health Bureau of Emergency Medical Services Policy Statement 98-10, our organization has:

- Identified a physician or hospital knowledgeable and experienced in emergency cardiac care to serve as our Emergency Health Care Provider (EHCP).
- Selected an approved PAD training course for AED users. (Approved courses in NYS are administered by the American Red Cross, American Heart Association and the National Safety Council).
- Provided written notice to 911 and/or community equivalent ambulance dispatch entity of the availability of AED service at our organization's location.
- Filed with the Regional Emergency Medical Services Council (REMSSC) serving the area a copy of the Notice of Intent to Provide PAD" (DOH 4135) along with a signed copy of this agreement.
- Agreed to file a new Collaborative Agreement with the Regional Emergency Medical Services Council (REMSCO) if the Emergency Health Care Provider (EHCP) changes.
- Agreed to Participate in the required Quality Improvement Program, mailing in the required information each time the AED is used.

POLICIES:

It is the policy of our organization that persons providing PAD be properly trained, therefore all persons providing PAD shall be certified by the American Heart Association.

It is the policy of our organization to ensure the rapid arrival of EMS, therefore 911 and/or the community equivalent ambulance dispatch entity will be called immediately when the AED is used. Our primary responding ambulance is:

Crown Point Fire & Rescue

It is the policy of our organization to ensure ready identification of the location of the AED units, therefore our unit(s) will be located in a permanent location.

Gym Hallway and Elementary Hallway

It is the policy of our organization to ensure the AED is in a state of readiness at all times, therefore all regular maintenance and checkout procedures of the AED will meet or exceed the manufacturer's recommendations. The unit will be maintained and inspected by

The School Nurse and the Athletic Director

It is the policy of our organization to ensure appropriateness in providing PAD, therefore we will participate in the required Quality Improvement program as determined by the Regional Emergency Medical Services Council (REMSO).

Signed in agreement:

Crown Point Central School

Michael Celloti, DO

Print Name

Print Name

Date Signed

Date Signed

DOH-4135 Notice Of Intent To Provide Public Access Defibrillation (PAD)

**Notice of Intent to Provide
Public Access Defibrillation**

Original Notification Update

Entity Providing PAD

Crown Point Central School Name of Organization	150203040001 Agency Code	(518) 597-3285 Telephone Number
Tara Celotti Name of Primary Contact Person		tspaulding@cpcsteam.org E-Mail Address
Address PO Box 35, 2758 Main Street		(518) 597-4121 Fax Number
City Crown Point	State NY Zip 12928	

Type of Entity (please check the appropriate boxes)

<input type="checkbox"/> Ambulance	<input type="checkbox"/> Restaurant	<input type="checkbox"/> Private School
<input type="checkbox"/> Business	<input type="checkbox"/> Fire Department/District	<input type="checkbox"/> College/University
<input type="checkbox"/> Construction Company	<input type="checkbox"/> Police Department	<input type="checkbox"/> Physician's Office
<input type="checkbox"/> Health Club/Gym	<input type="checkbox"/> Local Municipal Government	<input type="checkbox"/> Dental Office or Clinic
<input type="checkbox"/> Recreational Facility	<input type="checkbox"/> County Government	<input type="checkbox"/> Adult Care Facility
<input type="checkbox"/> Industrial Setting	<input type="checkbox"/> State Government	<input type="checkbox"/> Mental Health Office or Clinic
<input type="checkbox"/> Retail Setting	<input type="checkbox"/> Public Utilities	<input type="checkbox"/> Other Medical Facility (specify)
<input type="checkbox"/> Transportation Hub	<input checked="" type="checkbox"/> Public School K-12	<input type="checkbox"/> Other (specify)

PAD Training Program CPR AED training program must meet or exceed current ECC Standards.

American Heart Associatin

Automated External Defibrillator

Medtronic Physic Manufacturer of AED Unit	LP 500 Biphasic	Is the AED Pediatric Capable? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10 Number of Trained PAD Providers	2 Number of AEDs
---	------------------------	---	--	----------------------------

Emergency Health Care Provider

Dr. Michael Celotti, MD Name of Emergency Health Care Provider (Hospital or Physician)	233197 Physician NYS License Number	(518) 942-7123 Telephone Number
Address 33 Tom Phelps Lane		() Fax Number
Mineville City	NY 12956 State Zip	

Name of Ambulance Service and 911 Dispatch Center

Lamoille Ambulance Service Name of Ambulance Service and Contact Person	(802) 635-7724 Telephone Number
93 Lower Main Street W, Johnson, VT 05656 Name of 911 Dispatch Center and Contact Person	County

Authorization Names and Signatures

CEO or Designee (Please print)	Signature	Date
Physician or Hospital Representative (Please print)	Signature	Date

DOH-4135 8/16 Send completed form and Collaborative Agreement to the REMSCO in your area.

Crown Point Central School Emergency Action Plan

For all major events occurring and sponsored by the Crown Point Central School, an AED Trained Volunteer and AED will be present. This includes school athletic grounds, plays, dances, etc. Individuals should be assigned roles before the beginning of the event or game. In the event OF AN EMERGENCY, the persons listed below are assigned the following duties:

RETRIEVE THE AED - DESIGNATED PERSONS LIST- PAGE 5

If the victim is unresponsive, you should quickly retrieve the AED and deliver it to the victim's side. The AED should be brought to the scene for all unresponsive victims so there is no delay in retrieval.

911 CALLER NAME:

You should quickly determine the nature of the problem and if appropriate call 911. You should be prepared to provide the following information to the 911 operator.

- THE LOCATION OF CALL: You should advise the operator to instruct the EMS providers to arrive at the Crown Point Central School.

- THE NATURE OF THE EMERGENCY.

- THE NUMBER YOU ARE CALLING FROM

- WHAT CARE IS BEING PROVIDED AT THE SCENE

- YOU SHOULD NOT HANG UP UNTIL INSTRUCTED BY THE OPERATOR.

After calling 911 you should go to the front of the school to meet the ambulance and direct them to the scene.

If there is only one trained CPR-AED rescuer present, that individual should remain with the victim and direct others to make the call and retrieve the AED.

_____ Date _____ Event _____

Mountain Lake Regional EMS Council 365 Aviation Road, Queensbury, NY 12804
518-793-8200

Public Access Defibrillation Q1 Report

Name of PAD Provider Organization: _____

Date of Incident ___/___/___ Time of Incident: ___:___ am/pm

Patient's Age: _____ Patients Sex: ___ M ___ F

CPR prior to Defibrillation: ___ Attempted ___ Not Attempted

Cardiac Arrest: ___ Not Witnessed ___ Witnessed by Bystander ___ Witnessed by AED

Estimated Time (in minutes) from Arrest to: CPR ___ Shock: ___ Indicated ___ Not indicated

Estimated Time (in minutes) from Arrest to 1st shock: ___ Number of Shocks: ___

Additional comments:

Patient Outcome at incident Site:

Return of pulse and breathing No return of pulse or breathing
 Return of pulse with no breathing Became responsive
 Return of pulse, then loss of pulse remained unresponsive

Name of AED Operator: _____

Transporting Ambulance: _____

Name of Facility Patient Transported to: _____

Name of Emergency Health Care Provider: _____

Signature of Health Care Provider

Date of Report

This Report is to be completed by the Organization's Emergency Health Care Provider (Physician or Hospital-designated Physician) or AED user within five (5) business days of use of an AED.

This completed report must be mailed to:

Mountain Lake Regional EMS Council, 365 Aviation Road Queensbury, NY 12804

The information obtained from this report will be maintained as confidential Quality Assurance information pursuant to Article 30, Section 3004-A and 3006 of the Public Health Law of the State of New York.

AED Site Information Form for EMS

Company Name: _____

Site Location: _____

Site Address: _____

Type of business: _____

Work hour (reg/shift hrs): _____

Number of people at site each day: _____

AED program coordinator: _____

Telephone #: _____ FAX #: _____

e-mail: _____

Type of AED (manufacturer and model number): Medtronic Physio-Control LP 500

Biphasic Life Pak 500

Number of AEDs: 2

Location of AEDs: #1 Gym Hallway #2 Elementary Hallway

Date AED put into service: _____

Training program: _____

Name of instructor(s): _____ Tel # _____

_____ Tel # _____

Number of people trained: 10

Date training completed: _____ Renewal date: _____

Medical director: _____ Tel # _____

Local Fire Dept.: A.E. Phelps fire & Rescue Tel # 518-597-3211

**Written Practice Protocols and Procedures
Relating to the
Public Access Defibrillation (PAD) Program**

Crown Point Central School district has instituted a Public Access Defibrillation Program (PAD) in order to enhance the safety of the students, staff and visitors to our campus. This document sets forth the practice protocols, policies and procedures of the Crown Point Central School District PAD Program. The policy is designed to assure that the volunteer personnel who operate AEDs are properly trained, that all AED equipment is maintained in good operating condition, and that all NYS laws, rules and regulations applicable to the program are strictly adhered to by the Crown Point Central School District.

MEDICAL DIRECTORS

Crown Point Central School District has entered into a collaborative agreement with the following Medical Director:

Hudson Headwaters Health Network, Michael Celotti, DO
33 Tom Phelps Road, PO Box 480, Mineville, NY 12956 518-942-7123

University of Vermont Health Network Moses Ludington Hospital
Wicker Street, Ticonderoga, NY 12883 518-585-2831

If the identity of the Medical Directors changes, Crown Point Central School District shall Enter into a collaborative agreement with a new Medical Director, and shall submit the new collaborative agreement to the Mountain Lakes Regional EMS Council.

TRAINING

Only those volunteer employees who are trained to use AEDs in accordance with the laws of the State of New York shall be authorized to use the AEDs.

All authorized personnel must successfully complete a training course in the operation of AEDs designed by a nationally recognized organization approved by the NYS Department of Health for the purpose of training people in the use of AEDs.

All authorized personnel must maintain on file with the Crown Point Central School's Site-Coordinator, a written certification card or other written evidence satisfactory to the Medical Director, establishing such authorized person's successful completion of an approved AED training course.

All such certifications must be current and still effective under the standards of the organization that has approved the course to which such certification relates and only authorized personnel with certifications effective at the time of use of any AED may use a CPCS AED.

Crown Point Central School District will provide on-going training in the use of AEDs for its authorized personnel to the extent recommended by the organization that has approved the training courses attended by CPCS authorized personnel.

RESPONSE AND SYSTEM ACTIVATION PROTOCOL

With the assistance of our Medical Director, protocols will be developed that clearly provide instruction to occupants of the facility in the event of a victim collapse.

These protocols will delineate how the CPR-AED system at CPCS is activated, the importance of calling 911 immediately, how the first arriving rescuers on the scene

should coordinate resources, and procedures for follow-up after the victim has been transported to the hospital.

RESCUERS RESPONSE

Rescuers will be oriented to the emergency response system and follow a special protocol that defines the roles of the first and subsequent responding rescuers. Drills will be conducted on a semi-annual basis to assure that the system is working properly and that rescuers retain key lifesaving skills.

LOCATION OF AED UNIT(S)

Crown Point Central School district has two (2) AED Units, which are to be available at the following locations:

- Elementary hallway (close proximity to the cafeteria)-marked by red-AED
- Gymnasium Lobby-marked by red-AED

If the Crown Point Central School District elects to obtain additional AEDs, this policy shall be amended to reflect such additions, and the location at which they shall be employed.

MAINTENANCE AND INSPECTION OF AEDs

All AEDs shall be kept protected in their cases, as supplied by the manufacturer, and shall be kept in clean, warm, and dry locations at all times when not in use. Both AEDs will be mounted to the school walls as AED stated locations.

All AEDs will be checked monthly according to manufacturer's maintenance recommendations.

DOCUMENTATION REQUIREMENTS

In the event that any AED is used, the following steps will be required.

- a) A QI Report will be created by the Site Coordinator and the responder and sent to the appropriate Medical Director as soon as possible.
- b) The Site Coordinator will submit a copy of the QI report to the Mountain Lakes Regional EMS Council, 365 Aviation road, Queensbury, NY 12804.
- c) An "Event Audit" with the responding personnel to discuss the incident, the outcome, and any possible changes or improvements that could be made to the process.

QUALITY IMPROVEMENT PROGRAM

As required by the NYS Health Department, Crown Point Central School District will participate in regionally approved quality improvement program, the details of which can be obtained from the following location:

Mountain Lakes Regional EMS Council
365 Aviation Road
Queensbury, New York 1280

Automated External Defibrillation Planning Information

The following information is intended to serve as a guide only. It does not include every item that needs to be considered for full compliance with the recently passed legislation.

1. Districts must establish a Task Force on Automated External Defibrillation (herein referred to as "AED"). A Task Force coordinator should be appointed in order to facilitate this process. The Task Force should consist of:
 - Task force Coordinator - This individual will oversee the implementation and maintenance of a CPR-AED program. Responsibilities include the development of agendas and designation of responsibilities for Task Force members.
 - Medical Director - This individual will oversee the education portion of the program.
 - Device Coordinator - This individual will facilitate the purchase and maintenance of the AED's. Responsibilities shall include the recruitment of vendors, and the development of maintenance agreements with manufacturers.
 - School Administrators- One individual shall provide administrative support for the project and serve as the liaison with key employee groups in the District. In addition, several individuals shall be included on the Task Force to provide leadership and support for the team as a whole. They shall be involved in the development of procedure and protocol for AED use in the district.
2. The Task Force will contact an Emergency Health Care Provider (herein referred to as "EHCP"), and enter into a collaborative agreement accordingly.
3. In concert with the EHCP, THE Task Force must select an approved Public Access Defibrillation (herein referred to as "PAD") training course for defibrillator users. **Training for volunteers shall take place immediately upon the approval of the course.**
4. In concert with the EHCP, the Task Force must arrange for the purchase of AE units.

Key Elements of a School-Based PAD Program
Excepted from Public Access Defibrillation (PAD) I Schools (2000)

NYS Education Department

The following elements have been identified as essential in the planning and support of your district's public access defibrillation (PAD) program:

- A core emergency response team of trained personnel, including the school nurse, and a method to activate this team.
- A well-defined emergency plan that clearly states all policies and procedures relative to the use of an automatic electronic defibrillator (AED).
- Strategic placement and availability of the AED unit(s).
- A rapid and effective communication system, especially with regard to events held at remote locations.
- Initial training, periodic refresher sessions, and systematic retraining of appropriate staff in CPR, including the use of AEDs.
- Regular maintenance of the AED unit(s) according to the manufacturer's specifications.
- Periodic testing and repair/replacement of non-functioning units.
- Reporting the use of an AED to the collaborating emergency health care provider, who in turn is required to report to the Regional Emergency Medical Service Council.
- Physician oversight.

AED Programs Q&A



**American
Heart
Association®**

1. What is public access to defibrillation?

Public access to defibrillation (PAD) means providing access to AEDs in public and/or private places.

2. What is an AED?

The automated external defibrillator (AED) is an electronic medical device. An AED can check a person's heart rhythm. It can recognize a rhythm that requires a shock. It can advise the rescuer when a shock is needed. The AED uses voice prompts, lights and text messages to tell the rescuer the steps to take.

AEDs are very accurate and easy to use. With training, anyone can learn to operate an AED safely. There are many different brands of AEDs, but the same basic steps apply to all of them. The AHA does not recommend a specific mode.

3. What is the AA position on placement of AEDs?

The AHA strongly advocates that all EMS first-response vehicles and ambulances be equipped with an AED or another defibrillation device (semi automatic or manual defibrillator). The AHA also supports placing AEDs in targeted public areas such as sports arenas, gated communities, office complexes, doctor's offices, shopping malls, etc. When AEDs are placed in the community or a business of facility, the AHA strongly encourages that they be part of a defibrillation program in which:

- Persons that acquire an AED notify the local EMS office.
- A licensed physician or medical authority provides medical oversight to ensure quality control.
- Persons responsible for using the AED are trained in CPR and how to use an AED.

4. Why is notifying the local EMS office important?

It is important for the local EMS system to know where AEDs are located in the community. In the event of a sudden cardiac arrest emergency, the 9aa dispatcher will know if an AED is on the premises and will be able to notify the EMS system as well as the responders already on the scene.

5. Why should a licensed physician or medical authority be involved with purchasers of AEDs?

This is a quality control mechanism. The licensed physician or medical authority will ensure that all designated responders are properly trained and that the AED is properly maintained. He or she also can help the establishment develop an emergency response plan for the AED program.

6. Why should people who are responsible for operating an AED receive CPR training?

Early CPR is an integral part of providing life saving aid to people suffering sudden cardiac arrest. CPR helps to circulate oxygen-rich blood to the brain. After the AED is attached and delivers a shock, the typical AED will prompt the operator to continue CPR while the device continues to analyze the victim.

7. If AEDs are so easy to use, why do people need formal training in how to use them?

An AED operator must know how to recognize the signs of a sudden cardiac arrest, when to activate the EMS system, and how to do CPR. It's also important for operators to receive formal training on the AED model they will use so that they become familiar with the device and are able to successfully operate it in an emergency. Training also teaches the operator how to avoid potentially hazardous situations.

8. Can anyone buy an AED?

AEDs are manufactured and sold under guidelines approved by the Food and Drug Administration (FDA). The FDA may require someone who purchases an AED to present a physician's prescription for the device.

9. My health club has identified a member physician willing to purchase an AED for the club. What's the first step in the process?

Your local EMS system can help you find out about local and state protocols and requirements for AED training and use.

10. The police are the first responders in my community. Officials are reluctant to have them carry and use AEDs for fear of potential litigation. What legislation is currently in effect to protect first responders who use an AED?

If the person is a trained and licensed medical first responder (MFR), an established standard of care is outlined in the law, and those operating within these guidelines are protected under these laws. These same guidelines pertain to the personnel in your EMS system. If they are not trained and licensed MFRs, check the state laws to determine if lay rescuers are given limited liability immunity. If not, they may not be protected from litigation. Agencies should seek legal counsel before implementing a defibrillation program.

11. How much does an AED cost?

The price of an AED varies by make and model. Most AEDs cost between \$1500-\$2000.

12. What steps should an organization take to buy an AED for its premises?

Any person or entity wanting to buy an AED may first need to get a prescription from a physician. The AED should be placed for use within an AED program that includes these elements:

- Training of all users in CPR and operation of an AED (this can be achieved through the AHA HeartSaver CPR AED course).
- Physician oversight to ensure appropriate maintenance and use of the AED.
- Notifying local EMS of the type and location of AED(s).

13. Can AEDs be used on children?

Children over age 8 can be treated with a standard AED. For children ages 1-8, the AHA recommends the pediatric attenuated pads that are purchased separately. In infants <1 year of age a manual defibrillator is preferred. If a manual defibrillator is not available, an AED with a dose attenuator may be used.

14. Which AED model does the AHA recommend?

The AHA does not recommend a specific device. All AED models have similar features, but the slight differences between them allow them to meet a variety of needs. The AHA encourages potential buyers to consider all models and make a selection based on the buyer's particular needs. The local EMS system can help you with this decision.

15. Training - How can I enroll in a CPR AED class?

The American Heart Association offers CPR AED eLearning and instructor-led training courses.

Visit heart.org/workforcetraining for more information.

2018 American Heart Association DS13263 4/18

General Information

1. What does Education Law 917 Require?

- Section 917 of Education Law requires all school districts to become Public Access Defibrillator providers in accordance with Public Health Law 3000-b. Prior to the passage of Section 917, school districts were encouraged to voluntarily become PAD providers.
- Under *Public Health Law 3000-b* all school districts, BOCES, county vocational education and extension boards, and charter schools must provide and maintain on-site in each instructional school facility, at least one functional automated external defibrillator, (AED) for use during emergencies. The legislation also requires public school officials and administrators responsible for such school facilities to ensure the presence of at least one staff person who is trained in the operation and use of an AED.

- Public access defibrillation programs allow trained lay people to use an automated type of defibrillator in combination with APR. In 1998, Chapter 552 of Public Health Law was passed, authorizing Public Access Defibrillation to ensure greater public availability to AEDs.

2. When must a district provide an AED and a trained staff person?

- An AED must be available whenever public school facilities (including school districts, BOCES, county vocational education and extension or a charter school) are used for school sponsored or approved curricular or extracurricular activities and events, including athletic contests.
- A school sponsored athletic event means both extra class *intramural* activity of instruction, practice and competition for students in grades 4-12 and *interschool* competitive athletic events of instruction, practice or competition for students in grades 7-12 held at *any* location, even non-public school facilities.
- The International Consensus on Science, *Guidelines 2000 for Cardio-pulmonary Resuscitation and Emergency Cardiovascular Care* suggests that each instructional school facility should develop a plan that enables trained staff to respond to a victim's collapse within 4-5 minutes. (Source: Vol. 103, #8. American Heart Association. August 2000.)

3. What requirements must be met for a district to be a PAD provider?

Each PAD provider must:

- Give specific notification of intent to the local Regional Emergency Medical Services Council and The Department of Health (DOH). A link to the listing of regional councils can be found at <http://www.health.state.ny.us/nysdoh/ems/regional.htm>
- Identify a physician or hospital knowledgeable and experienced in emergency cardiac care to serve as "emergency health care provider (EHCP)" and participate in a collaborative agreement with the district.
- Select an approved training course for designated AED users.

4. Develop a written collaborative agreement with the EHCP. The collaborative agreement must include at least the following:

- Written practice protocol for the use of the AED
 - Written policies and procedures which:
 - a) Provide training requirements for AED users.
 - b) Ensure immediate calling of 911.
 - c) Ensure ready identification of the location of the AED units.
 - d) Provide for regular maintenance and checkout procedures of the AED unit(s) which meet or exceed manufacturers recommendations.
 - e) Detail documentation requirements and define participation in a regionally approved quality improvement program.
 - f) Define participation in a regionally approved quality improvement program.
 - Provide written notice to 911 and/or the community equivalent ambulance dispatch entity of the availability of AED service at the organization's location.
 - File a copy of the "Notice of Intent to Provide PAD" (DOH 4135) with the Regional Emergency Medical Service Council (REMSCO) in the area, along with a signed copy of the Collaborative Agreement with the EHCP.
5. How many AEDs will the district and BOCES need?
- Districts must consider: size and physical layout of the building, number and ages of individuals in the building, types and locations of athletic events, location of curricular and extracurricular events, and other design features that might be unique to the facility.
 - Strategic placement and availability of AEDs, as well as trained staff, are critical to the school's PSD program.

6. Who will use the AEDs?

As a general rule, the Taylor Law provides that the addition of a duty is mandatorily negotiable if the additional duty is not inherently part of the employee's existing duty description. On the other hand, if the additional work is inherently part of the employee's regular duties, the employer has no duty to negotiate the decision to require it. In either case, the employer has a duty to bargain the impact of the additional work assignment if the union demands impact bargaining. Therefore, those employees who are already required, as part of their regular duties, to provide emergency care response, can be required to perform AED use without negotiation for the decision. To the extent that the

union is able to reach agreement with the employer that AED users will be identified as a result of voluntary participation, bargaining concerning the impact of the additional responsibility remains an option available to the union.

Issues appropriate for bargaining are:

- Payment for training time if outside the normal working hours.
- Reinforcement of liability protection under Education and Public Officers law.
- Clarification that training in AED use does not add this duty to the scope of a job title
- Ability to decline assignments.
- Specification of use- when, on whom for what events.
- On call, overtime payments or stipends.
- Clarification of district responsibility for maintenance on security of AEDs.

LIABILITY

7. What if something goes wrong during the use of an AED? What protections do our members have?

Section 3023 and 3811 of Education Law and Public Officers Law Section 18 require school districts and BOCES to “save harmless,” defend and indemnify employees in certain circumstances. Employees are protected from financial loss in negligence action and indemnified in any action, where such negligence or other action arises out of the performance of the employee’s duties and are within the scope of her/his employment.

In addition, if a person is trained voluntarily and without compensation and uses an AED, there is liability protection through state Public Health Law Section 3000. Section 3000 liability would NOT cover employees who are mandated to be AED users and/or who receive compensation (i.e. stipends). It would also not cover those employees whose job titles normally include emergency care response as part of their role. Those employees, however, would have liability indemnification under Education Law sections 3023, and 3811 and under Public Officers Law Section 18. Locals and staff are encouraged to meet with district administration to specify member’s duties regarding AED use and to clarify all issues of liability.

TRAINING

8. Where can districts get training for their AED users? Is there training for using pediatric AEDs? When should training be held?

- A list of contact information on approved training providers may be found at the following web site:

<http://www.nyhealth.gov/nydoh/ems/policy/09-03.htm>

- Currently there is no approved PAD training course for the use of pediatric-modified AEDs. The New York State Department of Health, Bureau of Emergency Medical Services, indicated that PAD training that includes Infant CPR, Child CPR, Adult AED, and manufacturer's guidelines on the use of the defibrillator with children under the age of 8, would meet the requirements for PAD programs using an FDA approved pediatric-modified AED.
- Districts may use Safety/Risk Management CoSer No. 7470 to provide training, conduct building assessments, and conduct drills.
- Training should be held during the regular workday. If this is not possible, staff should be paid for their time attending the training during off-hours.

9. What should a district do to effectively plan and support a Pad Program?

The State Education Department has identified the following elements as essential in the planning and support of a district's public access defibrillation (PAD) program.

- A core emergency response team of trained personnel, including the school nurse, and a method to activate the team.
- A well-defined emergency plan that clearly states all policies and procedures relative to the use of an automatic electronic defibrillator (AED).
- Strategic placement and availability of the AED unit(s).
- A rapid and effective communication system, especially with regard to events held at remote locations.
- Initial training, periodic refresher sessions, and systematic retraining of appropriate staff in CPR, including the use of AEDs.
- Regular maintenance of the AED unit(s) according to the manufacturer's specifications.
- Periodic testing and repair/replacement of non-functioning units.

- Reporting the use of an AED to the collaborating emergency health care provider, who in turn is required to report to the Regional Emergency Medical Services council.
- Physician oversight.

Following is a set of recently revised questions and answers from the New York state Education Department. For more information, visit the SED web site:
<http://www.p12nysed.gov/sss/schoolhealth/schoolhealthservices/AEDs.html>.

**New York State Education Department Questions and “Answers Regarding
Implementation of Section 917
Automated External Defibrillators in Schools**

*Note: for the purposes of this document LEA shall mean “a school district, a board of cooperative educational services, a county vocational education and extension board or a charter school” unless otherwise indicated.

DEFINITIONS

1. What is an instructional school facility?

- An instructional school facility means a building or other facility (such as an athletic field) maintained by an LEA where instruction is provided to students pursuant to its curriculum.

2. What does “maintain” mean?

- For the purposes of this legislation, maintained shall mean owned, leased or rented by the LEA. i.e. the legal responsibility of the LEA.

3. What is the difference between a school-sponsored and a school-approved event?

- School-sponsored and school-approved curricular and or extracurricular events/activities are all activities of the LEA associated with its instructional curriculum or otherwise offered to its students: for example, classroom instruction, school clubs, and athletics.
- Activities related to the LEA that are NOT curricular in nature are excluded from this mandate: for example, Board meetings, PTA meetings, school-based management team meetings, etc.
- Other activities sponsored by outside groups such as 4-H, Girl/boy Scouts, community Youth Groups including physical activity, etc. are not included in this mandate, even if the school process includes board or administrative approval.

4. What is the difference between curricular and extracurricular?

This legislation covers both curricular and extracurricular activities that are related to the LEA’s instructional program, including athletic contests and events. No distinction needs to be made.

5. What is the difference between an athletic contest and a competitive athletic event?

- An athletic contest refers to a sports activity that takes place within a district.

- A competitive athletic event refers to an athletic event that takes place between two or more districts or between a district and one or more non-public schools.
- This legislation requires AED coverage for both athletic contests and competitive athletic events.
- Athletic practices must also be covered.

6. What is the difference between ensure and assure?

- For the purposes of this legislation, ensure and assure have the same meaning.

7. How is staff defined for the purposes of this law?

- Staff is defined as anyone responsible for rendering services related to the LEA's curricular and/or extracurricular program, including those employed (paid for services, e.g. Outside security personnel) and individuals who volunteer (e.g. assistant coaches, trainers, classroom aides, etc.)

APPLICATION

1. Where and when must AED coverage be provided by an LEA?

- AED coverage must be provided in all instructional school facilities used for school sponsored or school-approved curricular or extracurricular events or activities and school-sponsored athletic contests and competitive athletic events.

2. Is the LEA responsible for providing AED coverage for children under 8 years/55 pounds who are involved in curricular or extracurricular activities in an upper elementary, middle or high school building?

- The regulation (CR 136.4) states that the LEA must provide AEDs "appropriate for the population reasonably anticipated to be served."
- If children under 8 years/55 pounds are present in an upper elementary, middle or high school facility as a routine part of their instructional curriculum, i.e. daily or weekly, coverage must be provided.

The law applies to:

1. "Portable" buildings, such as those used during construction.
2. Athletic events at a non-public school or a community facility:

- A LEA should take reasonable steps to increase the likelihood that an AED will be available in the event of an emergency.
3. Activities in which students are spread out over large distances, such as golf events, cross-county track, crew:
 - The LEA should take reasonable steps to increase the likelihood that an AED will be available in the event of an emergency.
 - A communication system and a mechanism for transporting the AED and a trained operator to the site of an emergency should be included as part of the LEAs response plan.
 4. An off-site building that is maintained by the LEA and used for curricular activity, regardless of the number of students involved (e.g. 20-3- students in an off-site environmental class).
 5. Adult education classes, if part of the district's instructional program.
 6. Before and after school programs, if part of the LEA's instructional program or otherwise offered to its students.
 7. Activities such as play rehearsals, debate club, etc. at the instructional school facility.

The Law DOES NOT Apply to:

1. Buildings such as bus garages and administrative buildings that are used solely for non-instructional purposes (not used for curricular and/or extracurricular purposes).
2. Field trips (examples include class trips, travel abroad, short-term off-site trips to investigate subjects relevant to classroom instruction (environmental exploration at we land, museum visit to learn about wars, trip to a botanical garden), a class walk to a park).
3. Non-school groups, community groups/activities.

Crown Point Central School
PO Box 35, 2758 Main Street Crown Point, NY 12928
Event Report

Date of Event: _____

Time of Event: _____

Location of Event: _____

Patient's Name: _____

Patient's Age: _____

AED Operator: _____

CPR Rescuer(s): _____

EMS Caller: _____

Transporting Ambulance Service: _____

Transported To: _____

Time Patient Transported: _____

Number of shocks delivered: _____

If trained professional(s) equipment available and vital signs present:

Patient's Pulse: _____

Patient's Blood Pressure: _____

Report signed By: _____

Crown Point Central School
PO Box 35, 2758 Main Street Crown Point, New York 12928
Emergency Response Plan (AED Policy)

Notification

Ambulance service to Crown Point Central School is usually provided by Lamoille Ambulance Service. This service has been notified of the placement of an AED on premises.

Location of AED

The AED(s) will be located at the Elementary Hallway and in the Gymnasium Lobby.

Storage

All AEDs will be stored in unlocked cabinets in locations easily accessible during all hours that the building is open. These cabinets will have clear Plexiglas doors with the AED symbol prominent on them. Each cabinet will have an audible alarm that sounds when the door is opened. Also, a sign will be placed above each cabinet identifying the AED location.

Associated Equipment

One set of pads will be connected to the AED at all times (if possible) and a spare set of pads will be kept in the AED case. One rescue kit will also be stored with each AED. This kit will contain latex-free gloves, a razor, one set of trauma shears, a washcloth or small towel, and a pocket face mask or other barrier device.

Authorization to Use AEDs

The Superintendent, The Nurse, and the Athletic Director will maintain a list of personnel authorized to use the AED. Authorized staff will be those who have current certification in CPR and the use of AEDs from a recognized training agency. Additionally, trained and certified members of the general public are authorized to use the AED in cardiac emergencies.

All trained and certified persons present in the building when a cardiac emergency occurs will constitute the emergency response team (RT).

Procedure

In the event of an unresponsive individual on the grounds of or in any of the buildings of Crown Point Central School, The Superintendent, The Nurse and/or any member of the Emergency Response Team (ERT) is to be notified. The 911 system is to be immediately activated. The personnel in the main office shall announce a predetermined code word on the building's public address system. At least two members of ERT shall go to the announced location of the patient, assess the patient and if necessary begin CPR. At least one other member of the ERT shall go to the location of the AED and bring the AED to the patient. Any remaining members or bystanders should be used for crowd control or should be sent to key intersections to direct emergency personnel.

Protocol for the Use of the AED

IMMEDIATELY UPON ARRIVAL, CHECK THE SCENE FOR SAFETY, AND THEM VERIGY SUDDEN CARDIAC ARREST:

- Verify unconsciousness
- If no response, call or have someone CALL 911
- Don appropriate personal protective equipment
- Verify no breathing

- Perform CPR by:
 - Baring the patient's chest
 - Providing 30 chest compressions followed by 2 rescue breaths
 - Continue compressions and breaths on a ratio of 30:2 for approximately 2 minutes. Count out loud: 1,2,3, etc.
 - After 2 minutes, check for signs of circulation. If circulation is absent, continue CPR
- As soon as the AED arrives:
 - Place the AED near the patient's ear
 - Turn on the AED
 - Prepare the patient's chest
 - Cut or tear away clothing
 - If excessive chest hair, shave it
 - If medication patch where pads are to be placed, remove it with gloved hand, wipe off medication and discard
 - Dry the chest, if wet, or move patient to a dry area if lying in water
 - If patient is lying on a metal surface, move him
 - Pads should be attached at least one inch away from an implanted pacemaker/defibrillator
 - Apply defibrillation pads as per diagram on machine
 - Clear the patient as the AED analyzes heart rhythm and AGAIN immediately prior to shock delivery
 - Deliver shock when prompted by pushing the "shock" button
 - Check for signs of circulation. If absent, perform CPR for 2 minutes.

Continue sequence of one shock and 2 minutes of CPR until "No shock" prompt or EMS arrives. If no shock is advised, check for signs of circulation.

- If no circulation, continue CPR
- If circulation present, check breathing
 - If no breathing, provide rescue breaths- one every five seconds
 - If breathing is restored, move the victim to the recovery position. Do not remove pads from patient's chest and do not disconnect pads from the AED
- When EMS arrives, the rescuer will continue the AED protocol until EMS personnel acknowledge they are assuming responsibility for patient care.

Contradictions

- The AED should not be attached to persons who are breathing, conscious, or responsive
- The AED should not be used with children under the age of one (1) year
- If the victim is less than eight (8) years of age and if the facility has them, pediatric pads should be used. If no pediatric pads are available, adult pads can be used on a young patient as long as they do not overlap. Pediatric pads should never be used with adult patients.

Post Use Procedure

Following any use of the AED:

- Notify Dr. Michael Celotti, the Medical Director
- Complete an incident report
- Supply any recorded data from the rescue and all electronic files captured by the AED, if requested
- File a copy of incident report in superintendent's Office and Nurse's office
- Restock electrode pads, batteries, razors, gloves. Inspect all supplies for any damage, expiration dates and required replacement
- Clean the AED. Inspect the exterior and connector for dirt or contamination
- Notify staff AED is back in service

Post Event Review

Following each use of an AED by the ERT or a volunteer responder, a review shall be conducted to learn from the experience. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as stress debriefing.

Monthly System Check

Once each calendar month, The Superintendent and /or The Nurse shall conduct and document a system check. These records shall be retained in the Superintendent's office or the Nurses office.

This check shall include review of the following elements:

- Emergency kit supplies
- AED battery life
- AED operation and status
- Pad expiration date

Periodic Drills

Drills will be held (monthly, quarterly, and semiannually) to help rescuers practice and retain their skills. These drills will generally be conducted with small teams of rescuers and they will be unannounced. The person conducting the drills will provide feedback and guidance as necessary.

Policy Adopted: (Date) _____

Appendix B

BOMB THREAT RESPONSE GUIDELINES

Introduction

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

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

School Bomb Threats

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

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

Receiving Threatening Information

Anyone receiving information about a bomb threat, either verbally, by telephone, by written note or through seeing a suspicious object, is to **immediately notify the school building administrator or designee**. School personnel should not try to determine if a telephone bomb threat or suspicious package or letter is a hoax. **School personnel should proceed as if the threat is real.** The administrator or designee is to notify local law enforcement officials and initiate the

planned actions to move all occupants out of harm's way. Bomb threat information is not to be treated as a hoax and an official search must be conducted.

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

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

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

Other information which should be noted includes:

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

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

Police Notification and Investigation

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

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

building. A stranger to the building does not have the advantage of the employee in conducting this type of building search.

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

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

Bomb Threat Response Actions

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

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

Weather Conditions and Evacuation

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

Evacuation of Disabled Students, Staff and Teachers

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

Evacuation Areas

As identified in the school emergency plan, all students, teachers, staff, parents and guardians should know evacuation areas. The school emergency plan should address procedures for

informing parents and/or guardians of actions to protect and provide safety for their children. Parent and guardians need to know the locations (reception areas) of where students will be taken, if necessary, during emergencies until dismissal time or parental/guardian pick-up. (Bus Garage / Gymnasium / Auditorium / Fire House / etc.)

State Examinations

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

Re-Entry of Building - School Superintendent

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

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

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

Pre-Clearance and Security Screening in Lieu of Evacuation

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

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

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

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

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

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

Preventive Measures Checklist

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

- Install a caller ID system on school telephone lines and/or tape record incoming calls.

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

School Employee Involvement

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

should have access to building keys, floor plans and information about shut-off valves for heat, electricity and water.

Reporting Bomb Threats: Superintendent's Duties

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

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

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

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

Regulatory Basis for School Bomb Threat Actions

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

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

School emergencies have an impact on many people and other community operations. School administrators need to have a meeting with their local and county emergency coordinators to insure

school plans are congruent with local and county plans and procedures. Issues of mutual concern might include:

- Traffic routing for emergency vehicles.
- Emergency area perimeter security.
- Parents and guardians rushing to school.
- Telephone and communication overload.

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

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

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

Criminal Penalties: False Reporting of Emergencies

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

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

PROCEDURES FOR CLOSING SCHOOL

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

Communications of Instructions

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

	Notify transportation supervisor to summon drivers and buses and indicate where the students will board the buses.
	Decide where students should be taken if no one is at home and tell the transportation supervisor.
<i>Transportation Supervisor</i>	Set in motion the calling of bus drivers. Relay Superintendent's instructions.
<i>Bus Drivers</i>	Report as directed. Load students at designated areas.
<i>Superintendent / Designee</i>	Oversee loading of buses. Dismiss buses.
<i>Bus Drivers</i>	Drive students home or to relocation sites as directed (unless they can walk). Radio to Transportation Supervisor (channel 2) the names of students for whom no one is at home. Drive these students to an alternate location chosen either by parents or by the Superintendent.
<i>Transportation Supervisor</i>	Relay to the Superintendent the names of these students being returned for parental pick-up.
<i>Superintendent / Designee</i>	Maintain a list of students being returned to holding location to await parents.
<i>Building Staff</i>	Remain at assembly or relocation site until released by Superintendent.

Notification of Media and Parents

<i>Superintendent / Designee</i>	Decide what should be announced about emergency school closing. Ask District Office staff to call radio and television stations. If called by reporters, answer factually without getting into details.
<i>All Other Staff & Students</i>	Refer <u>all</u> questions to the Superintendent or Designee
<i>Superintendent / Designee</i>	Establish a reception site for parents. Keep accurate attendance list there. Summon children as parents arrive. Release children to parents or designee.
<i>Parents</i>	Sign out children and proceed home.
<i>Superintendent / Designee</i>	Release staff .

Notify School Board of Closing

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

BOMB THREAT CHECKLIST

RESPONSE ACTIONS

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

RESOURCES NEEDED

Immediate Resources

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

Long Term Resources

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

Bomb Threat Sweep Team:

Incident Commander – Tara Celotti
Leader – Caleb Spaulding

CP-4 Rev. 01-(14-D6



Place This Card Under Your Telephone

Questions to ask:

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

Exact wording of the threat:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

BOMB THREAT INSTRUCTIONS

Alternate – Michelle Dedrick
Team Member – Randy Pertak

Number at which call is received: _____

Time: _____ Date: _____

CALLER'S VOICE:

_____ Loud	_____ Soft
_____ High	_____ Deep
_____ Intoxicated	_____ Disguised
_____ Calm	_____ Angry
_____ Fast	_____ Slow
_____ Stutter	_____ Nasal
_____ Distinct	_____ Slurred
_____ Accent (type) _____	
_____ Other Characteristics: _____	

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

BACKGROUND SOUNDS:

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

THREAT LANGUAGE:

Well spoken (educated)	Incoherent
Foul	Taped
Irrational	Message read by threat maker

REMARKS:

Report call
immediately to: . _____

Phone Number: _____

Date: _____ Phone No: _____

Name: _____

Position: _____

Emergency Communication Information

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

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

▪

SCHOOL DISTRICT INFORMATION

EMERGENCY RESPONSE PLAN TELEPHONE NUMBERS:

Superintendent of Schools

Tara S. Celotti
(W) 597-3285
(C) 586-6624

Pupil Personnel Services

Michelle Dedrick
(W) 597-3285 (C) 796-2328

Head Custodian

Caleb Spaulding
(W) 597-3285 (H) 597-4220 (C) 586-1649

School Psychologist

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

School Nurse

Kellie Bilow, BSN
© 518-323-5202 (H) 503-4504

Head Cook

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

LOCAL CONTACTS:

Town offices & Supervisor, Charles
Harrington
597-3035 or 597-3643

Highway Dept, Bruce Burns, Jr.
597-3233 (Garage)

National Grid
800-867-5222

Gas Co.-Avery Energy 597-4222

CP Telephone Company: Business Office
597-3300- Repair Service - 597-3911

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

Animal Control: TBD

School Board President

Mitch St. Pierre
(H) 597-3861

Business Manager/Treasurer

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

Athletic Director

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

BOCES Superintendent

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

BOCES Safety Specialist

Tom Smith
(W) 561-0100 ext. 358
(H) 297-3732 (C) 534-5403

Sacred Heart Church Rectory:
597-3924

St. Mary's Church:
585-7144

Congregational: Parsonage
597-3398

First united Methodist Church
518-585-7995

EMERGENCY RESOURCE SERVICES

1st Contact for Immediate Response - 911

New York State Police – 518-873-2750
Port Henry - 546-7611
(Fax 962-4980)
Ticonderoga - 585-6200
Schroon Lake - 532-7691
Crown Point - 597-3421
(Fax 597-9737)

Ray Brook (24 hours) - 1-800-551-1502 or
897-2000 (Fax 891-5587)
Ticonderoga Police - 585-3456
Essex County Sheriff - 873-6902
Crown Point Fire Dept. Emergency Squad –
597-3700 or 911

Essex County Office of Emergency Services
Management – Matt Watts – 873-3900

NYS DOH ... 891-1800
St. Peter's/Bender Hygienic Lab
(H₂O testing) ... 472-9124

NYS DEC Spill Response Center 897-1242

Poison Control Center – 800-336-6997

HHHN Ti Health Center – 585-6708
(Fax) 585-3260

Ticonderoga Hospital
585-3900 / ER 585-3705

Elizabethtown Community
Hospital
Elizabethtown
873-6377

Radio Broadcasters

WOKO 98.9 FM – 802-658-1230

Town Of Ticonderoga Resources
Supervisor, Mark Wright 518-585-6265

Poison Control Center – 802-658-3456
DEC Regional Office - 897-1200 / 623-3671
NYS Dept. of Transportation ... 962-8326
NYS DOT Accident Reporting – 474-6377
Driver Drug Testing M.R.O.
(KJ Dennin) – 644-3531

Child Abuse Hotline ... 800-342-3720
Child Protection Agency ... 873-3420
Public Health Nursing Service ... 873-3500
Families First ... 873-9544 or 800-894-7504
Probation/PINS ... 873-3650
Red Cross Volunteer –
Glens Falls Chapter 321-8969
Essex Co. DPW – 873-3666

Essex County Health & Safety Officer
873-3733

Crown Point Health Center-597-3029
Mineville Health Center – 942-6661
Schroon Lake Health Center – 532-7120
Westport Health Center - 962-2313

Adirondack Medical
Center
Saranac Lake 891-4141
Porter Medical
Middlebury, VT
802-388-4701

Fletcher Allen Health Care
802-656-2345

Television Broadcasters

News Channel 3 – 1-888-422-4798
WPTZ - Channel 5 - Plattsburgh (518) 561-5555
News Channel 9 – 207-2900

WTEN - Channel 10

(518) 436-0777

Fire Department

Rescue Squad

Highway Department

Red Cross Services

Secondary Resources

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

NYNEX ... 800-698-3545

Citizens Communication Service

Crown Point Central School Radio Channels:

Channel 1

Caleb Spaulding

Railways: Railways and Crossings

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

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

Airports (There are no major airports in Essex County)

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

Air Rescue:

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

SARA III Location of Hazardous Materials

Ticonderoga – International Paper - 585-6761

Lake Placid – Lake Placid Water Department – 523-3612

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

Westport – Westport Wastewater Treatment Plant – 962-8605

Willsboro – Tambrands, Inc. – 963-4266

AEF Industries

Sewer Treatment

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

Inactive Hazardous Waste Disposal Sites

Ticonderoga - Old Ticonderoga Landfill

Essex County Coroners

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

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

Local Colleges and Universities

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

Middlebury College
Middlebury, VT
802-443-5000

North Country Community College
Ticonderoga Campus
585-4454

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

Neighboring School Districts

Ticonderoga Central School
Scott Nephew, Superintendent
518-585-6674 ext. 110
518- 585-6661 ext 118

Schroon Lake Central School
Harry Brooks, Superintendent
518-532-7164

Moriah Central School
William Larrow, Superintendent
518- 546-3301 ext. 505
Carrie Langey, Elementary Principal

Boquet Valley Central School
Joshua Meyer, Superintendent
518-962-8244

Putnam Central School
Matthew Boucher, Superintendent
518-547-8266

Crown Point Central School - Emergency Management Plan

Community Notification Procedures

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

1. The Superintendent or designee will initiate via e-mail, phone and text to inform and update school staff, parents and students via the blackboard messaging system, Parentsquare.
2. The Superintendent or their designee will make the decision to cancel school or not.
3. The Superintendent or their designee will contact the appropriate media networks to make the cancellation announcement.

RADIO

WOKO 98.9 FM – 802-658-1230
WEZF (Star 92.9)
WCQL 95.9 FM

WWSC 1450 AM
WCKM 98.5 FM

TELEVISION

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

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

Appendix D

THE 20 NEWS MEDIA - COMMANDMENTS

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

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

When a crisis occurs...

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

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

Next...

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

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

Next...

Quickly get the statement out to:

- Board Members
- Principals/administrators in other buildings

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

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

Tips for dealing with reporters...

Have general information on hand such as

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

More tips...

If you have no comment, explain why.

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

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

Reporter's bag of tricks...

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

Notes:

WHAT ARE THE MEDIA???

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

MEDIA CAN HELP YOU...

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

MEDIA

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

MEDIA OUTLETS I NEEDS



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

Notes:

MEDIA PERSPECTIVE

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

CULTIVATE THEM

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

DEVELOP YOUR MESSAGE

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



TELL YOUR STORY

Explain What
You Do

Explain How
You Operate

Give School &
Facility Tours

Notes:

TELL YOUR STORY ... FIRST!

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

**KNOW WHAT THEY WANT
NEWS**

WHAT IS NEWSWORTHY?

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

KNOW THEIR NEEDS

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

Notes:

REPORTERS WANT...

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

MEDIA NEEDS ON SCENE

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

Credibility = Success

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

Appendix E

Daily Dismissal Procedure

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

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

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

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

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

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

Appendix F

STUDENT DISMISSAL PRECAUTIONS

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

General Discussion

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

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

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

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

Education Law § 3210 (1) (c)

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Appendix G Emergency Evacuation

Crown Point Central School Emergency Evacuations Prior to the Start of School

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

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

Note: Master Evacuation Diagrams are included in this section.

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

Point Fire House, if necessary. Drivers are to take attendance and report back to the Transportation Supervisor.

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

Crown Point Central School

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

During Normal School Hours

A. FRONTAL EVACUATION:

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

Elementary (Pre-K-3) & Specials: Elizabeth Ross, Erica Peters
Middle School (4-6) & Specials: Jaci Pockett, Shannan Allen
High School (7-12) & Specials: Shane Thelen, Erica Carey

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

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

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

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

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

B. REAR EVACUATION:

Each coordinator can separate groups on the field as follows:

Grades Pre-K - 3 (with Specials) gather at the Bus Garage

Grades 4 - 6 (with Specials) and remain in their own group
 Grades 7-12 (with Specials) and remain in their own group

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

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

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

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

Physical Education/Gymnasium
<u>Front:</u> Exit through glass doors in corridor gym and use sidewalk to front
<u>Back:</u> Exit through back doors of gymnasium

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

Cafeteria
<u>Front:</u> Exit through side door in the lunchroom
<u>Back:</u> Exit through single door at bottom of ramp leading to the field

Technology

Front: Exit through garage door in classroom

Back: Exit through side door between the AIS Room and Music Room

Mrs. Stanley's Room

Music Room

AIS Room

Mrs. Thompson's Room

STEM/AIS Room

Pre-K Room

Front: Exit through side door between Business Office and Kindergarten

Back: Exit through door between the AIS and Music room

Mr. Jaquish's Room

Mrs. Allen's Room

Front: Exit through glass double doors at bottom of ramp next to kitchen

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

Mrs. P. Norton's/Computer Lab

Mrs. Geisel's Room

Mr. Bishop's Room

Mrs. LaDeau's Room

Front: Exit through glass doors next to Technology classroom

Back: Exit through side door between the AIS & Music Rooms

Mrs. Bush's Room

Mrs. Peter's Room

Mrs. S. Norton's Room

Front: Exit to side doors to parking area

Back: Exit doors leading to fields

Health Room

Front: Exit out front doors to the circle

Back: Exit through single door leading to the field under stairwell
next to

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

During After School Activities

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

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

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

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

Warning/Danger:

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

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

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

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

Appendix H

Fingerprinting

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

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

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

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

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

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

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

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

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

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

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

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

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

CPCS is required to submit to SED:

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

All background checks and fingerprinting records will remain confidential.

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

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



THE STATE EDUCATION DEPARTMENT | THE UNIVERSITY OF THE STATE OF NEW YORK |
ALBANY, NY 1223
May 2001

OFFICE OF
TEACHING

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

FROM: Charles C. Mackey, Jr.

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

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

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

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

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

Who Must Be Fingerprinted?

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

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

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

How Do I Get More SED Fingerprint Packets?

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

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

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

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

Where and How Do Individuals Get Fingerprinted?

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

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

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

What Should I Do If I Have Additional Questions?

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

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

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

Enclosures

Appendix I

SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds, or in school buildings if there is reason or suspicion of belief that the student is engaging in illegal activity and/or in violation of the Student Handbook.

Lockers

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

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

Law Enforcement Officials

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

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

Interrogations

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

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

Appendix K Multi-Hazard Response

Call 911 for all emergencies

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

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

RESOURCES

call 911 for all emergencies

ANTHRAX / BIOLOGICAL THREAT

RESOURCES

call 911 for all emergencies

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

<p><u>SCHOOL DISTRICT</u></p> <ul style="list-style-type: none"> • Fire Evacuation Plan & Procedures • School Cancellation Plan • Community Notification / Media Plans • Student Release Procedures • Sheltering Plans • Crisis Plan 	<p><u>COMMUNITY</u></p> <ul style="list-style-type: none"> • Local Law Enforcement • Local Fire Department • Local Rescue Squad • County Emergency Coordinator • National Transportation and Safety Board (NTSB)
<p><u>Response Action Guidelines</u></p> <p>1. Upon discovery or detection of an aviation crash on school or near school grounds activate the incident command team and establish a command post. Call 911.</p>	<p><u>Authority</u></p> <p>Principal Incident Commander</p>
<p>2. Determine the are of school property affected by the crash. Notify the Superintendent.</p>	<p>Safety Officer & Planning & Intelligence</p>
<p>3. Move school occupants away from the crash site and away from any area that overlooks the wreckage or debris</p>	<p>Incident Commander Safety Officer</p>

	field. If there is any danger to building occupants evacuate to a safe location.	
4	Dispatch Liaison Officer to establish communications with the incident commander of the emergency response agencies.	Incident Commander Liaison Officer
5	Activate on-site medical staff and Crisis Response Team.	Incident Commander
6.	In concurrence with the Superintendent and local emergency service officials, determine if one or more of the following plans need to be implemented: <ul style="list-style-type: none"> • Sheltering Plans • School Cancellation Plan • Community Notification Plan • Media Plan 	District Level IC, Planning & Intelligence and Public Information
7.	If damage to the building or injuries have been sustained, reference “Structural Failure” or Multiple Casualty” in the Building-level Safety Plan.	Incident Commander
8.	When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent and or Building Principal

AVIATION CRASH

RESOURCES

call 911 for all emergencies

BUILDING STRUCTURAL FAILURE

RESOURCES

call 911 for all emergencies

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> • Bldg. Architectural Plans • Structural Inspection Reports • On & Off Site Sheltering Plans • School Cancellation Plan • Community Notification Plan • Media Plan • Crisis Intervention Team 	<ul style="list-style-type: none"> • Emergency Response Personnel • Building Codes Official • Structural Engineer • Insurance Representative • Neighboring School Districts • Off campus shelter sites
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon discover or detection of an actual or potential structural failure, notify the Building Principal.	School Staff

2. Activate the district incident command team and establish a command post. Can 911.	Incident Commander
3. Evaluate the situation. If hazards are imminent evacuate to a safe location and determine if there are injuries.	Safety Officer Incident Commander
4. Identify any imminent hazards and take appropriate remedial action to mitigate as long as it is safe to do so. Barriers may be required to keep occupants out of harms way or to protect the building from further damage.	Safety Officer Incident Commander
5. In consultation with a buildings code official determine if a structural engineer is needed to survey the building. If portions of the building are safe implement on-site sheltering, school cancellation or other appropriate response.	Liaison Officer Incident Commander
6. Activate Community Notification Plan and prepare for News Media Personnel.	Incident Commander Public Information Officer
7. Determine if School Crisis Intervention Team needs to be activated.	Incident Commander
8. Assess damage to property and determine whether to prepare claims under policies of insurance or Federal or State emergency relief programs.	Incident Commander, Superintendent & Business Manager
9. Activate School Aftermath/Recovery Plan.	Incident Commander
10. Once the building is cleared for occupancy, resume normal activities.	Superintendent & Building Principal

BOMB THREAT

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> • Bomb Threat Incident Form • Building Plan • Building Sweep Team • On-Site Sheltering Plan • Off-Site Sheltering Plan • School Cancellation Plan • Community Notification Plan • Media Plan • Crisis Intervention Plan 	<ul style="list-style-type: none"> • Police Agencies • Local Fire Department • County Emergency Coordinator • Community Crisis Plan Resources
<u>Response Action Guidelines</u>	<u>Authority</u>
1. Upon receipt of a bomb threat by telephone use the bomb threat	School Staff

incident form to write down information from the caller. If the threat is written do not handle to preserve evidence.	
2. Notify the building principal. Call 911.	School Staff
3. Notify the Superintendent.	Building Principal
4. Implement ICS and establish a command post.	Incident Commander
5. Initiate evacuation (if bomb inside building) or shelter in place (if bomb outside the building).	Incident Commander
6. Conduct a visual sweep of all paths of egress in the building, sheltering areas, and around the exterior of the school. Report findings to the Operations Chief	Sweep Team
7. Determine if the school is to be evacuated or whether to shelter on site in a cleared and sanitized area. Note: Do not evacuate to parking lots or locations which are not visibly free of suspect objects. It is suggested that evacuation locations be no less than 1000 feet from the building.	Incident Commander
8. If on site sheltering is selected implement the following: <ul style="list-style-type: none"> • Move students and staff in an organized/controlled manner. Do not make a general announcement to evacuate to the area. • Implement sheltering student care plan. 	Incident Commander
9. When police arrive: <ul style="list-style-type: none"> • Advise them of the situation and follow their instructions. • Turn over control of the building to law enforcement. 	Incident Commander or Liaison Officer
10. Implement community notification procedures and prepare media plan.	Incident Commander & Public Information Officer
11. Once emergency operations have concluded make determination to either resume classes, evacuate to an off-site shelter or implement go home procedures.	Incident Commander
12. Start aftermath planning for returning to normal operations.	Superintendent

RESOURCES

call 911 for all emergencies

CIVIL DISTURBANCE

RESOURCES

call 911 for all emergencies

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

	Parties prior to resuming normal activities.		
9.	Activate Aftermath and Recovery Plan if necessary.		Superintendent

CRIMES AGAINST PERSONS
Assault, Abuse, Robbery, etc.

RESOURCES

Call 911 for all emergencies

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

<ul style="list-style-type: none"> • School Cancellation/Go Home Early Plan • Community Notification Plan • Media Plan • Crisis Intervention Plan 	
9. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent or Principal

EARTHQUAKE

RESOURCES

Call 911 for all emergencies

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

8. Determine whether the building has sustained structural damage. Do not attempt to reenter a damaged building until it has been cleared for occupancy by a building codes official.	Safety Officer
9. Activate District Aftermath Plan.	Incident Commander

EARTHQUAKE

Page 2 of 2
Call 911 for all emergencies

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

Response Action Guidelines – Cont.

Authority

ELECTRICAL SYSTEM FAILURE

RESOURCES

Call 911 for all emergencies

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

contractors as appropriate.	
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent

ENERGY SUPPLY LOSS

RESOURCES

Call 911 for all emergencies

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

EPIDEMIC

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

RESOURCES

Call 911 for all emergencies

EXPLOSION

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

FIRE AND ALARM ACTIVATION

RESOURCES

Call 911 for all emergencies

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

	as soon as possible.		
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FLOODING

<u>SCHOOL DISTRICT</u>	<u>COMMUNITY</u>
<ul style="list-style-type: none"> • Emergency Weather Alert Radio • School Cancellation Plan • Shelter and Transportation Plan • Community Notification Plan • Media Plan 	<ul style="list-style-type: none"> • County Emergency Coordinator • National Weather Service • Local Fire Department • County/Town DPW • Law Enforcement Agencies
<u>Response Action Guidelines</u>	<u>Authority</u>
1. During periods of flood watches or warnings establish a command post and activate the Incident Command Team. Ca11911.	Incident Commander
2. Assign a person to monitor an emergency alert system radio, or to establish communications with the County Emergency Coordinator for weather condition updates.	Incident Commander Liaison Officer
3. Based upon National Weather Service and/or County Civil Defense advice, implement On-Site Sheltering or School Cancellation Plan.	Incident Commander
4. Implement the Community Notification Plan.	Public Information Officer
5. Determine if the Crisis Intervention Plan needs to be implemented.	Incident Commander
6. Upon consulting with the County Emergency Coordinator determine if Community Sheltering Plans or other actions involving the use of the school facilities, personnel or equipment need to be	Liaison Officer Incident Commander
implemented.	

NATURAL GAS OR PROPANE LEAK

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

HAZARDOUS MATERIALS INCIDENT – OFF SITE

RESOURCES

Call 911 for all emergencies

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

HAZARDOUS MATERIALS INCIDENT – ON SITE

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

10. Activate Aftermath and Recovery Plan and resume normal operations once the affected area is cleared for occupancy.	Superintendent
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HEATING SYSTEM FAILURE

RESOURCES

Call 911 for all emergencies

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

transportation at the normal release time.	
9. Contact local radio and television media outlets and request public service announcements on the current situation.	Public Information
10. Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent and or Building Principal

HOSTAGE SITUATION

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

INTRUDER

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

for returning to normal operations as soon as possible.

KIDNAPPING

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

LOSS OF BUILDING USE

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

LOSS OF TRANSPORTATION FLEET - DISABLED RESOURCES

Call 911 for all emergencies

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

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

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

	establish procedures for determining treatment destinations of the injured parties. Implement procedures for notification of injured parties family members	Response Team
8.	When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations ASAP.	Superintendent and or Building Principal

RESOURCES

Call 911 for all emergencies

MEDICAL EMERGENCIES

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

building activities once it is feasible to do so.

RADIOLOGICAL INCIDENT

Page 1 of 2

RESOURCES

Call 911 for all emergencies

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

<ul style="list-style-type: none"> • Community Notification Plan • Media Plan • Crisis Intervention Plan 	
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RADIOLOGICAL INCIDENT

RESOURCES

Call 911 for all emergencies

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

ROOF FAILURE OR LEAK

RESOURCES

Call 911 for all emergencies

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

<ul style="list-style-type: none"> Community Notification/Media Plans 	
9. When the operation has been concluded implement Aftermath and Recovery Plan. Resume normal operations as soon as possible.	Superintendent and or Principal

LOSS OF TRANSPORTATION FLEET - Accident

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

needed:	School IC
<ul style="list-style-type: none"> • Activate Community Notification Plan • Activate Media Plan • Dispatch transportation for uninjured students 	
8. If there are injuries dispatch a forward team to the health care facility(s) to meet with family members, and to obtain accurate information on the extent of the injuries.	Incident Commander

RESOURCES

Call 911 for all emergencies

LOSS OF TRANSPORTATION FLEET- other

RESOURCES

Call 911 for all emergencies

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

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

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

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

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

Reporting Information:

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

In the event that any accident results in the loss of life or serious injury, or an injury requiring first aid or hospitalization at the time of the accident, shall be reported in writing to the NYSDOT with in 48 hours. The written report shall consist of the following: a copy of law enforcement Form MV-I04F displayed on school letterhead.

Reports can be mailed to the following address:

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

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

Non-Reportable Accidents:

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

Post Accident DOT Drug & Alcohol Testing:

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

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

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

SEVERE WEATHER EMERGENCY

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

6. After the severe weather has subsided, assess the extent of damage or injuries, refer to "Structural Failure" or "Multiple Casualty procedures in the Building-level Safety Plan.	Incident Commander, Safety Officer Planning & Intelligence
7. Contact the County Emergency Coordinator and determine whether the school will be utilized as a Red Cross Community Shelter.	Liaison Officer
8. If Initiate Aftermath Planning and prepare to resume normal operations as soon as possible.	Superintendent and or Building Principal

RESOURCES

Call 911 for all emergencies

TOXIC EXPOSURE

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

RESOURCES

Call 911 for all emergencies

WATER EMERGENCY

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

RESOURCES

Call 911 for all emergencies

Mandatory Workplace Violence Prevention Policy

Crown Point Central School is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our agency, staff, and clients.

Workplace Violence is defined as any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of his or her employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without his or her consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

Acts of violence against any of our employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including involving law enforcement authorities when warranted. All employees are responsible for helping to create an environment of mutual respect as well as clients and visitors, following all policies, procedures and practices, and for assisting in maintaining a safe and secure work environment.

This policy is designed to meet the requirements of New York State Labor Law Art. 2 §27-b and highlights some of the elements that are found within our Workplace Violence Prevention Program. The process involved in complying with this law includes a workplace evaluation that is designed to identify the risks of workplace violence to which our employees could be exposed. Authorized Employee Representative(s) will, at a minimum, be involved in:

- **evaluating the physical environment.**
- **developing the Workplace Violence Prevention Program; and**
- **reviewing workplace violence incident reports at least annually to identify trends in the types of incidents replied, if any, and reviewing the effectiveness of the mitigating actions taken.**

All employees will participate in the annual Workplace Violence Prevention Training Program. The goal of this policy is to promote the safety and well-being of all people in our workplace. All incidents of violence, abusive conduct, bullying or threatening behavior will be responded to immediately upon notification. All personnel are responsible for notifying the contact person designated below of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

Designated Contact Person: Tara Celotti, Superintendent 518-597-3285, ext. 7 tara.celotti@cpcsteam.org

Appendix M

School Crisis Response Plan

CPR Purpose

The goal of Crown Point Central School is to educate the youth of our community. Unfortunately there are circumstances that occur which interrupt the learning process. State and national statistics clearly indicate that a large percentage of our students will face one or more highly stressful, potential crisis situations during their school years. It is our belief that we must deal with these circumstances, however tragic and painful, in a clear, well thought out manner.

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

Our school is part of a community; that, which affects one of us, affects all of us. It is in that community spirit that this plan was developed; a plan that will enable our school to respond with appropriate actions, and a plan that would enable our students to grieve, to question, to discuss, to care, to support and to grow during a time of crisis.

This document includes the following:

- Section I. Definition of a Crisis
- Section II. Make up of the Crisis Response Team
- Section III. Duties of the Team Members when a crisis involves the death of a student or staff member.
- Section IV. Dealing with " At Risk" Students, Suicide
- Section V. Additional Needs and Follow up Activities
- Section VI. List of Persons and Agencies, with phone numbers, to contact in the case of a crisis

Definition of a Crisis

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

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

Crisis Situation

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

Crisis Response Team

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

1. School Superintendent – Tara S. Celotti
2. School Dean – Randy Pertak
3. School Nurse –Kellie Bilow, RN
4. Pupil Personnel Services – Michelle Dedrick
5. School Psychologist – Mary Henopp

Crisis Response Team Responsibilities

SUPERINTENDENT

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

DEAN

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

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

SCHOOL NURSE

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

PUPIL PERSONNEL SERVICES

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

SCHOOL PSYCHOLOGIST

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

Specific Response to A Crisis

DEATH OF A STUDENT OR STAFF MEMBER

1. Immediate notification of the Superintendent of the crisis.
2. Superintendent will decide on a time and a place for the Crisis Response Team to convene.
3. The crisis response headquarters will be located in the Health Office. This location has adequate room, privacy if needed and phone lines.
4. The Superintendent will notify the Principal of the crisis. This person will initiate the phone tree calling or team members with initial information about the crisis and team of the meeting.
5. Superintendent will initiate the standard phone tree calling. A general staff meeting should be set up at this time. Staff members would be expected to come into school early for this. This meeting will be scheduled for a time period following the Crisis Response Team meeting.
6. The Superintendent will verify the facts with the appropriate officials prior to the first staff meeting.
7. Start a log of events and actions for an accurate written record.
8. Immediate questions and actions for the initial crisis committee meeting:
 - Is the situation a crisis?

- What are the facts?
 - Who is affected?
 - Who needs to be informed (faculty, parents, students, etc.) and how will this be done? (Pre-K – 6th grade, by the teacher; 7th – 12th grades, by small assembly)
9. The Superintendent or designee will be the liaison to the media.
- No information should be released without prior consent of the family.
 - No media is to present on school grounds without the consent of the Superintendent.
10. Key communicators must be identified at this time.
- Liaison between the school and the appropriate officials
 - Liaison between the school and the family
 - Liaison between the school and the funeral home
 - Liaison between the school and the crisis Response Team will request help from surrounding schools in the form of psychologists, guidance counselors and student support personnel. This arrangement of sharing will be agreed upon.

Strategies:

Short term:

- Avoidance by creating distractions
- Giggling
- Immobilization

Long term:

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

AGE SPECIFIC REACTIONS TO LOSS

Age 6-10

- Reduced attention span

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

Age 10-12

- Anger at unfairness
- Excitement of survival
- Attributes symbolic meaning to events (omens)

AGE LEVEL AND PERCEPTIONS OF DEATH

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

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

Preschool and Kindergarten Age Group

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

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

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

Communicating with the Young child

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

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

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

Six to Eight Year Age Group

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

Fascination with Ritual and Detail

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

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

Eight to Twelve Year Age Group

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

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

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

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

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

Teenage Perception of Death

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

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

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

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

The Teenager at Risk

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

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

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

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

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

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

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

STAGES OF GRIEF

Denial/Shock

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

Fear

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

Anger

- Irritability
- Provocative fights
- Sarcastic remarks
- Anti-social behavior
- Vandalism
- Refusal to comply with rules

Guilt

- Often masked by anger

- Self-destructive behavior
- Apologetic attitude
- Acting out in response to praise or compliments

DEPRESSION

Two patterns observed especially in young people

Typical Depression

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

Masking Depression

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

Reorganization

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

FULL STAFF MEETING, TO BE HELD EARLY IN THE MORNING

1. Ensure that accurate information is given, and any wishes the family may have expressed to this point are identified.
2. Assign substitutes where necessary.

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

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

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

CRISIS RESPONSE TEAM MEETING AFTER THE STAFF MEETING

1. Make plans for the next day.
2. Review the list of "At Risk" students, and designate a counselor to follow-up with these students the next day.

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

COUNSELING

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

ADDITIONAL NEEDS AND FOLLOW-UP ACTIVITIES

1. A funeral etiquette sheet should be prepared beforehand. Each teacher will receive enough copies to distribute to their students. The teacher will go over the sheet in class and field any questions the students may have on this subject.
2. Information sheets on grieving should be available.

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

DEALING WITH “AT RISK” STUDENTS, SUICIDE

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

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

1. Share your concern about this student with the counseling staff.
2. Provide as many specific examples as possible of the student's behavior that concerns you, so that the counseling staff can make an assessment of how to proceed. In most cases at this stage, the school counselor would meet with the student and talk. The situation is assessed and appropriate follow up would then be determined. The course of action should be to continue to meet with the counselor periodically, refer to outside professionals, or to continue observation of the student's behavior.
3. After the referral to the counseling staff, the teacher making the referral would be contacted by the counseling staff and told of the action taken. The teacher's input is encouraged, and continued observation of the student and feedback to the counselor is critical.

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

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

to meet together.

10. School counselor will inform administration, school psychologist, and family after an interview with the student. Where intent to harm oneself is strongly suspected parents and or guardians should be immediately notified. Local law enforcement should be notified to assist, as needed.
11. Report with the student to the office immediately, informing the administration of the incident. Counselor/s will then call parents for pick up and immediate appointment to the Mental Health Facility. Student will not be cleared to return until they have been seen by a provider and a safety plan has been put in place.

III. Attempted Suicide at School:

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

IV. Attempted Suicide Away From School:

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

V. Return to School After Attempt:

1. Original contact person should be kept informed by the parent as to the condition (physical and mental) of the student.
2. Parent and student should be interviewed by school counselor before returning to school. Decisions regarding school's involvement in student's counseling and any necessary arrangements and signed releases for coordination and consultation with outside counseling can be taken care of at this time.
3. Appropriate staff will be notified by the school counselor to be watching for signs of depression, changes in behavior, etc.
4. The school counselor may be able to determine which students in the school should be counseled after consulting with the returning student and parent. Teachers may also provide names of other students obviously affected by the attempt who could benefit from counseling.
5. It is NOT desirable that MANY people talk to the student about his/her suicidal experiences. Confidentiality of the student should be preserved as much as possible. Only on a need-to-know basis should people be informed. The concern here is to prevent the student from being publicly labeled yet be assured the necessary help and observation is available.

SIGNS AND SYMPTOMS OF SUICIDE

- A previous attempt
- A threat of suicide
- Feelings of hopelessness and helplessness
- Preoccupation with death, despair and violence themes
- Anxiety and tension
- Withdrawal from family and friends
- Violent and or rebellious behavior
- Use or abuse of alcohol or drugs
- Attempts to put personal affairs in order to make amends
- Lack of concern about personal welfare
- Abrupt changes in behavior
- Decline in school achievement and attendance

- Concentration and clear thinking difficulties
- Changes in social patterns
- Altered patterns of eating and sleeping
- Sudden improvement after a period of depression
- Feelings of worthlessness
- Sudden increase promiscuity
- Recent suicide of someone close or someone with who they identify

Information obtained from the American Academy of Child Psychiatry

Crown Point Central School – Phone Tree for Crisis Response Team

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

School Superintendent	Tara Celotti	586-6624
Dean of Students	Randy Pertak	586-6610
School Nurse	Kellie Bilow	323-5202
Pupil Personnel Services	Michelle Dedrick	796-2328
School Psychologist	Mary Henopp	593-2422

District Resources

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

1. QUASAR - Hazardous Waste Removal
2. A. E. Phelps Company 1 & 2
3. Essex County Sheriff
4. New York State Police
5. Essex County Office of Emergency Management

6. Essex County Social Services
7. District Health Officer
8. Elizabethtown Mental Health
9. Animal Control Officer
10. CVES BOCES Health & Safety Officer
11. New York State Bus Certification
12. Families First

Roles in the Aftermath of a Crisis

The Role of the School Administrator

Support

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

Managing the School Environment

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

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

Memorials, Funerals and Anniversaries

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

Closure of the Mourning Period and Moving Forward

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

Lessons Learned

- Conduct meetings with building and district personnel to review lessons learned from the experience.
- Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- Make necessary modifications to the plans.
- Write thank you notes to community resource people who provided support during the incident.

The Role of the Faculty and Staff

- Cooperate with law enforcement to maximize investigative effectiveness.
- Assist victims and other students to reenter the school environment.

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

The Role of the School Counselors, Psychologists and Social Workers

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

The Role of the Parent

- Learn, recognize, and assist children with their reactions - some common reactions are: unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
- Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.
- Consider attending school as needed with children who are very fearful of returning to their classes.
- Seek counseling as needed in order to be able to remain physically and emotionally healthy and available for children.

The Role of the Community

- Volunteer time and resources to victims.

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

The Role of Law Enforcement

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

Gotta Go Bags

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

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

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

School Level Supplies:

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

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

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

District-Level Supplies:

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

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

REDI Action Guide

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

Shelter-in-Place

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

Early Dismissal

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

Lockdown

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

Evacuation

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

Relocation

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

Incident Management Team - General – Crown Point Central School

REDI Action Guide

Initial Actions

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

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

Threat Level Criteria

- Level I-Monitor**
 - No immediate danger or emergency exists, but the potential is present.
 - A minor incident occurs that appears to be of short duration.
 - The situation is limited in scope and can be managed by the appropriate administration.
- Level II-Standby**
 - The potential danger is real; district personnel should be prepared to react.
 - The situation has the potential for expanding beyond a limited area.
 - The situation may continue for an extended duration.
 - Resolving the situation may require resources in excess of those available locally.
- Level III-Emergency**
 - Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
 - The incident is on district property, or it is off district property but close enough to affect a facility or involves district students and personnel.
 - The situation requires the coordination of district resources or coordination with outside agencies.

Command Post Locations

<input type="checkbox"/> Primary:	<input type="checkbox"/> Secondary
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Emergency Numbers

- Police/Fire/EMA - 911
- Primary IC/Head of Operations, Plans & Intel, Public Information:
Tara Celotti, Superintendent
Work: 597-3285 Cell: 586-6624

Incident Management Team

- Logistics:
Caleb Spaulding, Building and Grounds
Work: 597-3285 Home: 597-4220
Cell: 518-586-1649
- Adm/Finance:
Vicki Russell, Treasurer
Work: 597-3285 Home: 597-4473
- Safety:
Caleb Spaulding, Building and Grounds
Work: 597-3285 Home: 597-4220
Cell: 518-586-1649
- Liaison:
Michelle Dedrick
Work: 597-3285 Home: 796-2328
- Incident Log/Scribe:
Karla Vigliotti
Work: 597-3285 Home: 586-6567

Key Weather Terms

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

The Seven Critical Tasks

<input type="checkbox"/> Establish communications	<input type="checkbox"/> Set outer perimeter
<input type="checkbox"/> Identify areas of danger	<input type="checkbox"/> Open command post
<input type="checkbox"/> Set inner perimeter	<input type="checkbox"/> Activate staging areas
	<input type="checkbox"/> Identify and request needed resources

Appendix N

Appendix O

School Safety Audit Checklist

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	IMPLEMENT
School grounds are fenced.			
a. What kind			
If yes, approximate height			
There is one clearly marked and designated entrance for visitors			
Signs are posted for visitors to report to main office through a designated entrance.			
Restricted areas are clearly marked			
Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'-0" rule)			
All poisonous shrubs, trees, and foliage have been removed.			
Shrubs near building have been trimmed "up" to allow view of bottom of building			
Bus loading and drop-off zones are clearly defined.			
Access to bus loading area is restricted to other vehicles during loading/unloading.			
Staff is assigned to bus loading/drop off areas.			
There is a schedule for maintenance of:			
a. Outside lights			
b. Locks/Hardware			
c. Storage Sheds			
d. Windows			
e. Other exterior buildings			

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Parent drop-off and pick-up area is clearly defined.			
There is adequate lighting around the building.			
Lighting is provided at entrances and other points of possible intrusion.			
The school ground is free from trash or debris.			
The school is free of graffiti.			
Play areas are fenced.			
Playground equipment has tamper-proof fasteners			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible			
Parking lot is lighted properly and all lights are functioning			
Accessible lenses are protected by some unbreakable material			
All areas of school buildings and grounds are accessible to patrolling security vehicles.			
Driver education vehicles are secure.			
Students/Staff are issued parking stickers for assigned parking areas			
Student access to parking area is restricted to arrival and dismissal times.			
Staff and visitor parking has been designated			

SCHOOL EXTERIOR	YES	NO	IMPLEMENT
Outside hardware has been removed from all doors except at points of entry.			
Ground floor windows:			
a. no broken panes,			
b. locking hardware in working order			
Basement windows are protected with grill or well cover.			
Doors are locked when classrooms are vacant.			
High-risk areas are protected by high security locks and an alarm system			
a. Main office			
b. Cafeteria			
c. Computer Labs			
d. Industrial Arts rooms			
e. Science labs			
f. Nurses Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
Unused areas of the school can be closed off during after school activities.			
There is two-way communication between the main office and:			
a. Classroom			
b. Duty stations			
c. Re-locatable classrooms			
d. Staff and faculty outside building			
e. Buses			
Students are restricted from loitering in corridors, hallways, and restrooms.			
"Restricted" areas are properly identified.			
There are written regulations restricting student access to school grounds and buildings.			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
There is a central alarm system in the school. If yes, briefly describe:			
The main entrance is visible from the main office.			
There is only one clearly marked and designated entrance for visitors.			
Multiple entries to the building are controlled and supervised.			
Administrative staff maintain a highly visible profile			
Signage directing visitors to the main office are clearly posted			
Visitors are required to sign in.			
Visitors are issued I.D. cards or badges.			
Proper identification is required of vendors and repairmen.			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
All staff - full and part-time staff are issued ID cards that is worn in a manner that is visible			
The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
Hallways and bathrooms are supervised by staff.			
The bathroom walls are free of graffiti.			
Doors accessing internal courtyards are securely locked from the inside			
Exit signs are clearly visible and pointing in the correct direction.			
Switches and controls are properly located and protected.			
Access to electrical panels is restricted.			
The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored.			
Directional lights are aimed at the building.			
Mechanical rooms and other hazardous storage areas are kept locked using "key only" access locking system			
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.			
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.			
If a classroom is vacant, students are restricted from entering the room alone.			
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.			
Students are required to have written permission to leave school during school hours.			
Full and part-time staff including bus drivers are issued I.D. cards or other identification.			
There are written regulations regarding access and control of school personnel using the building after school hours.			
Staff members who remain after school hours are required to sign out.			
Faculty members are required to lock classrooms upon leaving.			
One person is designated to perform the following security checks at the end of day:			
a. That all classrooms and offices are locked			
b. All restrooms are empty			
c. All locker rooms are empty			
d. Check all exterior entrances are locked			
e. Check all night lights are working			
f. Check the alarm system			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
The telephone numbers of the principal or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.			
Law enforcement personnel and/or community residents monitor school grounds after school hours.			
All school equipment is permanently marked with an Identification Number.			
An up-to-date inventory is maintained for all expendable school supplies.			
Secure storage is available for valuable items			
a. During school hours			
b. After school			
There is a policy for handling cash received at the school.			
There is regular maintenance and/or testing of the entire security alarm system at least every six months.			
Are classrooms numbered with reflective material:			
a. Over door			
b. On bottom of door			
c. On exterior window			
Has consideration been given to replacing interior doors with large windows to doors with small windows			
Has consideration been given to replacing present classroom locks with locks that can be activated from the inside			
Does the P.A. system work properly			
a. Can it be accessed from several areas in the school			
b. Can it be heard, and understood, outside			
Has consideration been given to establishing a greeters window inside first set of exterior doors			
Are convex mirrors used to see around corners in hallways			
Are convex mirrors used to see up and down stairwells			
Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.			
Has consideration been given to installing Proximity Readers on certain exterior doors			
Has consideration been given to installing strobe lights or flashing lights on exterior of building to warn staff and students outside of problems			
How do you communicate during emergencies			
a. Two way radios			
b. Cell phones			
c. Pagers			
d. Other			

SCHOOL INTERIOR	YES	NO	IMPLEMENT
Who is issued two way radios			
a. Administrators			
b. Custodians			
c. Members of the Emergency Response Team			
d. Other			
There is a control system in place to monitor keys and duplicates.			
Exterior light fixtures are securely mounted.			
Mechanical rooms and hazardous storage areas are locked.			
Fire drills are conducted as required by New York Education Law			
A record of health permits is maintained.			
A record of Fire Inspection by the local or state Fire Officer is maintained.			

DEVELOPMENT / ENFORCEMENT OF POLICIES	YES	NO	IMPLEMENT
The Student Conduct Policy is reviewed and updated annually.			
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.			
The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
The Incident Command System is an integral part of the Safety Plan			
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).			
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.			
Parents are an integral part of student discipline procedures and actions.			
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.			
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.			
Parents are an integral part of the schools safety planning and policy making			
Parents are an integral part of students discipline procedures and actions			
The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.			
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.			
The school has implemented a pro-active policy regarding parental actions during sporting events			

PROCEDURES FOR DATA COLLECTION	YES	NO	IMPLEMENT
All violations of state and federal law are reported to law enforcement.			
An incident reporting procedure for disruptive and violent students has been established in accordance with the SAVE Legislation requirements			
Records or data have been established and are analyzed to identify recurring problems.			
Accident reports are filed when a student is injured on school property or during school-related activities.			
The incident reporting system is reviewed and updated annually.			

INTERVENTION AND PREVENTION PLANS	YES	NO	IMPLEMENT
Students have access to conflict resolution programs.			
Students are assisted in developing anger management skills.			
Diversity awareness is emphasized.			
Programs are available for students who are academically at-risk.			
Students may seek help without the loss of confidentiality.			
Students and parents are aware of community resources.			
Character education is taught as part of the curriculum in accordance with the SAVE Legislation requirements			

STAFF DEVELOPMENT	YES	NO	IMPLEMENT
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.			
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan.			
Administrators and staff are trained in personal safety.			
School security officers (NOT law enforcement) receive in-service training for their responsibilities.			
School Resource Officers (law enforcement) receive in-service training for their responsibilities.			
School volunteers receive training to perform their duties.			
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.			
School safety and violence prevention information is regularly provided as part of the staff development plan in accordance with the SAVE Legislation requirements			
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers.			

OPPORTUNITIES FOR STUDENT INVOLVEMENT	YES	NO	IMPLEMENT
Students are represented on the School Safety Team.			
The school provides opportunities for student leadership related to violence prevention and safety issues.			
The school provides adequate recognition opportunities for all students.			
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.).			

LEVEL OF PARENT AND COMMUNITY INVOLVEMENT	YES	NO	IMPLEMENT
The community supports the school's programs and activities that teach safety and non-violence.			
School activities, services, and curricula reflect the characteristics of the students and the community.			
School safety planning reflects the neighborhood, including crime and hazardous conditions.			
Parents are an integral part of the school's safety planning and policy making.			
Parents are aware of behavioral expectations and are informed of changes in a timely manner.			
Local businesses and other community groups are involved in the school's safety planning.			

ROLE OF LAW ENFORCEMENT	YES	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.			
Law enforcement is consulted on matters that may fall below the threshold of criminal activity			
Law enforcement personnel are an integral part of the school's safety planning process.			
The school has developed an effective partnership with local law enforcement.			
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after-hours patrols of the school site.			

DEVELOPMENT OF A CRISIS MANAGEMENT PLAN	YES	NO	IMPLEMENT
The school has a Crisis Management Plan.			
a. Reviewed on an annual basis			
b. Plan developed by the building safety team			
c. Team membership is in accordance with minimum requirements of the SAVE Legislation			
d. Meets minimum requirements of the SAVE Legislation			
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.			
Categories listed in the plan should include, but may not be limited to, the following:			
a. Natural Disasters			
b. Accidents			
c. Acts of Violence			
d. Death			
e. Loss of power			
f. Fire			
The following components of the Crisis Management Plan are practiced on a quarterly basis			
a. Lockdown			
b. Lockout			
c. Shelter in place			
d. Evacuation of Building (can be done on a semi-annual basis)			

STANDARDS FOR SECURITY PERSONNEL	YES	NO	IMPLEMENT
This school does employ security personnel.			
Pre-employment background checks are conducted for security personnel.			
School security personnel meet a standard for training and qualifications as mandated by New York State			
Security personnel have clearly defined roles and responsibilities.			
Security personnel are involved in the school's safe school planning process.			
Security personnel are knowledgeable about youth service providers, both in and out of the school.			

Appendix P

Anaphylaxis/Allergen Policy

Overview:

Crown Point Central School District recognizes the life-threatening nature of allergies for some students. The School Board has developed a policy to assist in implementing strategies to minimize the potential for exposure to allergens and train staff to respond in an emergency situation. Although there can be no guarantee to provide an allergen-free environment, education and awareness are key to keeping students with potentially life-threatening allergies safe.

For the purpose of this policy, life-threatening” allergy is defined as a condition in which there is documented evidence by the student’s healthcare provider that exposure to specific allergens may result in serious bodily harm or death.

REGULATIONS:

Protocols and Procedures:

Implementation of appropriate policies and protocols for students at risk for a life-threatening allergic reaction requires a team approach. A critical role is played by the parent or guardian, who must notify the building principal or school nurse of the child's allergy.

The parent of a child with a life-threatening allergy will be asked to provide written consent allowing the District to release the child's confidential information to the following extent:

1. If the child is an elementary school student, permitting the building principal or classroom teacher to send a letter to all parents in the child's class(es) informing them that a student with a food allergy is a member of the class and to solicit their support in accommodating the needs of the child to reduce the risk of accidental exposure to the offending allergen;
2. If the child is an elementary school student, permitting the teacher and/or the school nurse to provide an age appropriate review of food allergies with the classroom students at the beginning of the school year;

3. Permitting the District to provide relevant personnel and volunteers with the child's EAP;
4. Permitting the District to disclose information regarding the student's allergies to school staff to the extent required to ensure the child's safety.

The parent will also be asked to sign a Health Insurance Portability and Accountability Act (HIPAA) release form, authorizing the child's physician to communicate with the district's nurse regarding the child's medical condition.

If the parent opts not to allow the foregoing to be released, the District will make alternative arrangements that ensure the safety of the student and are consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA).

Emergency Response:

The District understands that each student with a life-threatening allergy is unique and requires his or her own Emergency Allergy Action Plan (EAP). Each student's EAP will include, but not be limited to: recognizing anaphylaxis in the student, detailing situations in which epinephrine should be administered, stating individuals who may administer epinephrine to the student, establishing a system to communicate with the student's parents and physician, establishing protocol for calling "911" for emergency medical assistance.

Each EAP will be written in clear, lay language, and will stress the action a school employee will take in the event of an emergency situation. Each

EAP will contain the student's picture, so that it may be used by a substitute teacher.

Each EAP will be developed by a team consisting of the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel.

**Classroom Procedures:
(Elementary School)**

1. At the start of the school year, the school nurse, in collaboration with the parent, will provide the classroom teacher information regarding students with allergies.
2. The teacher, in collaboration with the parent of the allergic child and with input from the school nurse, will develop a classroom specific protocol regarding activities that will affect the child especially during holidays or celebrations involving food. Students with life-threatening allergies may store snacks from home, clearly labeled with their name, for their consumption at special times during the school year, in the classroom. Plans for cafeteria lunch and snack time will be reviewed as well as any curriculum-related activity involving allergens. A particular desk or table in the classroom/cafeteria may be designated as an allergen-free zone, and will be cleaned daily, separated from other desks/tables, and reserved for the use of the student(s) with allergies. Copies of these protocols will be maintained by the teacher, the building principal, and the school nurse.
3. Clear instructions will be provided to a substitute teacher about the classroom specific food allergy protocol.
4. All students will be instructed that sharing or trading food will not be allowed.
5. The school nurse will be notified as early as possible to any grade-wide or school-wide activity during school hours involving the consumption of food.

**Classroom Procedures:
(High School)**

1. At the beginning of each academic semester, the school nurse will inform the teaching team of a student with a life-threatening allergy and the procedures for emergency response for that student.

2. The teaching team, in collaboration with the parents of the allergic child and with input from the school nurse, will develop specific protocols regarding activities that will affect a particular desk or table in the classroom/cafeteria may be designated as an allergen free zone, and will be cleaned daily, separated from other desks/tables, and reserved for the use of the student(s) with allergies. Copies of these protocols will be maintained by the school nurse, the building principal, and the teaching team.

Cafeteria Procedures:

1. The school kitchen will prepare all products in a manner that will minimize the risk of cross-contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after completion of the task.
2. School kitchen staff will use latex-free gloves.
3. Areas of the cafeteria or designated tables will be reserved for students who require reduced risk of exposure to allergen products.
4. The staff on duty must provide proper oversight and cleaning of table areas reserved for students with life-threatening allergies.
5. Wipes must be provided and used by any child given permission to leave the cafeteria during his/her lunch period.
6. In order to provide a safe environment, the number of items for purchase that contain allergens will be limited.

All Transportation Procedures:

1. To the extent permissible under FERPA and/or the disclosure form signed by the parent, the school nurse will notify the Director of Transportation of any students with severe allergies who may be riding a bus. The Director of Transportation will notify bus drivers when a student assigned to ride that bus has an EAP.
2. School bus drivers employed by the school district will be included in annual training provided to all staff regarding allergy symptom prevention, recognition, and implementation of emergency bus procedures.
3. Eating and sharing food is prohibited on routine (to and from school) transportation routes unless medically indicated for a student. Sports and extra-curricular runs are at the determination of the chaperone on the bus as well as the bus driver. Students will be made aware of the allergy on the bus previous to leaving for the trip(s). All parties will be mindful of the allergy and should limit their food item choices due to the allergy. All buses are equipped with disinfectant wipes for each student and bus seats after eating.
4. School buses must have a working means of two-way communication.

Extracurricular and Sports Participation Procedures

1. In the event that a student with life-threatening allergies participates in extracurricular sports, information regarding the presence of life-threatening allergies will be given to the coach and/or supervising staff member by the school nurse.
2. Practice sessions and home and away games will include plans to implement a student's EAP and plans for carrying an EpiPen.

Field Trip Procedures

1. Planning for field trips will include plans to implement a student's EAP, including plans for carrying an EpiPen.

Parents or guardians of a student at risk for anaphylaxis may be invited to accompany their student on school trips, in addition to the chaperone. However, the student's attendance must not be conditioned on the parent's or guardian's presence.

The school nurse or a trained staff member will attend field trips attended by a student with a life-threatening allergy in the event a parent does not attend.

The teacher or school nurse will have a means of communication to activate emergency medical services.

Protocols established for the student regarding lunch and/or snack will be followed.

In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child:

Require all supervisors, both staff and parents, to be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment (provided that the parent of the child with a life-threatening allergy has consented to disclosure of his/her child's condition).

Two EpiPens will accompany anaphylactic child on a field trip.

In the event of anaphylaxis, 911 will be called for emergency medical assistance. Epinephrine will be administered pursuant to protocol until emergency medical assistance arrives or until the student is released to the care of his/her parent.

The teacher will notify the school nurse at least a week in advance with a list of those students attending the field trip who have an EAP..

Allergies in school activities:

1. Wipes will be available and students should be instructed to wipe computer keyboards, desks, lunch tables and musical instruments before and after use.
2. Anaphylactic children will not share musical instruments that go in their mouth.
3. To the extent practical, School fund-raising activities will avoid products containing the very allergens that parents are being asked to avoid sending with their children to school.
4. Schoolyard cleanliness contributes to safety of children with life-threatening allergies. Additional yard clean-ups may be advisable after special occasions, outdoor school events at which food may be consumed.
5. Anaphylactic children will not be involved in garbage disposal, yard clean-ups, or other activities that could bring them into contact with food wrappers, containers, or debris, without written parental consent.
6. Foods are often stored in lockers and desks. Allowing the anaphylactic child to keep the same locker and desk all year may help prevent accidental contamination. At the end of the school year, the District will conduct thorough cleaning of lockers and desks.
7. Classrooms may have designated nut-free desk(s) for use only by students with a nut allergy, which will be cleaned at the end of each school day.

Division of Responsibilities

In a school setting, ensuring the safety of children affected with anaphylaxis depends on the cooperation of the entire school community. To minimize risk of exposure and to ensure rapid emergency response, parents, students, and school personnel must all understand and fulfill their responsibilities. Some school boards have prepared formal

agreements between the school and the parents, outlining the commitments that each is prepared to make in order to protect the anaphylactic student.

Responsibilities of Parents of an Anaphylactic Child:

- Assist in school communication plans;
- Provide support to school and teachers as requested;
- Inform the school of their child's allergies;
- Provide a Medic Alert bracelet or medical bags for their child;
- Provide the school with up-to-date medical information regarding their child and the child's allergies, including a physician's prescription for any medication;
- Provide the school with at least two up-to-date EpiPens, and keep them current;
- Assist in developing procedures for reducing risks to their child;
- Participate in the development of an emergency response plan for their child;
- Review both the emergency response protocol and the procedures for reducing risk with school personnel annually;
- Be willing to provide safe foods for special occasions.

Responsibilities of the

Administration:

Arrange for staff, including bus drivers, training consistent with this policy.

Facilitate and support the accommodations developed for individual students, including classroom and cafeteria specific protocols;

Provide reminders to staff of the risks of food allergies at high-risk times of the year, for example: Halloween, Christmas, Valentine's Day and end of the year field trips and activities.

Work closely with the parents of an anaphylactic child;

Meet with parents of anaphylactic child, teacher or teaching team, school nurse, and other appropriate personnel before start of school year regarding specific protocols addressing student's needs;

Take steps to ensure that the parents have completed necessary forms;

Take steps to ensure that all policies/procedures are being followed consistently;

Take steps to ensure that the parents of anaphylactic child are aware of all relevant board and school policies and procedures and have the opportunity to review them;

Notify the school community of the anaphylactic policy and that we have children in our school with life-threatening allergies;

Post allergy-alert forms in staffroom and office;

Take steps to ensure that all staff, substitutes and volunteers have received information on anaphylaxis, and that appropriate personnel receive training in the use of an EpiPen;

Maintain an up-to-date list of school personnel who have received in-service and training in the use of an EpiPen;

Responsibilities of the Classroom

Teacher:

- Participate in the planning of the EAP for children in his/her classroom with life threatening allergies;
- Elementary classroom teachers of students with life-threatening allergies will discuss the anaphylaxis with the class, including its causes, symptoms, and means of prevention, in age-appropriate materials, provided the parent has consented to such discussion;
- Take steps to ensure that students do not share lunches or trade snacks;
- Choose safe foods for classroom events;
- Establish procedures to ensure that the anaphylactic child eats only what he/she brings from home;
- Reinforce hand washing before and after eating for students and teacher, and proper procedure for wipes;
- Facilitate communication with other parents, provided the parent of the child with life threatening allergies has consented to such communication;
- Follow the school policies for reducing risk in classrooms and common areas;
- Leave information in an organized, prominent, and accessible format for substitute teachers, parent volunteers, or others who may have occasional contact with the student;
- Plan appropriately for time spent outside the building (e.g., field trips, gym class, recess, etc) by ensuring that emergency response plans are considered and EpiPens accompany the child outside;
- Consistent with the student's age and maturity, escort or arrange an escort for any child who is identified as having a life-threatening allergy to the nut-free table at lunch;
- Focus on activities rather than food to mark special occasions, including birthdays and holidays.

Responsibilities of Bus Operators and Bus Drivers in Contact with Student:

Attend in-service sessions provided by the administration;

Receive annual training in the recognition of anaphylaxis symptoms and use of an EpiPen;

Carry a copy of the emergency alert form on the school bus, displayed in a prominent location;

Assist in developing procedures to minimize risk while traveling on the school bus;

Take steps to ensure that food is not consumed on the bus unless specified by advisor/coach/parent;

Assist as needed in developing an EAP that relates directly to busing.

Be familiar with the student's EAP and implement that part of the EAP related to bus transportation.

Responsibilities of School

Nurse:

Meet with parents, teacher and building principal to develop an IHP and EAP;

Distribute copies of the EAP to classroom teacher, administrator, cafeteria staff and anyone else who interacts with student on a regular basis, provided the child's parent has consented to such disclosure, and answer any questions relative to signs and symptoms of an allergic / anaphylactic reaction and the prevention of the same;

Educate staff regarding food allergies, allergic reactions, recognizing signs and symptoms of anaphylaxis and prevention and treatment plans;

Train school staff in EpiPen administration as appropriate and maintain documentation of those trained.

Participate in developing school policy regarding life-threatening allergies;

Inform the school principal and other appropriate personnel of children with life threatening allergies and any adverse reactions to allergens that occur;

Arrange periodic follow-up to review effectiveness of individual plans or update medical conditions.

Review with the student at least annually his or her knowledge of the symptoms of anaphylaxis, precautionary practices to avoid anaphylaxis and, as appropriate, skills necessary for self-administration of the EpiPen.

Advise the transportation department of any children with a life-threatening allergy who ride the school bus, and provide the Transportation Director with each child's AEP, and ensure that he/she receives appropriate information and training in emergency response procedures.

Responsibilities of the Athletic Director:

Collaborate with the school nurse regarding specific health concerns and ensure appropriate plan of action is in place and shared with appropriate personnel;

Ensure that coaches obtain and maintain a copy of the EAP for each student with a life threatening allergy who attends team practices and/or games;

Participate in training regarding recognition of anaphylaxis symptoms and implementing emergency care, and ensure that appropriate coaches, athletic department staff and volunteers receive similar training;

Take steps to ensure that emergency communication equipment is always available to coaches, athletic department staff and volunteers in contact with students who have life threatening allergies;

Clearly identify who is trained and responsible for administering an EpiPen in an emergency situation;

Consider the presence of allergens involved in school-sponsored athletic activities and modify such activities as needed.

Responsibilities of School Doctor:

Provide guidance, collaboration, and consultation to school nursing personnel and school administration on the management of anaphylaxis at school;

Provide non-patient specific standing orders and protocols for the treatment of anaphylaxis;

Assist in the development of procedures for prevention of anaphylaxis and emergency planning in the school;

Participate in faculty/staff trainings regarding life-threatening allergies as necessary;

Attend Section 504 and CSE meetings when requested by administration;

Act as liaison with school and private health care providers as necessary;

Assist in developing educational programs for students to promote wellness as necessary;

Responsibilities of the School Food Services Manager:

Attend training sessions regarding life-threatening allergies;

Take steps to ensure sound food handling practices are followed to avoid cross contamination with potential food allergies;

Take steps to ensure that cleaning and sanitation protocols are followed to avoid cross contamination;

Take steps to ensure that reasonable modifications are made for meals served to students with food allergies;

Take all complaints seriously from any student with a life-threatening allergy;

Ensure nut-free table and chairs are folded and/or covered with plastic at the end of each day;

Take steps to ensure that nut-free table is monitored;

Take steps to ensure that the nut-free table is designated by a different shape/color table and/or chairs.

Take steps to ensure that the cafeteria monitors a clean nut-free table after each use.

SUBS: Please take notice of the following information. Attached are both the safety plan and anaphylaxis policy for the students in our school as a reference guide. You may notice that many areas of our school are PEANUT FREE due to the severity of the allergy. We are committed to providing a safe and welcoming environment for all the children in our school.

SEVERE FOOD ALLERGIES ARE HERE!

The food(s) that we will be concerned with are:

**PEANUTS, EGGS, DAIRY, POTATOES, WHEAT, OATS, WALNUTS,
COCONUT, PINEAPPLE, KIWI, SHELLFISH,
BUTTERMILK, WHITE STRAWBERRIES**

While some allergic reactions can be mild, many students with severe food allergies experience serious, potentially life-threatening symptoms from eating (and in some cases touching and smelling) the food that they are allergic to. Please be careful not to send foods into the school that contain our students' allergens. Specific classrooms with children with food allergies will receive additional information as to the foods permitted and protocols to be followed. In addition, there are designated areas in the building that will be designed as allergen free. Please contact the Nurses Office if you have any questions or concerns.

**Crown Point Central School District
Epinephrine Auto-Injector (EAI) Trained Personnel**

All CPCS instructional and non-instructional staff are trained annually by the School Nurse.

A short video webinar and an exit exam and a physical demonstration of the injectors are required at the beginning of each school year.

Appendix Q

CROWN POINT CENTRAL SCHOOL DISTRICT

Emergency Remote Instruction Plan Appendix

District-Wide School Safety Plan (DWSSP)

Required for the 2024-2025 School Year

Emergency Remote Instruction Plan (beginning 2024-2025)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Crown Point Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision

of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed

NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Crown Point Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available upon need. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District code of conduct (found in the student handbook) and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p>POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies: safety, student handbook</p> <p>AR 5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR 8330.3 Staff Use of District Technology and</p>
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	<p>Student Use of District Technology; 5300 Code of Conduct; 5300.25 Student Dress Code].</p>
<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use google meet and classroom as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> – Using google meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via google meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will</p>

	provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned instruction: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. All teachers must be available for academic support during remediation (Tues-Thurs, 2:25-3:05pm).
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes

	<p>that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach. Please see this document for specific guidelines.</p>
<p>NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

NYSED PLAN REQUIREMENTS

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes**

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30.

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students’ IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day. Click the following link for more information: https://docs.google.com/document/d/16h91vi1ueC_q-RzIV4CQI2HUTHE_I3wao4Y73sJdjs

APPENDIX R

Crown Point Restraint and Crisis Prevention Policy

Restraint is only permitted in emergency situations to protect a student or others from physical harm and other less intrusive, nonphysical interventions, including de-escalation, have failed or been determined to be inappropriate.

NYSED's program standards for behavioral interventions in 8NYCRR section 200.00 focus on prevention and proactively addressing behavioral concerns that impede student learning which comply with chapter 516 and are used as determined at the local level.

In accordance with Chapter 516 of the Laws of 2022, a parent/guardian must have same day notification of a student with a disability where certain behavioral interventions, such as behavioral or mechanical restraints, are used. Chapter 516 requires a procedure for notifying.

What is TCIS?

TCIS is a crisis prevention and intervention program created by Cornell University designed to instruct school staff how to help at-risk children learn alternate ways to handle a crisis. Crown Point Central School has adapted Therapeutic Crisis Intervention in Schools as our crisis intervention model. Our goal is to create a safe and healthy environment for all students and staff and to promote growth and development so our students can learn to manage their feelings and emotions.

What are the goals of TCIS?

To ensure safety and teach new strategies

- Proactively prevent crisis from occurring
- Create a safe, caring and supportive environment
- De-escalate students in crisis
- Effectively and safely managing an acute crisis
- Reduce the risk of harm to students and staff if physical intervention is necessary
- Improve students coping strategies when faced with stressful situations

What happens after a restraint?

In a situation where a student needs to be placed in a hold, he/she will be seen by the nurse, the parent/guardian will be notified, an incident report form will be filled out and new strategies will be taught.

Critical Incident Report

Student: _____ Grade: _____
Date and time of incident: _____ Start: _____ End: _____
Location of Incident: _____
Staff Completing Report: _____
Witnesses: _____
Type of Incident (check all that apply)

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Injury to child | <input type="checkbox"/> Suicide attempt | <input type="checkbox"/> Runaway |
| <input type="checkbox"/> Injury to staff | <input type="checkbox"/> Physical aggression | <input type="checkbox"/> Fire-setting |
| <input type="checkbox"/> Physical restraint | <input type="checkbox"/> Verbal Aggression | <input type="checkbox"/> Fight |
| <input type="checkbox"/> Abuse allegation | <input type="checkbox"/> Substance abuse | <input type="checkbox"/> Accident |
| <input type="checkbox"/> Missed medication | <input type="checkbox"/> Property damage | <input type="checkbox"/> Self-abuse |

Strategies Implemented (check all that apply)

- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> Hurdle help | <input type="checkbox"/> Remove triggers | <input type="checkbox"/> Break |
| <input type="checkbox"/> Change/Drop expectation | <input type="checkbox"/> Co-regulation | <input type="checkbox"/> Choices |
| <input type="checkbox"/> Distraction | <input type="checkbox"/> Proximity | |
| <input type="checkbox"/> Prompting | <input type="checkbox"/> Directive statements | |

Emergency Intervention used

- TCI-Standing
- TCI-Seated
- TCI-Small Child
- TCI-Supine

Describe the incident and circumstances surrounding the incident. Include a detailed description of precipitating factors, supervision being provided, precautions being taken, early warning signals, specific student behaviors (use additional pages if necessary):

What action was taken? How did staff intervene? Name the staff who intervened. If restraint was used, describe the technique used and how it was implemented. Include who initiated restraint, who assisted, letting go process, etc. Note any variances from the ICMP.

Describe the follow-up. Specify any special precautions, supervision, or disciplinary restrictions. Note the time of the Life Space Interview and the plan developed. Include recommendation for further follow-up. If there were any injuries, include what medical attention was received.

List persons notified	Time	Person who did the notifying	Date

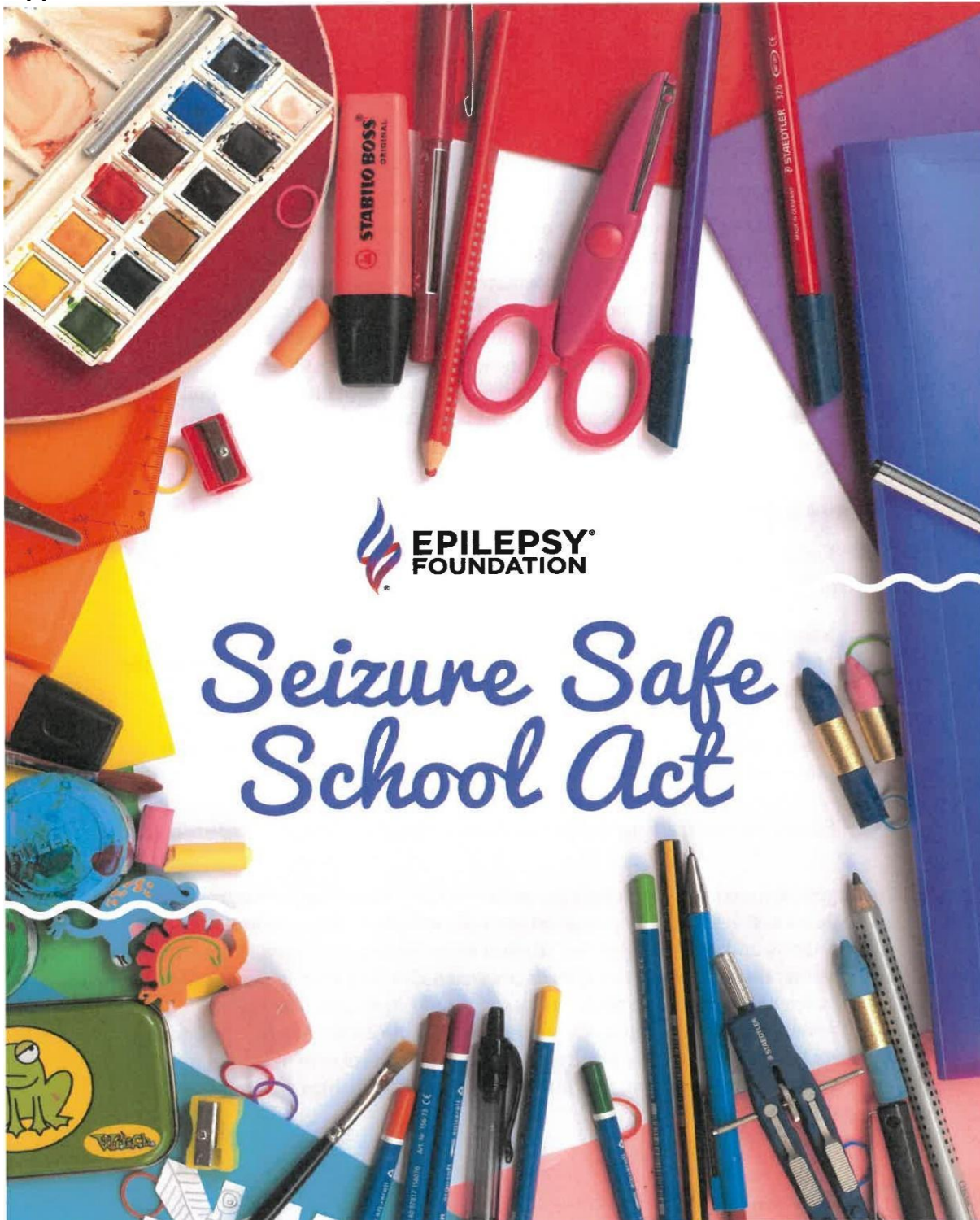
Signatures

Title

Time

Date

Appendix S



Epilepsy is a medical condition that produces seizures affecting a variety of mental and physical functions. It is the 4th most common neurological disorder and affects people of all ages. Approximately 1 in 26 people will develop epilepsy at some point in their lifetime. Over 3.4 million Americans are currently living with epilepsy and seizures. Of the 3.4 million, there are 470,000 children living with epilepsy in the U.S. Despite the prevalence, epilepsy is still highly misunderstood by the public and stigmatized. For students living with epilepsy, it is important that schools are well-equipped with the tools necessary to provide a safe and enriching environment.

There are 4 key components to the Seizure Safe School legislation:

C) Requiring school personnel to complete a seizure recognition and first-aid response training;

[3 Mandating that the Seizure Action Plan is made part of the student's file and made available to school personnel and volunteers responsible for the student;

D Ensuring that any FDA-approved medication prescribed by the treating physician is administered to the student living with epilepsy; and

D Educating and training students about epilepsy and first-aid response.

The legislation makes certain that school personnel, including nurses, teachers, and volunteers, are not only prepared but can recognize and respond appropriately and efficiently to the student experiencing a seizure. Even more importantly, the legislation safeguards physician-directed care in the school setting allowing students to access necessary and oftentimes life-saving medication. Lastly, by bringing awareness to the entire educational community,

students living with epilepsy or a seizure disorder can feel safe in school, reach their full academic potential, and build meaningful friendships without fear of being stigmatized.

Seizure Safe School Act Model Bill Language

AN ACT relating to seizure disorders in schools.

Section 1:

"Seizure Action Plan" means a written, individualized health plan designed to acknowledge and prepare for the health care needs of a student diagnosed with a seizure disorder.

Section 2:

(1)(a) Beginning July 1, 2019, the board of each local public school district and the governing body of each private and parochial school or school district shall have at least one (1) school employee at each school who has met the training requirements necessary to administer or assist with the self administration of:

1. A seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration and any successor agency

(b) For those assigned the duties under paragraph (a) of this subsection, the training provided shall include instructions in administering:

2. Seizure medications, as well as the recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms

(c) Any training programs or guidelines adopted by any state agency for the training of school personnel in the health care needs of students diagnosed with a seizure disorder shall be fully consistent with training programs and guidelines developed by the Epilepsy Foundation of America and any successor organization. Notwithstanding any state agency requirement or other law to the contrary, for the purposes of this training a local school district shall be permitted to use any adequate and appropriate training program or guidelines for training of school personnel in the seizure disorder care tasks covered under this section.

(2)(a) Prior to administering a seizure rescue medication or medication prescribed to treat seizure disorder symptoms, the student's parent or guardian shall:

1. Provide the school with a written authorization to administer the medication at school;

2. Provide a written statement from the student's health care practitioner, which shall contain the following information:

- a. Student's name;
- b. The name and purpose of the medication;
- c. The prescribed dosage;
- d. The route of administration;
- e. The frequency that the medication may be administered; and
- f. The circumstances under which the medication may be administered; and

3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact.

(b) In addition to the statements required in paragraph (a) of this subsection, the parent or guardian of each student diagnosed with a seizure disorder shall collaborate with school personnel to create a seizure action plan. The [STATE] Board of Education shall promulgate administrative regulations establishing procedures for the development and content of seizure action plans.

(3)(a) The statements and seizure action plan required in subsection (2) of this section shall be kept on file in the office of the school nurse or school administrator.

(b) The seizure action plan requirement in paragraph (b) of subsection (2) of this section shall be distributed to any school personnel or volunteers responsible for the supervision or care of the student.

(4) The permission for the administration of any of the medications listed under subsection (1)(a) of this section shall be effective for the school year in which it is granted and shall be renewed each following school year upon fulfilling the requirements of subsection (2) to (4) of this section.

(5) The requirements of subsections (1) through (5) of this section shall apply only to schools that have a student enrolled who:

- a. Has a seizure disorder and has a seizure rescue medication or medication prescribed to treat seizure disorder symptoms approved by the United States Food and Drug Administration and any successor agency prescribed by the student's health care provider.

Section 3:

Every public school shall provide an age-appropriate seizure education program to all students on seizures and seizure disorders. The seizure education program shall be consistent with guidelines published by the Epilepsy Foundation of America and any successor organization. The [STATE] Board of Education shall promulgate administrative regulations for the development and implementation of the seizure education program.

Section 4:

In addition to the professional development and collegial planning activities for the professional staff without the presence of students pursuant to [STATE] law, a minimum of one (1) hour of self-study review of seizure disorder materials shall be required for all principals, guidance counselors, and teachers each school year.

Section 5:

This Act may be cited as [Seizure Safe School Act], [Seizure Smart School Act], [TEEN NAME Act]. (choose one)



Seizure Safe School Act Training

Seizure Safe School Act Training

Managing Students with Seizures: The Importance of School Nurses

Designed to provide the school nurse with information, strategies, and resources to help manage the student with seizures by supporting positive treatment outcomes, maximizing educational and developmental opportunities, and ensuring a safe and supportive environment. This course is free and available online. (CDC Course No. RPWD 2924)

By completing the course, school nurses will be able to:

- Identify 2 of the most common seizure types in students with epilepsy, potential triggers, and risk factors for seizures and emergencies;
- Identify 3 ways in which treatment of epilepsy may affect a student's health, safety or learning; ● Apply 2 strategies to alleviate psychosocial challenges relating to epilepsy for students, parents, and school personnel;
- List 3 first aid steps in helping a student during and after a seizure; and
- Create a Seizure Action Plan for a student with epilepsy using safe practices for medication administration and delegation.

Continuing Education Information:

The Centers for Disease Control and Prevention is an accredited provider of Continuing Nursing Education (CNE) by the American Nurses Credentialing Center's Commission on Accreditation. This activity provides 2.2 CNE contact hours. The CDC is authorized by IACET to offer 0.20 CEUs for this program.

Seizure Training for School Personnel

Provides school personnel with information needed to recognize seizures, respond with appropriate first aid, and understand the impact seizures have on students.

Classroom teachers, special education teachers, librarians, teacher assistants, school bus drivers, aides and other staff members or volunteers in grades K-12 can all benefit and can receive continuing education units.

This course is free and available online. (CDC Course No. RPWD 2903)

By completing the course, school personnel will be able to:

- Recognize 4 common seizure types;
- Identify 3 types of impacts that seizures have on students;
- List 3 first aid steps for helping students having a seizure;
- Recognize 3 aspects that make a seizure a medical emergency;
- Define 2 basic aspects of social support for students with seizures; and
- Describe 3 ways to academically support students with seizures.

Continuing Education Information:

The Centers for Disease Control and Prevention is authorized by IACET to offer 0.10 CEUs for this program.



**EPILEPSY
FOUNDATION**

Seizure Action Plans

Position: The Epilepsy Foundation believes a Seizure Action Plan is essential to preventing an emergency and informing others what to do in emergency situations when a student experiences a seizure in the school environment.

Background: In the United States, about 500,000 children — approximately 6 in 1,000 — live with epilepsy and seizures. Epilepsy is the fourth most common neurological disorder in the country and is characterized by recurrent and unpredictable seizures which affect a variety of mental and physical functions. Epilepsy is a spectrum condition with a wide range of seizure types and control varying from person-to-person.

A seizure can occur at any time, in any place — even for individuals who have previously been stable on prescription medications. Not every seizure is an emergency event that requires medical intervention. Just like there are different types of seizures, there are also different types of responses to those seizures. It is imperative that those charged with the care of a child living with epilepsy and seizures have access to the specific triggers, medical interventions, treatment protocols and contact information for caregivers and medical personnel.

Seizure Actions Plans are a critical tool for ensuring school personnel have access to seizure response information specific to an individual student. Seizure Action Plans are filled out by the child's caregiver(s), in consultation with his or her physician, and in collaboration with school personnel who may be charged with caring for the child in the event of a seizure. By equipping school personnel with this information, they can better provide seizure first aid or emergency care that is specific to the individual student's seizure type. In turn, when the right protocol is followed, school personnel can help prevent emergency situations and more quickly seek emergency medical interventions to help keep the student safe and healthy during the school day. A plan similar to the one shown will be developed by our school nurse and the student's medical provider.

This student is being treated for a seizure disorder. The information below should assist you if a seizure occurs during school hours:

Student's Name	Date of Birth	
Parent/Guardian	Phone	Cell
Other Emergency Contact	Phone	Cell
Treating Physician	Phone	

Significant Medical History

Seizure Information

Seizure Type	Length	Frequency	Description

Treatment Protocol During School Hours (include daily and emergency medications)

Emerg. Med.	Medication	Dosage & Time of Day Given	Common Side Effects & Special Instructions
-------------	------------	----------------------------	--

Does student have a Vagus Nerve Stimulator? Yes O No If YES, describe magnet use:

Special Considerations and Precautions (regarding school activities, sports, trips, etc.)

Describe any special considerations or precautions:


Physician Signature_


Date


Parent/Guardian/Signature_

Date

Seizure Safe School Act

 Requires school personnel to complete a seizure recognition and first-aid response training.

 Mandates that the Seizure Action Plan is made part of the student's file and made available to school personnel and volunteers responsible for the student.

 Ensures that any FDA-approved medication prescribed by the treating physician is administered to the student living with epilepsy.

 Educates and trains students about epilepsy and first-aid response.

Is your school seizure safe?



Appendix T

Guidelines for Concussion Management in Schools

Concussion is a type of traumatic brain injury (TBI) and is sometimes referred to as a mild TBI. Concussions are injuries to the brain that occur as the result of a fall, motor vehicle accident, or any other activity that results in an impact to the head or body. In New York State in 2019:

- 109 children 19 years of age or younger died due to a traumatic brain injury.
- 11,976 children 19 years of age or younger visited the emergency room for traumatic brain injury and 1,501 were hospitalized.

A concussion is a reaction by the brain to a force transmitted to the head from an impact or blow occurring anywhere on the body. A concussion results from the brain moving back and forth or twisting rapidly inside the skull. The symptoms of a concussion result from a temporary change in the brain's function causing a short-term impairment of brain function. The signs of a concussion may occur immediately or evolve over minutes or days. There is a range of symptoms from a concussion, and students with concussions may display vastly different signs and symptoms. In most cases, the symptoms of a concussion generally resolve over a brief period ranging from a few days or weeks; however, in some cases, symptoms can last for several weeks or months. In a small number of cases, or in cases of re-injury during the recovery phase, permanent brain injury is possible. Children and adolescents are more susceptible to concussions and take longer than adults to fully recover.

Therefore, it is imperative that any student who is suspected of having sustained a concussion be immediately removed from cognitive, athletic, and other physical activities and remain out of cognitive, athletic, and other physical activities until evaluated and cleared to return to activity by a licensed healthcare provider. Athletic activities are defined by commissioner's regulations and include participation in sessions for instruction and practice in skills, attitudes, and knowledge through participation in individual, group and team activities organized on an intramural, extramural, interschool athletic, or inclusive athletic basis to supplement regular physical education class instruction, otherwise known as extra class periods in physical education or extra class activities. Physical activities are all other types of physical movement that raise the heart rate, such as PE class, recess etc.

Cognitive activities are those that stimulate activity in the brain and may occur with or without physical movement. Legislative Background The Concussion Management and Awareness Act, Chapter 496 of the Laws of 2011, (revised to include nonpublic schools effective July 1, 2023) requires the Commissioner of Education, in conjunction with the Commissioner of Health, to promulgate rules and regulations related to students who sustain a concussion, also known as a mild traumatic brain injury (MTBI), at school and at any school-sponsored event or related activity. These guidelines for return to school and certain school activities apply to all public and nonpublic school students who have sustained a concussion regardless of where the concussion occurred.

The law also requires that school coaches, physical education teachers, nurses, and certified athletic trainers complete a New York State Education Department (NYSED) approved course on concussions and concussion management every two years. Finally, the law requires that 2 NYSED Guidelines for Concussion Management in Schools July 2023 students who sustained,

or are suspected to have sustained, a concussion during athletic activities (interscholastic sports) are to be immediately removed from such activities. Such students may not return to athletic activities (interscholastic sports) until they have been symptom-free for a minimum of 24 hours and have been evaluated by and receive written and signed authorization to return to activities from a duly licensed physician. For students attending public schools, such written clearance should be sent to the school for review by the district's director of school health services (a.k.a., medical director).

All clearance notes and healthcare provider orders are to be filed in the student's cumulative health record as required in the law and Commissioner's regulation §136.5 (d)(2)(i).

Schools shall require the immediate removal from athletic activities of any student who has sustained, or who is believed to have sustained, a mild traumatic brain injury. If there is any doubt as to whether a student has sustained a concussion, it shall be presumed that the student has been injured until proven otherwise. No such student shall resume athletic activity until the student has been symptom free for not less than twenty-four hours and has been evaluated by and received written and signed authorization from a licensed physician; and for extra class athletic activities in public schools, has received clearance from the medical director to participate in such activity [Commissioner's regulation 136.5(d)(2)].

Additionally, the revised regulations define athletic activities as participation in sessions for instruction and practice in skills, attitudes, and knowledge through participation in individual, group and team activities organized on an intramural, extramural, interschool athletic, or inclusive athletic basis to supplement regular physical education class instruction, otherwise known as extra class periods in physical education or extra class activities [Commissioner's regulations 136.9(b)(1)].

Education Law §902 requires public school districts to employ a director of school health services (a.k.a., medical director) who must be either a physician or nurse practitioner. In instances where a school district affiliates itself with a medical practice for its required health and welfare services, one physician or nurse practitioner within that medical practice is to be designated the medical director. Education Law §902, allows districts to employ school nurses who are registered professional nurses (RN).

If districts also choose to employ licensed practical nurses (LPN), they should be cognizant that LPNs are not independent practitioners and must work under the direction of the RN, medical director, or other appropriate licensed healthcare professional. LPNs' scope of practice does not permit them to assess or triage; therefore, they cannot be the healthcare professional assessing and triaging injured students or assessing a student's progress in return to school activities. (See NYS Nursing: Practice Information: FAQ (nysed.gov))

The Commissioner's regulation §135.4(c)(4)(iii) requires public school districts that operate a high school to employ a director of physical education. The director of physical education is required to have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program.

Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the Commissioner. School districts may share the services of a director of physical education according to Commissioner's regulation §135.4(c)(4)(iii).

NYSED Guidelines for Concussion Management in Schools July 2023 3 Districts may also employ certified athletic trainers at the secondary school level. Athletic trainers employed by secondary schools must be certified athletic trainers according to Commissioner's regulation §135.4(c)(7)(i)(d)(1) and must be supervised by a physician in accordance with Education Law Article 162, §8351. (See NYSED Office of Professions, Athletic Trainers.)

Prevention and Safety Protecting students from head injuries is one of the most important ways to prevent a concussion. Although the risk of a concussion may always be present with certain types of activities, to minimize the risk, schools should ensure that (where appropriate) education, proper equipment, and supervision to minimize the risk is provided to school staff, students, and parents/guardians.

Education should include:

- signs and symptoms of concussions:
- how such injuries occur: and
- possible long-term effects resulting from such injury.

It is imperative that students know the symptoms of a concussion and the critical importance of informing appropriate personnel, even if the student believes they have sustained the mildest of concussions and students should be educated on the importance of reporting any symptoms of a concussion to their parent/guardian and/or appropriate school staff. This information should be reviewed periodically with student athletes throughout each season. Emphasis must be placed on the need for medical evaluation should such an injury occur to prevent persisting symptoms of a concussion and on following the guidelines for return to school and activities. Providing supporting written material is advisable. School staff members must follow school emergency protocols and procedures for any student reporting signs and symptoms of injury or illness.

The Concussion Management and Awareness Act requires that consent forms (required for participation in interscholastic athletics) contain information on concussions and/or reference how to obtain information on concussions from the NYSED and NYSDOH websites. This information is available at New York State Education Department- School Health Services, and New York State Department of Health Bureau of Occupational Health and Injury Prevention- Traumatic Brain Injury.

Since previous history of concussion can increase the likelihood of future concussions along with impacting recovery, both the Required New York State School Health Examination Form (nysed.gov) and the Sample Interval Health History Form (schoolhealthny.com) require notation of history of previous concussion(s). School personnel should be aware of the types of activities that present a higher-than-average risk for concussion.

These activities include, but are not limited to:

- Interscholastic athletics;
- Extramural activities; and
- Physical education classes and recess. Schools should evaluate the physical design of their facilities and their emergency safety plans to identify potential risks for falls or other injuries. Recess should include adult supervision, with all playground equipment in good repair, and play surfaces composed of approved child safety materials. Physical education programs should include:
 - Plans that emphasize safety practices;
 - Lessons on the need for and correct use of safety equipment; and
 - Review of rules of play prior to taking part in the physical activity and enforced throughout the duration thereof. It is strongly recommended that the physical education (PE) director, and/or the athletic director 6 NYSED Guidelines for Concussion Management in Schools July 2023 (AD) of a school ensure that:
 - All interscholastic athletic competition rules are followed;
 - Appropriate safety equipment is used; and
 - Rules of sportsmanship are enforced.

PE directors should instruct and encourage PE teachers, coaches, and student athletes to refrain from initiating contact to another player with their head or to the head of another player. Players should be proactively instructed on sport-specific safe body alignment and encouraged to be aware of what is going on around them. These practices will reduce the number of unexpected body hits that may result in a concussion and/or neck injury. In addition, proper instruction should include the rules of the sport, defining sportsmanlike conduct, and enforcing penalties for deliberate violations.

Identification Any student who is observed to, or is suspected of, suffering a significant blow to the head or body, has fallen from any height, or collides hard with another person or object, may have sustained a concussion. Such injuries can occur in athletic activities (interscholastic sports), recess, PE, and other classes. Symptoms of a concussion may appear immediately, may become evident in a few hours, or evolve and worsen over a few days.

Concussions may also occur at places other than school. School staff who observe a student displaying signs and/or symptoms of a concussion, or learn of a head injury from the student, should have the student accompanied to the school health office. If there is no school nurse, or they are unavailable, the school should contact the parent/guardian to pick up their child and strongly recommend they have their child evaluated by a healthcare professional and the parent/guardian should be provided written information about concussion. Such written information is available on the Centers for Disease Control and Prevention's -HEADS UP to schools-parents At no point in time should a student who is suspected of suffering a concussion be left alone or out of the eyesight of the school personnel responsible for the student. This includes sitting on the team bench unattended or lying down in a separate room in the health office or locker room.

Concussion symptoms may be evolving, and at any time the student may need further assistance or transportation for emergency medical care. Students who are suspected of having suffered a concussion outside of school, or in school but not occurring during athletic activities

(interscholastic sports) should be seen by a healthcare provider who may be a physician, nurse practitioner or physician assistant for diagnosis. Such healthcare providers may choose to refer the student to a specialist as needed.

This is in contrast for students who suffer or are suspected of having suffered a concussion during athletic activities (interscholastic sports). As required by the Concussion Management and Awareness Act, such student's evaluation and clearance authorizing return to athletic activities (interscholastic sports) must be performed, written, and signed by a duly licensed physician. In public schools such written clearance must be sent to school for review by the district medical director. In nonpublic schools the school must obtain the student's evaluation and clearance from a duly licensed physician and follow any guidance from the student's treating physician. The student's evaluation, orders and clearance are to be kept in the student's cumulative health record. Schools should be cognizant of the various constraints that many students' families face. Although schools may assist parents/guardians with finding an appropriate healthcare provider, schools should not require students to see a school-chosen provider for a fee to be cleared to return to athletic activities (interscholastic sports).

Symptoms of a concussion include, but are not necessarily limited to:

- Amnesia (e.g., decreased, or absent memory of events prior to or immediately after the injury, or difficulty re
 - Headache or head pressure NYSED Guidelines for Concussion Management in Schools July 2023 8
 - Loss of consciousness
 - Balance difficulty or dizziness, or clumsy movements
 - Double or blurry vision
 - Sensitivity to light and/or sound
 - Nausea, vomiting, and/or loss of appetite
 - Irritability, sadness, or other changes in personality
 - Feeling sluggish, foggy, groggy, or lightheaded
 - Concentration or focusing problems
 - Slowed reaction times, drowsiness
- Fatigue and/or sleep issues (e.g., sleeping more or less than usual) Students who develop any of the following signs, or if the above listed symptoms worsen, must be seen and evaluated immediately at the nearest hospital emergency room:
 - Headaches that worsen
 - Seizures
 - Looks drowsy and/or cannot be awakened
 - Repeated vomiting
 - Slurred speech
 - Inability to recognize people or places
 - Weakness or numbness in arms or legs, facial drooping
 - Unsteady gait
 - Dilated or pinpoint pupils, or change in pupil size of one eye
 - Significant irritability
 - Any loss of consciousness
 - Suspicion of skull fracture: blood draining from ear, or clear fluid from nose

Sideline Assessment and Neurocognitive Testing Schools may, in collaboration with their medical director in public schools, choose to allow school staff who are appropriately licensed or certified healthcare professionals who are credentialed to use validated neurocognitive computerized testing concussion assessment tools such as Impact (Immediate Post Concussion Assessment & Cognitive Testing), CogSport (also known as Axon), Headminders, and ANAM (Automated Neuropsychological Assessment Metrics) to review and obtain baseline and post-concussion performance data. Schools may also choose to allow credentialed or trained school personnel or licensed health professionals as indicated by test, to use sideline assessment tools such as SCAT 6 (Sport Concussion Assessment Tool 5), SAC (Standardized Assessment of Concussion) K-Test, or BESS (Balance Error Scoring System) *.

When choosing to use assessment tests and tools, it is important that schools are cognizant of credentialing requirements of assessors, required testing conditions, along with conditions and time intervals required for post-concussion testing. The school must obtain authorization from the parent/guardian prior to the testing. Additionally, parents/guardians should be given a copy of the results.

Neurocognitive computerized tests and sideline assessments may assist school staff in determining the severity of a student's symptoms. However, they are not a replacement for a healthcare evaluation to diagnose a concussion or clear a student to return to activities.

All 9 NYSED Guidelines for Concussion Management in Schools July 2023 students with a suspected concussion are to be removed from athletic and physical activities, should be symptom free for not less than 24 hours, and cleared to begin a gradual return to activities by a physician if injured during athletic activities, or a healthcare provider for all other injury locations. In public schools, return to athletics will require the approval of the district medical director; in nonpublic schools, the concussed student's treating physician will provide return to athletic clearance pursuant to Commissioner's regulation §136.5(d)(2). Results from assessment tools or tests completed at school should be provided to healthcare providers to aid in the diagnosis and treatment of students. * The Concussion Recognition Tool-6 (CRT6), Sport Concussion Assessment Tool-6 (SCAT6) and Child SCAT6 provide updated iterations of the acute sport-related concussion (SRC) tools best used in the first 72 hours (and up to 1 week).

Diagnosis

In New York State, the diagnosis of a concussion remains within the scope of practice of the following healthcare providers: physicians, nurse practitioners, and physician assistants. These healthcare professionals may refer the student to other specialists once a diagnosis of concussion is made.

As part of their licensure in accordance with the NYSED's Board of Regents rules, licensed healthcare professionals are required to remain current on best practices in their fields. Healthcare providers who are not familiar with current best practice on concussion management are strongly encouraged to seek out professional development updates.

One such resource from the Centers for Disease Control and Prevention (CDC) is a free online course: Online Concussion Training for Healthcare Providers. The following information provides a general overview of current best practice to familiarize school healthcare professionals and is not a substitute for necessary professional development education. It cannot be emphasized enough that any student suspected of having a concussion – either based on the disclosure of a head injury, observed or reported symptoms, or by sustaining a significant blow to the head or body – must be removed from cognitive, athletic and physical activities (e.g., PE class, recess), and observed until an evaluation can be completed by a healthcare provider*.

Evaluation by a healthcare provider of a student suspected of having a concussion should include a thorough health history and a detailed account of the injury. The (CDC) recommends that physicians, nurse practitioners, and physician assistants use the Acute Concussion Evaluation Form- Clinicians to conduct an initial evaluation.

The CDC recommends evaluation of three areas:

- Characteristics of the injury
- Type and severity of cognitive and physical symptoms
- Risk factors that may prolong recovery

Injury Characteristics

The student, and/or the parent/guardian, and/or school staff member who observed the injury should be asked the following as part of an initial evaluation:

- Description of the injury;
- Cause of the injury;
- Student's memory before and after the injury;
- If any loss of consciousness occurred; and
- Physical pains and/or soreness directly after injury. Symptoms Students should be assessed for symptoms of a concussion including, but not limited to, those listed previously.

Risk Factors to Recovery According to the Consensus Statement on Concussion in Sport - the 5th International Conference, October 2016 2, students with these conditions are at a higher risk for prolonged recovery from a concussion:

- History of concussion, especially if currently recovering from an earlier concussion
- Personal and/or family history of migraine headaches
- History of learning disabilities or developmental disorders
- History of depression, anxiety, or mood disorders Students, whose symptoms worsen or generally show no reduction after 7-14 days or sooner depending on symptom severity, should be considered for referral to a neuropsychologist, neurologist, psychiatrist, or other medical specialist in traumatic brain injury.

Post-Concussion Management

Students who have been diagnosed with a concussion require both physical and cognitive rest as determined by the treating healthcare provider. How long that rest period is, and what activities may or may not be permitted will be different for each student. Delay in instituting healthcare

provider orders for such rest may prolong recovery from a concussion. Private healthcare provider's orders for avoidance of cognitive and physical activity and graduated return to activity should be followed and monitored both at home and at school. Public school districts should consult their medical director if further discussion and/or clarification is needed regarding a private healthcare provider's order, or in the absence of private healthcare provider orders. Nonpublic schools should consult the student's parent/guardian and ask for clarification from the treating healthcare provider.

Children and adolescents are at increased risk of protracted recovery and severe, potential permanent disability (e.g., early dementia also known as chronic traumatic encephalopathy), or even death if they sustain another concussion before fully recovering from the first concussion. Therefore, it is imperative that a student is fully recovered before resuming physical and/or athletic activities that may result in another concussion. Best practice warrants that, whenever there is a question of safety, a healthcare provider err on the side of caution. When a student diagnosed with a concussion returns to school it is important that the school and the parent/guardian maintain ongoing communication. This is necessary as schools will need to keep the parent/guardian informed on the student's status and progress.

The parent/guardian will need to inform the school of any signs and symptoms they see, such as development of late-in-the-day headaches or extreme fatigue when returning home from school. If developmentally appropriate, students, as well as the parent/guardian, should be included in plans for gradual return to activities. Students may feel upset about having to limit activities or having difficulties keeping up in school. Students should be reassured that the situation is most likely temporary, that the goal is to help the student get back to full activity as soon as it is safe, and to avoid activities which will delay their recovery.

Students should be informed that the concussion will resolve more quickly when they follow their healthcare provider's orders as supported by numerous studies. Students will need encouragement and support at home and school until symptoms fully resolve.

Cognitive Rest

Cognitive rest requires that the student limit participation in, or exposure to, activities that require concentration or mental stimulation including, but not limited to:

- Computers and video games
- Television viewing
- Driving
- Texting
- Reading or writing
- Studying or homework
- Taking a test or completing significant projects
- Participation in band, chorus, plays, etc.
- Employment NYSED Guidelines for Concussion Management in Schools July 2023 14
- Loud music
- Bright lights Parents/guardians, teachers, and other school staff should watch for signs of concussion symptoms reappearing such as fatigue, irritability, headaches, blurred vision, or

dizziness, which may reappear with any type of mental activity or stimulation. If any of these signs and symptoms occur, the student should cease the activity. Return of symptoms should guide whether the student should participate in an activity.

The basis for recommending physical and cognitive rest is that rest may ease discomfort during the acute recovery period by mitigating post-concussion symptoms and/or that rest may promote recovery by minimizing brain energy demands following concussion. There is currently insufficient evidence that prescribing complete rest achieves these objectives.

After a brief period of rest during the acute phase (24–48 hours) after injury, patients can be encouraged to become gradually and progressively more active while staying below their cognitive and physical symptom-exacerbation thresholds (i.e., activity level should not bring on or worsen their symptoms)

Return to Academic Activities

After an initial period of relative rest lasting approximately 24–48 hours, a healthcare provider may clear a student to begin a gradual return to academic or cognitive activities. This may or may not coincide with the student's return to physical activities. The healthcare provider should give clear orders on the gradual return to activity protocol that the school must follow. If a school has concerns or questions about the private healthcare provider's orders, the district medical director or their designee should contact that provider. In the case of a nonpublic school, an employed licensed healthcare provider or school administrator should contact the parent/guardian who can then contact the treating provider to discuss, clarify, and obtain written orders addressing concerns/questions. Even with classroom accommodations, a student with a concussion will need to gradually return to all academic activities. Current research suggests that some level of sub symptoms with activity is acceptable; however, symptoms should not be made worse (e.g., no more than two points on a 10-point Visual Analog Scale).

The VAS used should be approved for use by the student's healthcare provider, by a school nurse (RN), or the district's medical director. Therefore, schools will need to follow provider orders on return to activities. School staff should monitor students daily following each progressive level of academic activity, for any return of signs and symptoms of concussion. A gradual progression should be followed based on private healthcare provider's or other specialist's orders and recommendations.

Students with concussions may become fatigued easily and may need time to rest in school. Initially a student with a concussion may only be able to attend school for a few hours per day and/or need rest periods during the day. Students may exhibit increased difficulties with focusing, memory, learning additional information, and/or an increase in irritability or impulsivity.

School personnel, particularly teachers including home tutors, should have clear directions on the student's gradual return to academic activities. They should be instructed that any activity may cause the student to become easily fatigued and the student should be allowed to rest, as needed. They should also be reminded that even lights and noise (e.g., walking between classes in a

crowded hallway or cafeteria) may cause a recurrence of concussion symptoms. Classroom teachers should delay testing a child diagnosed with a concussion until cleared by their provider for return to full academic activities.

Generally, school principals are permitted to authorize certain testing accommodations for students who incur an injury within 30 days prior to state test administration. Principals should refer to test manuals available at Accommodations for Testing | New York State Education Department (nysed.gov) for information on the procedures they must follow in authorizing such accommodations.

Schools should have policies and/or procedures in place for transitioning students back to academic activities as ordered by the healthcare provider, and for making accommodations for missed tests and/or assignments. Administrators should review with the teaching staff methods to provide short term accommodations aligned with provider recommendations for students diagnosed with a concussion. In public schools, the district medical director may develop a return to cognitive activities protocol for students with concussions whose provider does not provide direction on limitations or needed accommodations. In nonpublic schools, the student's treating healthcare provider should provide direction regarding return to cognitive activities. In some situations, a 504 plan may be appropriate for students whose concussion symptoms are significant or last 6 months or longer.

Physical Rest

Physical rest includes getting adequate sleep, taking frequent rest periods or naps, and avoiding physical activity that requires exertion. Some activities that should be avoided include, but are not limited to:

- Ones that result in contact and collision and are elevated risk for re-injury;
- High speed and/or intense exercise and/or sports; and
- Any activity that results in an increased heart rate or increased head pressure (e.g., straining or strength training).

Students may find that they need to rest during the school day and should be allowed to do so as needed. Every student will be different and should be treated individually. One student may be able to attend school full days without difficulties, while another may find lights, noise and other stimulation causes fatigue or headaches and need to rest periodically. As with cognitive rest, after a period of no physical activity for the first 24-48 hours, a private healthcare provider may choose to clear the student to begin a graduated return to physical activities.

The healthcare provider should provide clear orders on the gradual return to physical activities protocol that the school must follow. After a brief period of initial rest (24–48 hours), symptom-limited activity can be begun while staying below a cognitive and physical exacerbation threshold (stage 1).

Once concussion-related symptoms have resolved, the athlete should continue to proceed to the next level if he/she meet all the criteria (e.g., activity, heart rate, duration of exercise, etc.) without a recurrence of concussion-related symptoms. Generally, each step should take 24 hours,

so that athletes would take a minimum of 1 week to proceed through the full rehabilitation protocol once they are asymptomatic at rest.

However, the time frame for RTS* may vary with player age, history, level of sport, etc., and management must be individualized. In athletes who experience prolonged symptoms and resultant inactivity, each step may take longer than 24 hours simply because of limitations in physical conditioning and recovery strategies outlined above. This specific issue of the role of symptom-limited exercise prescription in the setting of prolonged recovery is discussed in an accompanying systematic review. I

f any concussion-related symptoms occur during the stepwise approach, the athlete should drop back to the previous asymptomatic level and attempt to progress again after being free of concussion-related symptoms for a further 24-hour period at the lower level. 7

* *RTS means return to sports*

As noted in the previous section on return to academic activities, some level of sub symptoms with activity is acceptable; however, symptoms should not be made worse (e.g., no more than two points on a 10-point Visual Analog Scale). The VAS used should be approved for use by the student's healthcare provider, by a school nurse (RN), district's medical director, or a certified 18 NYSED Guidelines for Concussion Management in Schools July 2023 athletic trainer for student athletes. School staff should monitor students daily following each progressive level of physical activity, for any return of signs and symptoms of concussion. A gradual progression should be followed based on private healthcare provider's or other specialist's orders and recommendations. Staff members should report any observed or reported return of signs and symptoms to the school nurse, certified athletic trainer for student athletes, or administration in accordance with school policy.

Return to Physical Activities

A gradual return to physical activities typically is done by progressing a student through levels of physical activity that increase in duration and/or intensity. Gradual return to activity should occur with the introduction of a new activity level every 24 hours. If any post-concussion symptoms return, the student should stop the activity and drop back to the previous level of activity. Current research suggests that some level of symptoms with activity is acceptable. Therefore, schools will need to follow provider orders on return to activities.

School staff should monitor students daily following each progressive level of physical activity for any return of signs and symptoms of concussion. A gradual progression should be followed based on private healthcare provider's or other specialist's orders and recommendations. If a school has concerns or questions about the private healthcare provider's orders, the district medical director or their designee should contact that provider to discuss and clarify. The district medical director may develop a return to physical activity protocol for students with concussions whose provider does not provide direction on limitations or needed accommodations.

For nonpublic schools, if there are concerns or questions about the private healthcare provider's orders, the parent/guardian should be contacted by school administration and asked to obtain in writing the needed clarification or question response from the treating healthcare provider.

There are two types of exertional physical activities that need to be adjusted for students recovering from a concussion: 1. Physical activities during the school day such as physical education (PE) class, exercise, and recess; and 2. Athletic activities which are defined in regulation as extra-class periods of PE meaning those sessions organized for instruction and practice in skills, attitudes, and knowledge through participation in individual, group, and team activities organized on an intramural, extramural, or interschool athletic basis to supplement regular physical education class instruction.

Return to Physical Activities (PE class, Exercise, and Recess)

The first step in returning to physical activities in school is approval by the healthcare provider. The school may need to contact the healthcare provider to obtain more detailed instructions as to the level of activity the student may participate in. Students should not be excluded from recess but should be supervised to ensure they do not participate in exertional activities or activities that present risk of falls, collision, or impact. Particularly when returning to PE class participation it is recommended that a gradual return to physical activities is implemented.

At no time should a student suspected of or diagnosed with a 19 NYSED Guidelines for Concussion Management in Schools July 2023 concussion be assigned cognitive activities (such as reading or writing) to substitute for PE class physical activities. There is more concern, appropriately, for re-injury in physical education than other classes. Students should be allowed to participate in individual, non-contact/collision physical activity when their symptoms at rest are below minimal as directed by a six on a 10-point Visual Analog Scale (VAS) and should cease activity if their symptoms during physical exertion increase two or more points on the VAS. Research has shown that mild aggravation of concussion symptoms is acceptable, and that exercise can actually promote recovery.

When developing a plan for gradual return to physical activities, other factors that may impact the student's tolerance of the activity should be considered:

- Environment: lighting and noise levels;
- Activity level: exertion level, risk of reinjury, and student interest; and
- Symptom exacerbation.

Once the student has successfully completed the gradual return to physical activities, the student may resume unrestricted physical activities with approval from a healthcare provider.

Return to Athletic Activities

In public schools, the district medical director has the final authority to clear students to participate in or return to extra-class activities (interscholastic athletics or intramurals) in accordance with Commissioner's regulation §136.5(d)(2). In nonpublic schools, the student's treating physician has authority to clear student to participate in or return to extra-class activities.

Current guidance states, “[i]t is reasonable for athletes to avoid vigorous exertion while they are recovering.”

The Concussion Management Team

Concussion management requires a coordinated, collective effort among school personnel along with parent(s)/guardian(s) to monitor an individual student’s progress. They should advocate for academic and physical accommodations as appropriate, to reduce delays in a student’s ability to return to full activities. A school concussion management team can be a useful strategy to achieve coordination between all parties. Schools may choose to form a concussion management team to oversee and implement the school’s concussion policies and protocols. The Team should be made up of the Student, Parent, Teacher/s, Athletic Coach, Athletic Director, Athletic Teacher, School Nurse, etc.

Appendix U

Air Quality Index (AQI)?

The U.S. AQI is EPA's index for reporting air quality.






How does the AQI work?

Think of the AQI as a yardstick that runs from 0 to 500. The higher the AQI value, the greater the level of air pollution and the greater the health concern. For example, an AQI value of 50 or below represents good air quality, while an AQI value over 300 represents hazardous air quality. For each pollutant an AQI value of 100 generally corresponds to an ambient air concentration that equals the level of the short-term national ambient air quality standard for protection of public health. AQI values at or below 100 are generally thought of as satisfactory. When AQI values are above 100, air quality is unhealthy: at first for certain sensitive groups of people, then for everyone as AQI values get higher.

The AQI is divided into six categories. Each category corresponds to a different level of health concern. Each category also has a specific color. The color makes it easy for people to quickly determine whether air quality is reaching unhealthy levels in their communities.

Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	HAZARDOUS	3001-Higher	Health warning of emergency conditions: everyone will more than likely be affected.

In an Emergency When you hear it. Do it.

 <p>Lock-Out! Lock-Out! Secure The Perimeter</p>	<p>Guest Return to host Business as usual</p> <p>Employee Bring guests into the building Increase situational awareness Close/lock exterior windows and door(s) Business as usual Wait for "All Clear" signal</p>
 <p>Lock-Down! Lock-Down! Locks, Lights, Out of Sight</p>	<p>Guest Move away from sight Maintain silence</p> <p>Employee Empty the hallway Lock interior door(s) Turn out the lights Cover door window(s) if necessary Move away from sight Maintain silence Wait for responder to open door</p>
 <p>Evacuate! Evacuate! (Directions to Follow)</p>	<p>Guest Return to host</p> <p>Employee Three point visual sweep-contact office if found Place "Checked" sign on office door Lead to evacuation location if notified Report if missing, extra or injured guests</p>
 <p>Shelter! Shelter! (Directions to Follow)</p>	<p>Guest Return to host</p> <p>Employee Shelter types: 1. For tornado 2. For hazmat Shelter methods: 1. Drop, cover and hold 2. Seal openings Directions to follow</p>
 <p>Hold-In-Place! Hold-In-Place! Clear the Hallways</p>	<p>Guest Return to host If outside, stay outside Business as usual</p> <p>Employee Lock interior door(s) Increase situational awareness Business as usual No bathroom breaks If outside, stay outside Wait for "All Clear" signal</p>

Appendix X

Student Threat Assessment Plan for Crown Point Central School

Purpose: The purpose of this plan is to establish guidelines for the prevention of general school violence.

Plan: Crown Point Central School prohibits threats and acts of violence on school property, at any school event, while engaged in any school educational or athletic activities, and while traveling in district vehicles. Prohibited conduct includes but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury to self or others;
- Engaging in behavior that would subject a reasonable person to, and does subject another individual to, extreme emotional distress;
- Possessing, brandishing, or using a weapon while on school property
- Intentionally damaging property;
- Threatening to injure an individual (including oneself) or to damage property;
- Committing injurious acts motivated by, or related to, violence or sexual harassment; and
- Retaliating against any employee or student who, in good faith, reports a violation of this policy.

Consequences of Plan Violation(s):

- Students who violate this plan will be subject to disciplinary actions as outlined in the Student Handbook.

Definitions:

Threat- Concerning communication or behavior that suggests a person may intend to harm someone else. The threat may be spoken, written, or gestured, and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party and regardless of whether the target of the threat is aware of its existence in any fashion.

Threat Assessment- A fact-based process relying primarily on an appraisal of behaviors to identify potentially dangerous or violent situations and address them. Pertains to any person(s) with either motive, intent, or ability who is capable of mounting a targeted attack.

Threat Assessment Team- A group of individuals by or associated with Crown Point Central School who work together to determine the level/security of each reported potential threat.

A. Procedures for Conducting Student Threat Assessments

1. Identifying Threats

Some behaviors that may cause concern for the safety and well-being of an individual or the district as a whole. The following is not an exhaustive list but provides examples of concerning behaviors or situations:

- Unusual or abrupt changes in behaviors or patterns;
- Extreme reaction to a loss or traumatic event;
- Preoccupation with weapons, violent events, or persons who have engaged in violent acts;
- Uncharacteristically poor performance, grooming, or affect;

- References to harming others or planning a violent or destructive event;
 - Evidence of depression, hopelessness, or suicidal thoughts/plans;
 - Inappropriate responses such as prolonged irritability, angry outbursts, or intense reactions;
 - Strained interpersonal relations, isolating behaviors, or low self-esteem;
 - Following or stalking, in person or electronically;
 - Significant change in life circumstances such as loss of relationship or family member
2. Reporting Potential Threats
 Anyone who believes that a person or situation poses a clear and immediate threat of serious violence that requires containment should notify Superintendent Tara Celotti or in the case of emergencies, dial 911.
3. Assessing Threats
 When a threat is reported, the head of the Threat Assessment Team will convene and begin the assessment process.
- a) Initial Screening
 The initial screening consists of the Threat Assessment Team (District Administrator, School Psychologist, and School Resource Officer) receiving a full report from the person identifying the threat. The goal of the screening is to gather as many details as possible to determine immediacy and level of threat.
- b) Immediacy/Imminence
 When the initial screening identifies an immediate threat, the District Administrator and School Resource Officer will contact local law enforcement.
 When the threat does not appear imminent, the District Administrator and School Resource Officer will triage the situation. Two results are expected in this step: (1) a determination as to what, if any, intervention is required now; and (2) a decision as to whether a full inquiry is warranted.
 If immediate interventions are not likely to resolve the concern, the Threat Assessment Team will be convened to conduct a full inquiry. Conversely, if immediate interventions are warranted and likely to bring resolution to the concern, a full Threat Assessment Team inquiry will not be conducted.

Threat Assessment Guidelines and Flow Chart

The threat assessment processes at Crown Point Central School consist of three parts: (1) adherence to the Guiding Principles; (2) assessing and classifying threats; and (3) follow up.

Guiding Principles

The appraisal of risk in a threat assessment focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning on preparing for that event. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation.

Six core principles form the foundation of the threat assessment process.

1. The central question in any threat assessment inquiry or investigation is whether an individual (student or other) poses a threat, not whether the individual has made a threat.
2. Targeted violence is the end result of an understandable, and often discernible, process of thinking and behavior.
3. Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
4. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
5. Effective assessment is based on facts and observation of behavior, rather than on characteristics or traits. (Profiles do not provide a reliable basis for making judgements of the threat posed by a particular student.)
6. An integrated approach should guide threat assessment inquiries. Such as mental health services and law enforcement – is an important practice for gaining a comprehensive understanding of the potential threat.

Assessing and Classifying Threats

Based on the information available, the threat assessment team should seek to answer the following questions:

1. What are the individual's motives and goals?
 - a) What motivated the individual to make the statements or take the actions that caused him/her to be reported?
 - b) Does the situation or circumstances that led to these statements or actions still exist?
 - c) Does the individual have a major grievance or grudge? Against whom?
 - d) What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
 - a. What, if anything, has the individual communicated to someone else (targets, friends, other students, teachers, family, others) or written concerning his/her ideas and/or intentions? (Written documents may include assignments submitted at school and postings on social media sites, as examples.)
 - b. Have friends been alerted or "warned away?"
3. Has the subject shown inappropriate interest in any of the following?
 - a. School attacks or attackers
 - b. Weapons (including recent acquisition of a weapon)
 - c. Incidents of mass violence
4. Has the subject engaged in attack-related behaviors? These behaviors might include:
 - a. Developing an attack idea or plan
 - b. Making efforts to acquire or practice sites and areas for attacks
 - c. Casing, or checking out, possible sites and areas for attack
 - d. Rehearsing attacks or ambushes
5. Does the individual have the means to carry out an act of targeted violence?
 - a. How organized is the individual's thinking and behavior?
 - b. Does the individual have the means to (access to a weapon, for example) to carry out an attack?
6. Is the subject experiencing hopeless, desperation, and/or despair?
 - a. Is there information to suggest that the individual is experiencing desperation and/or despair?
 - b. Has the individual experienced a recent failure or loss?
 - c. Is the individual known to be having difficulty coping with a stressful event?
 - d. Is the individual now, or has he/she ever been, suicidal?
 - e. Has the individual engaged in behavior that suggests that he/she has considered ending his/her life?

- f. Has the individual been known to practice self-harm?
- 7. Does the individual have a trusting relationship with at least one responsible adult?
 - a. Does the individual have at least one relationship with an adult that he/she can confide in, believing that he/she will be heard in a non-judgmental way?
 - b. Is the individual emotionally connected to others? Is he/she disconnected from others?
 - c. Has the individual previously come to someone’s attention or raised concern in a way that suggests he/she needs intervention or supportive services?
- 8. Does the subject see violence as an acceptable (or desirable or only) way to solve problems?
 - a. Does the setting around the individual (friends, fellow students, colleagues, parents, teachers, spouses, etc.) explicitly or implicitly support or endorse violence as a way to resolve problems or disputes?
 - b. Has the individual been “dared” by others to engage in an act of violence?
- 9. Are the individual’s conversations and story consist with his/her actions? Does the information from collateral interviews and form the individual’s own behavior confirm or dispute what the individual says is going on?
- 10. Are other people concerned about the individual’s potential for violence?
 - a. Are those who know the subject concerned that he/she might take action based on violent ideas of plans?
 - b. Are those who know the subject concerned about a specific target?
 - c. Have those who know the subject witnessed recent changes or escalation in mood and behavior?
- 11. What circumstances might affect the likelihood of an attack?
 - a. What factors in the individual’s life and/or environment might increase or decrease the likelihood that they will attempt to mount an attack at the school?
 - b. What is the response of other people who know the subject’s ideas or plan? Do those who know the subject’s ideas actively discourage the individual from acting violently, encourage the subject to attack, deny the possibility of violence, passively collude with an attack, etc.?

These and other questions, once considered thoroughly by the Threat Assessment Team, should lead to a classification of the threat as follows:

Threat Level		Threat Assessment Team Response
Priority 1 (Extreme Risk)		<p>The person/situation appears to pose a clear and imminent threat of serious violence toward self or others and requires containment.</p> <p>Threat Assessment Team should contact law enforcement options and protect identified target(s).</p> <p>Once containment action has been taken, the Threat Assessment Team will develop and implement a management plan.</p>
Priority 2 (High Risk)		<p>The person/situation appears to pose a threat of self-harm or physical violence, usually to an identifiable target, but currently lacks immediacy and/or a specific plan – or a specified plan of violence does exist but currently lacks a specific target.</p> <p>The Threat Assessment Team develops a monitoring plan.</p>

Priority 3 (Moderate Risk)		<p>The person/situation does not appear to pose a threat of violence or self-harm at this time, but does exhibit behaviors/circumstances that are likely to be disruptive to the community. This case warrants intervention, usually by mental health, to include referral and/or monitoring to minimize the risk of escalation. The Threat Assessment Team develops a monitoring plan.</p>
Priority 4 (Low Risk)		<p>The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. The Threat Assessment Team maintains a report for potential re-examination in the future and contacts mental health for referral.</p>
Priority 5 (No Identified Risk)		<p>The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. The Threat Assessment Team closes the case.</p>

Follow-Up

Follow-up includes documentation. The District Administrator is responsible for ensuring that all the appropriate documentation of the threat Assessment Team’s Assessment – including contributing documents like incident reports and interviews – are part of the official record. A Threat Assessment and Response Report form (below) should be completed with each assessment.

Statistics

- 100% of the time, in the past 10 years, attackers that targeted schools, exhibited warning signs
- 81% of the time, prior to a firearm attack, the shooter told someone
- 70% of the time, a person who completed suicide, told someone or gave warning indicators

Behaviors

- | | |
|---|---|
| <ul style="list-style-type: none">● Threats to the target, others, and/or intent to attack● Intense or escalating anger● Interest in weapons● Sadness, depression, or isolation● Changes in behavior or appearance● Suicide and/or self-harm | <ul style="list-style-type: none">● Interests in violence● Talk of being bullied● Concerns over grades/attendance● Harassing others● Deceptive practices● Documentation of plans● Packing an attack bag |
|---|---|

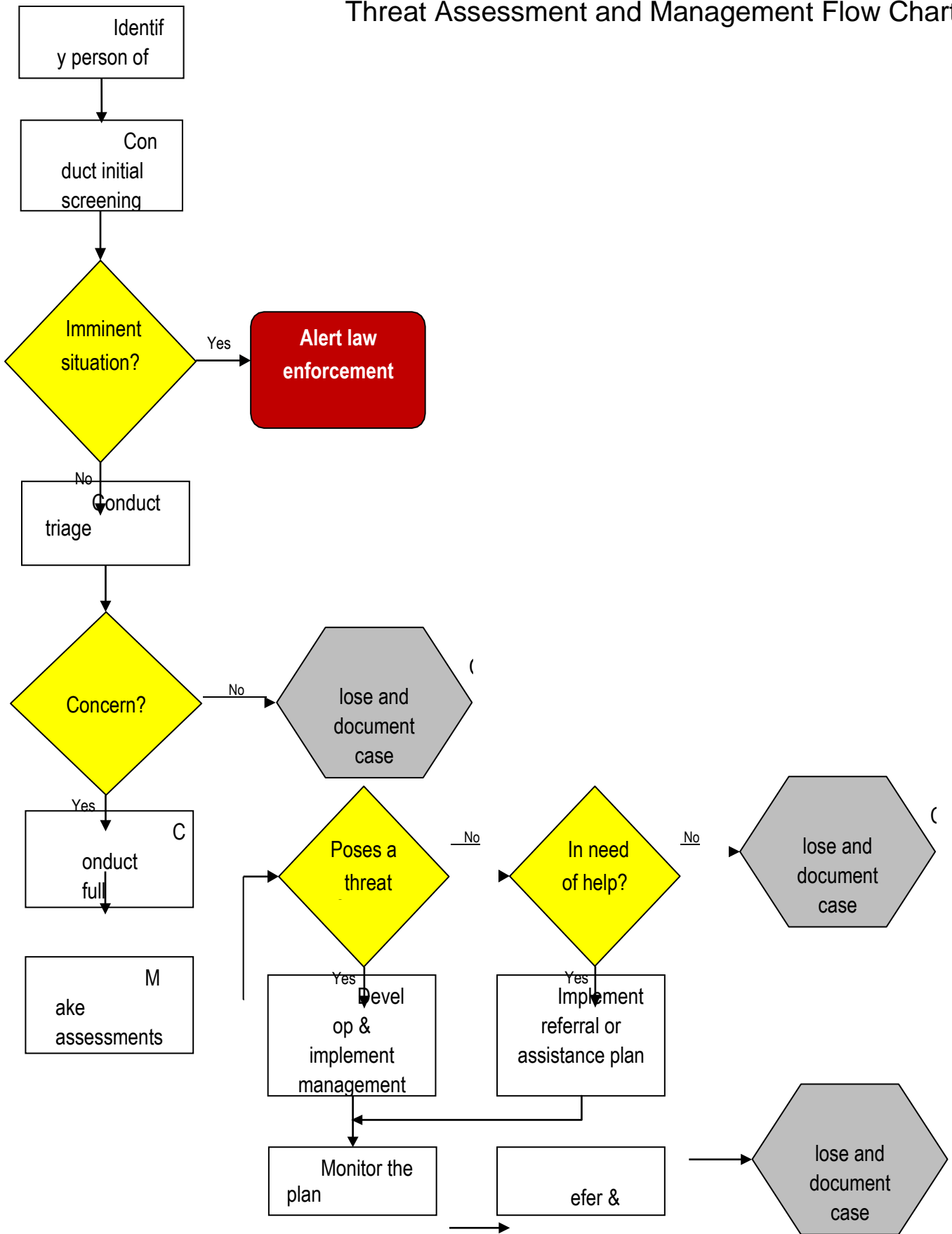
Motivations

- | | |
|---|---|
| <ul style="list-style-type: none">● Grievances<ul style="list-style-type: none">○ Peer issues○ Staff issues○ Bullying related○ Romantic issues○ Other personal issues | <ul style="list-style-type: none">● Desire to kill● Suicidal● Fame/Notoriety● Psychotic symptoms● Unknown |
|---|---|

Stressors

- | | |
|--|---|
| <ul style="list-style-type: none">● Mental health● Financial strain● Job related● Conflicts with friends/peers● Marital/relationship problems● Abuse of illicit drugs/alcohol● Conflicts at school● Physical injury | <ul style="list-style-type: none">● Conflict with parents/other family members● Sexual stress/frustration● Criminal problems● Civil problems● Death of a friend/relative● None |
|--|---|

Threat Assessment and Management Flow Chart



Threat Assessment and Response Report

PART I. THREAT REPORTED	
Date:	
Individual completing form:	
Position:	
Contact information:	
Source of report:	<input type="checkbox"/> Instructor <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Anonymous <input type="checkbox"/> Other (specify):
Information on person making threat/engaging in concerning behavior:	
Name:	
Status:	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Visitor <input type="checkbox"/> Unknown
Date of birth:	
Address:	
Phone:	
Friend/contact person:	
Relationship (if known):	
Any history of violence in school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Any history of violence elsewhere?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Any history of disciplinary action or referrals?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Other information about the person:	

Information about the threat/behavior(s)	
Date of threat/behavior:	
Where the threat/behavior occurred:	
Who reported the threat/behavior?	
What was reported (quote as closely as possible)	
Information on target	
Has the intended target/victim been identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of target/victim	
Status	<input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other:
PART II. FINDINGS FROM INTERVIEWS	
Name of person interviewed:	
Relationship or involvement:	
Notes:	
Name of person interviewed:	
Relationship or involvement:	
NOTES:	

Name of person interviewed:	
Relationship or involvement:	
Notes:	
Name of person interviewed:	
Relationship or involvement:	
Notes	
Has the target been interviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Please indicate which of the interviewees above is the target or summarize the interview with the target here	
PART III. ANALYSIS OF FINDINGS	
What are the subject's goals or motives?	
Has the subject shown inappropriate interest in:	<input type="checkbox"/> School attacks or attackers <input type="checkbox"/> Weapons <input type="checkbox"/> Incidents of mass violence If yes, please describe:

Has the subject engaged in attack-related behaviors such as:	<input type="checkbox"/> Developing an attack plan <input type="checkbox"/> Making efforts to acquire or practice with weapons <input type="checkbox"/> Casing, or checking out, possible sites and areas for attack <input type="checkbox"/> Rehearsing attacks or ambushes If yes, please describe:
Does the subject have the means to carry out an act of violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is the subject experiencing hopelessness, desperation, and/or despair?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Does the subject have at least one trusting relationship with a responsible adult?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is the subject's conversation and story consistent with his/her actions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Are other people concerned about the subject's potential for violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
What circumstances might affect the likelihood of an attack?	
Are any of the following indicators of potential for violence present?	
Indicators	Comments
Ideas or plans for injuring self or attacking someone at CPCS	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Communications/writing that suggest an unusual or worrisome interest in school attacks	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Comments that express or imply the student is considering mounting an attack	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown

Recent weapon-seeking behavior, especially if linked to interest in an attack	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Communications/writing suggesting that the subject condones violence to redress grievances or solve problems	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Rehearsal of attacks or ambushes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
PART IV. DETERMINATION OF THREAT LEVEL		
Check one:		
<input type="checkbox"/> Priority 1 (Extreme Risk) <input type="checkbox"/> Priority 2 (High Risk) <input type="checkbox"/> Priority 3 (Moderate Risk) <input type="checkbox"/> Priority 4 (Low Risk) <input type="checkbox"/> Priority 5 (No Identified Risk)		
Basis for determination:		
PART V. RESPONSE		
Check all that apply:		
Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No	Primary Threat Assessment Team/ Mental Health Contact:
Monitoring Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	Primary Threat Assessment Team/ Mental Health Contact:
Referral	<input type="checkbox"/> Yes <input type="checkbox"/> No	To whom/what agency? Primary contact:
PART VI. CLOSURE		
This case has been resolved and necessary actions have been taken to provide support or assistance to the individual who made the threat and to any others impacted by the threat.		
Signature of Threat Assessment Admin:		Date:

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