

District-Wide School Building Site

EMERGENCY PLANNING GUIDELINES

Note: These guidelines were developed by the Orange Ulster BOCES Risk Management Department based on previous plans and also from documents created by the Federal Emergency Management Agency (FEMA), utilizing components from FEMA E362, the Multi-hazard Safety Program for Schools, as well as from documents from the FBI Bomb Data Center, NYS EMO, NYS Police, NYS Center for School Safety and NYS Education Department. These were also developed to comply with Governor Pataki's Executive Order #26 which required all agencies, including school districts, to use the Incident Command System (ICS) for all emergencies.

School Site Planning Guidelines are intended to support the Principal or Site Administrator in developing and implementing an emergency plan. Each site is different, in terms of structure, layout, neighborhood, student body and staff. No one plan can fit every school; however, when all schools in a district have similar plans, the schools will be able to work more effectively with the school district. As an added benefit, when staff and students move from school to school, they will not have to re-learn the emergency plans and procedures.

These guidelines consist of advance planning steps for the principal, checklists for every response position, hazard-specific guidelines and an appendix with forms.

As of February 2015, the District follows the New York State Guide to School Emergency Response Planning.



DISTRICT-WIDE SCHOOL SAFETY PLAN TABLE OF CONTENTS

District-Wide School Safety Plans Regulatory Description of Components.	i & ii
Plan Review and Updates	iii
Introduction.	1
How Do You Predict?	1
SECTION 1 – GENERAL CONSIDERATIONS AND PLANNING GUIDELINES	
Identification of District-Wide School Safety Team	2
Concept of Operations?.	2-3
Secret Service Threat Assessment Suggestions.	4-5
Prevention-Role of Administrators, Teachers and Staff.	5
Chain of Command	5
District Emergency Telephone Numbers.	6
School Security	7
Reporting Threats or Acts of Violence.	7
Large Scale Medical Emergencies	7
Plan Review and Public Comment	8
Planning Assumptions and Limitations	8
SECTION II – RISK REDUCTION/PREVENTION AND INTERVENTION	
Prevention / Intervention Strategies.	9
Program Initiatives.	9
Student Rules	9
Anti-Bully Programs.	9
Anti-Hazing	9
Anti-Gang Programs	10
Suicide Prevention.	10
Programs to Reduce Isolation and Alienation and to Promote Respect	10
Weapons in School and the Gun-Free Schools Act.	10
Training, Drills and Exercises.	10-11
Implementation of School Security.	11
Building Security Measures in Place	11
Vital Education Agency Information.	12
Hazard Identification.	12
Emergency Supply Cabinets	13



BUILDING LEVEL SCHOOL SAFETY PLAN

SECTION III – RESPONSE

Notification and Activation. 14

Rapid Response Crisis Kit 15

Emergency Supply Cabinet. 15

AED Protocol. 16

Situational Responses

 Multi-Hazard Response. 17

 Bomb Threat Response Form 18-19

 Response to Situations of Potential Violence in School 20

 Potential Violence Incident Summary Form 21

 Imminent & Early Warning Signs for the Potential of Violent Behavior. 22

 Violent Incident Response Plan 23-25

 After the Crisis 26

 Civil Disturbance. 27

 Explosion/Fire Emergency 28

 Food Poisoning 29

 School Bus Accident. 30

Sequential Response Actions

 Severe Thunderstorm/Tornado. 31

 Anthrax/Biological Threats 33

 Hazardous Material Spills. 34-36

 Procedures for Obtaining Advice & Assistance from Local Government Officials 37

 District Resources Available for Use in an Emergency. 37

 Protective Action Options 37-39

 Indian Point Emergency 40-41

Sites of Potential Emergencies. 42

SECTION IV – RECOVERY

Planning for Psychological Aftermath of School Tragedy. 43-47

County-Wide Response Plan to Sudden Child/Adolescent Death 48-52

Event with Multiple Casualties 52-57

SECTION V

- Quick Reference Guide
- Homeland Security - NTAS Guide



District-Wide School Safety Plans

Regulatory Description of Components

Component	Regulatory Description
Potential Emergency Plans for Response to Specific Emergencies	Identification of sites of potential emergency. A description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering.
Implied or Direct Threats of Violence	Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school
Acts of Violence	Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.
Prevention and Intervention Strategies	Appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) non-violent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs.
Law Enforcement in Violent Incident	Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.
Assistance During Emergencies	A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
Local Government Officials	The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Article 2-B of the Executive Law.
Identification of District Resources	The identification of district resources that may be available for use during an emergency.
Procedures to Coordinate Use of School District Resources	A description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies.
Contacting Parents, Guardians or persons in Parental Relation	Policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district or in the event of a violent incident or early dismissal.

DISTRICT-WIDE SCHOOL SAFETY PLAN

School Building Security	Policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.
Early Detection of Potentially Violent Behaviors	Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district of board, students and other persons deemed appropriate to receive such information.
Annual Multi-Hazard Safety Training	Policies and procedures for annual multi-hazard school safety training for staff and students.
Test Components of the Emergency Response Plan	Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
Responses to Emergencies	The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
Improving Communication with Students	Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence.
Hall Monitors	A description of the duties of hall monitors and any school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity.
Informing All Educational Agencies	In the case of a school district, a system for informing all educational agencies within such school district of a disaster.
Information About Educational Agencies	In the case of a school district, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.



DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide school safety plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a variety of acts of violence and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies in the school district and its schools.

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

How do you predict?

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

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



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

The Port Jervis City School District School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the School District Board of Education, the Superintendent of School District appointed a District-Wide School Safety Plan.

Identification of School Safety Team

The School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the school board, student, teacher, administrator, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

School Board Representative
School Board Representative
Student Representative
Teacher Representative
Anna S. Kuhl Elementary School Principal
Hamilton Bicentennial Elementary School Principal
Port Jervis Middle School Principal
Port Jervis High School Principal
School Nurse
Huguenot Fire Department
Cuddebackville Fire Company
O/U BOCES Representative

This Safety Team is set up in accordance with 8 NYCRR Section 155.17 and Board Policy #5681.

Concept of Operations

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

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. 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. District and building administrators are authorized to call police to respond to the threat or acts of violence.

Threats are alarming statements or behaviors that give rise to concern about subsequent violence. The Port Jervis City School District established a Threat Assessment Team – Team members consist of Superintendent of Schools, Business Administrator, Guidance Counselors, School Psychologist, Head Custodian, School Attorney, Local Law Enforcement, State Police and the County Crisis Team.



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Threats are alarming statements or behaviors that give rise to concern about subsequent violence. The Port Jervis City School District establish a Threat Assessment Team – Team members consist of Superintendent of Schools, Business Administrator, Guidance Counselors, School Psychologist, Head Custodian, School Attorney, Local Law Enforcement, State Police and the County Crisis Team.

1. All threats will be considered serious until determined otherwise. The Superintendent of Schools and/or this designee will determine if the Threat Assessment Team needs to be partially or fully activated.

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

2. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Building Principal, or any Port Jervis District administrator. This will be followed by notification of the parent of the student. The appropriate disciplinary action will be taken up to and including suspension and referral for prosecution.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threat of violence to students, themselves, others, or property.
4. The Building Principal must notify the appropriate local law enforcement agency of those violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Building Principal learns of the violation. The notification may be made by telephone, followed by written notification on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constitute a crime.
5. School administrators must keep a record of serious threats and acts of violence and report them annually to the State.

The Port Jervis City Schools use a single point of entry system.

- ✓ All doors are locked except the main entrance.
- ✓ Visitors must sign in and sign out of the building.
- ✓ Visitors are required to wear “identification”, and access is limited to specific locations. Whenever possible; escorting visitors is encouraged.
- ✓ Visitors without identification will be directed to the sign-in area by all staff.



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Secret Service Threat Assessment Suggestions

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g.: students, staff, teachers and others) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant. The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service's National Threat Assessment Center (NTAC). They were developed primarily for preventing the assassination of public officials so they may not be applicable to all school situations.

To identify threats, school officials are advised to:

Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.

Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning and logistical preparations. They may communicate their intentions to family, friends or colleagues, or write about their plans in a diary or journal. They may have engaged in "attack-related" behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

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

What motivated the individual to make the statement or take the action that caused him/her to come to attention?

What has the individual communicated to anyone concerning his/her intentions?

Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups or murder?

Has the individual engaged in attack related behavior, including any menacing, harassing, and/or stalking-type behavior?



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?

How organized is the individual? Is he/she capable of developing and carrying out a plan?

Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?

Corroboration: What is the individual saying, and is it consistent with his/her actions?

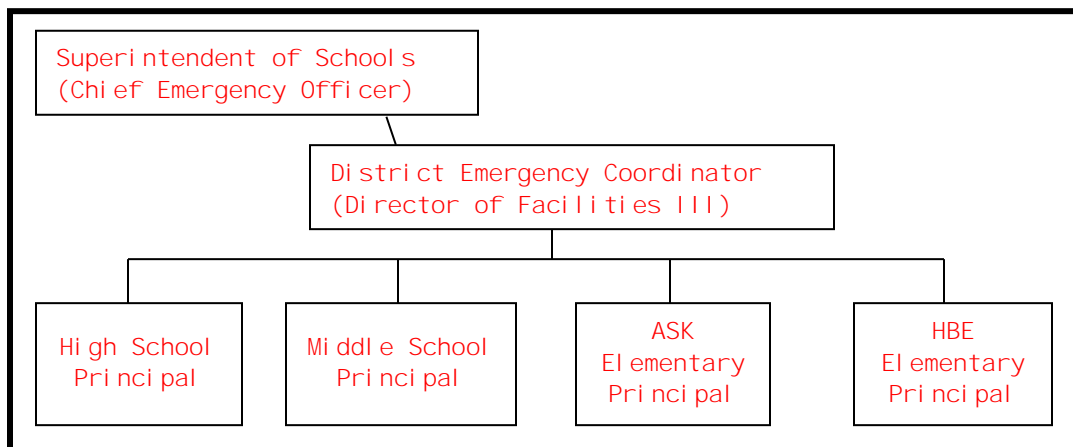
Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?

What factors in the individual's life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

Prevention – The Role of School Administrators, Teachers and Staff

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. School administrators should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments. While school boards and administrators set the climate of safety within schools, teachers especially, must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school.

Chain of Command





SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

District Emergency Telephone Numbers Main Phone Number 845-858-3100

High School	Extension	Fax Number
Principal	11511	845-858-2895
Assistant Principal	11522	
Assistant Principal	11520	

Middle School		
Principal	12510	858-2893
Assistant Principal	12520	

Anna S. Kuhl Elementary School		
Principal	13510	858-2896
Assistant Principal	13520	
Assistant Principal	13520	

Hamilton Bicentennial Elementary School		
Principal	14501	754-7355
Assistant Principal	14520	

Administrative Offices		
Superintendent	15511	856-1885
Asst. Supt. for Business	15531	
Asst. Supt. for Instruction	15521	
Director of Facilities III	17501/17502	858-2897



School Security

The level of physical security may need to be modified in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary and junior/senior high schools. Specific school security procedures are within the "Building Level Response Plans". As of February 2015, the District follows the New York State Guide to School Emergency Response Planning.

A comprehensive security assessment survey of the schools' physical design, safety policies and emergency procedures will be reviewed as needed by the District's Safety and Health Committee. This assessment will be conducted in cooperation with law enforcement, school security staff, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students and other school community members.

Reporting Threats or Acts of Violence

The Port Jervis City School District encourages and enables students, teachers and parents/guardians to report threats and acts of violence or any violation of the Code of Conduct to the Principal or, in his/her absence, the Acting Principal.

Teachers and other District personnel shall immediately report violent students to the Principal or Superintendent of Schools.

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

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

Large Scale Medical Emergencies

Incidents and / or accidents that can result in large scale medical emergencies, although not frequent can happen. These situations will generally be managed using the Incident Command System in a similar fashion to other emergencies or as a component element of an already existing Incident Command.



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Plan Review and Public Comment

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

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

The **District-Wide School Safety Plan**, is linked to the Building-Level Emergency Response Plans. Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. The Board of Education must review and adopt by September 1st of each year. It is also a requirement, as of July 1, 2016, that they must also appoint a Chief Emergency Officer, Education Law §2801-a and Commissioner's Regulation §155.17(a).

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

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School Emergency Response Plan is established under the following assumptions:

- The school community will continue to be exposed and subject to threats / hazards and vulnerabilities described in the Threat / Hazards Assessments Annex, as well as lesser threats / hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and / or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.



- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School Emergency Response Plan and providing frequent opportunities for training and exercising the plan for staff, students, parents / guardians, first responders, etc., can improve the school's readiness to respond to incidents.

Prevention/Intervention Strategies

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

Program Initiatives

The Port Jervis City School district conducts non-violent conflict resolution programs throughout its district. Specific programs are described within the Building Level Plans.

Student Rules

The Port Jervis City School District's Code of Conduct is provided to each student and their Parents/Guardians on an annual basis. Both the student and their Parents/Guardians are required to sign a form stating they have received and understood this document and return it back to the building principal's office.

Anti-Bullying Programs

Bullying is a range of behaviors, both verbal and physical, that intimidates others and often leads to anti-social and unlawful acts. Staff, students and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a "kids will be kids" occurrence nor accepted as a way of life. The Port Jervis City School District clearly encourages and enables students, teachers and parents/guardians to report bullying activity. Procedures for reporting are described within the District's Code of Conduct as well as described within the Building Level Plans. These procedures address with whom and under which circumstances information will and will not be shared.

Cyberbullying is the misuse of technology for harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool either on or off campus with either district or personal equipment. It is handled the same as bullying, with procedures described within the building level plans.

Anti-Hazing

Hazing activities are demeaning, abusive and / or illegal behaviors that harm victims and are inconsistent with the educational goals of the District. The Board of Education shall require the prohibition of hazing, along with the range of possible intervention activities and / or sanctions for such misconduct to be included in the District Code of Conduct for all grade levels and within the Building Level Plan.



SECTION II: RISK REDUCTION / PREVENTION & INTERVENTION

Anti-Gang Programs

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence. Although no such activity has been identified, the local Law Enforcement works closely with the school district and helps to identify and deter the presence of gangs and their activities.

Suicide Prevention

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

The Port Jervis City School District encourages and enables students, teachers and parents/guardians to report threats and acts of violence. Procedures for reporting are described within the District's Code of Conduct as well as described within the building level plans.

Programs to Reduce Isolation and Alienation and to Promote Respect

The Port Jervis City School District creates an environment and encourages programs that promote self-respect and respect for others. Building level programs are reviewed annually by the building level Safety and Health Committees and are specified within the building level plans.

Weapons in School and the Gun-Free Schools Act

Under Board of Education Policy, NYS Education Law and Federal Gun-Free Schools Act it is prohibited to bring in or possess any "firearm" or "weapon" on school property, bus, at school sponsored activities or settings under the control or supervision of the district regardless of locations, with the exception of those students who have received prior written permission from the Port Jervis Board of Education. Procedures for violations are within the building level plan.

Training, Drills and Exercises

All district personnel (faculty, custodial staff, office staff and administrators) must receive annual school safety and violence prevention training, which has to include components of mental health by **September 15th**. Substitute Teachers and Teacher Aides will receive a fact sheet on the district's policies and procedures upon initial assignment. Building administrators will be responsible for compliance.

- ✓ Each emergency response plan procedure will be reviewed annually as part of a regularly scheduled staff meeting.

SECTION II: RISK REDUCTION / PREVENTION & INTERVENTION



- ✓ Building evacuation / emergency response procedures will be tested a minimum of 12 times per school year. Eight drills are required to be evacuation drills with the remaining four required to be lock-down drills.
- ✓ The district will practice one early go-home drill per school year to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures and evacuation procedures.
- ✓ The emergency plan for sheltering-in-place in the event of severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- ✓ The district will conduct one drill and/or exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a “violent incident” on an annual basis.

Following a program orientation, drill and/or exercise, participants will forward their observations to the “Administrative Team” for further review and/or discussion. If immediate action is needed, the Building’s Principal will be notified in order to take corrective action.

Implementation of School Security

In an effort to maintain a safe, orderly and healthy educational environment, all visitors to the District must sign-in at the Main Office of the building visited and obtain a visitor’s pass that is to remain visible at all times. The hall monitors and other school safety personnel, acting in a school security capacity, will direct visitors to various offices and monitor student activities on the playgrounds and athletic fields. Work is performed under the general supervision of the Building Principal in accordance with established policies and procedures.

Building Security Measures in Place

Entrance Vestibules: All main entrances have security vestibules, visitors’ entrance to buildings are restricted until they are allowed in by staff. All other exterior doors are to be kept closed at all times.

Security Cameras: A comprehensive video surveillance system provides camera coverage for all school buildings. This system was designed to be used to deter and detect unauthorized activity and to document actions.

Staff Identification Badges: Staff are issued picture ID badges. These badges must be worn while on-site to identify them as employees. These badges can also be used at specified doors to enter the buildings during regular working hours.



SECTION II: RISK REDUCTION / PREVENTION & INTERVENTION

Vital Educational Agency Information

The District consists of four educational buildings (two K-6, one 7-8 and one 9-12), an administration building, two athletic fields, a sewage plant, Pupil Personal Services/Registration Building and a Maintenance Building.

- a. Administration, 9 Thompson St., Port Jervis
- b. High School, 10 Route 209, Port Jervis
- c. Middle School, 118 East Main St., Port Jervis
- d. Elementary Schools
 - i. ASK School, 10 Route 209, Port Jervis
 - ii. Bicentennial School, 929 Route 209, Cuddebackville
- e. Maintenance Building, 20 Route 209, Port Jervis
- f. PPS/Registration Building, 10 Route 209, Port Jervis
- g. Athletic Fields
 - i. Glennette Field, 118 East Main St., Port Jervis
 - ii. Chase Field, 10 Route 209, Port Jervis
- h. Sewage Plant, 10 Route 209, Port Jervis

Information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency are described within the Building Level Plans.

The non-public educational agencies located in Port Jervis City School District are Calvary Christian Academy, Homestead Hollow School, Children's Safe Stay and Recap Port Jervis Head Program.

Hazard Identification

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

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

SECTION II: RISK REDUCTION / PREVENTION AND INTERVENTION



District Resources – Emergency Supply Cabinets

All school buildings, as well as the District Office and Pupil Personnel Services Office, have been provided with an Emergency Supply Cabinet, which includes the following initial inventory: **KEYS: CABINETS ARE TO REMAIN UNLOCKED**

Supply List:

Cabinet 36w x 18d x 42h	1	Cabinet Wheel Kit	1
Caution / Safety Tape	2 rolls	Polypropylene Yellow Rope – 100 ft.	1
Duct Tape	2 rolls	General Purpose Bolt Cutter	1
Dust Masks	2 boxes	Adjustable Wrench	1
Rescue Blanket	10	Hacksaw – High Tension	1
Reflective Vest	2	Linesmen's Pliers	1
Bulk First Aid Kit	1	Double Face Sledge Hammer	1
Marking Paint – Orange	1	Flashlight	2
Fire Blanket	1	Battery "D Cell"	8
Vinyl Gloves – 100 pack	1	Zip Ties 18"	1 pkg.
Leather Palm Gloves	2		

Caster frames have been provided for the easy movement of these cabinets about the building.

Building administrators will ensure inventory of these cabinets will become part of their Building Level Safety Plan. Requests for replacement or additional items will be forwarded to the Director of Facilities III for his review.



Notification and Activation (Internal and External Communications)

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

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

- Each Superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. Such information need not be provided for routine snow emergency days.
- Annual written instructions will be provided to students and staff on the Port Jervis School District's emergency procedures.

The Emergency Coordinator, together with each Building Administrator, will provide written instructions on emergency procedures. Each school in the District will be responsible for its own students and staff. The written instructions shall be distributed by **October 1st** of each school year by one or more of the following methods:

District newsletter sent to District parents.

1. School
2. Handouts for staff.
3. Articles in the local newspaper.

Written instructions will include the following information:

1. The alarm warning codes and system.
2. Identify response actions that may be required, such as early dismissal and sheltering and a description of each.
3. Name of District Emergency Coordinator, his assistants and their role during an emergency.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. 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. District and building administrators are authorized to call police to respond to the threat or acts of violence.

In the event of an emergency or violent incident the District's radio and telephone system would be used for receiving and disseminating information within the School District. All physical education classes and other outside school activities will maintain radio contact with the building principal's office during school hours as per their building level plans.

SECTION III: RESPONSE



Notifications to parents/guardians regarding an incident would be made through one of the following forms of communication:

Telephone	Local Radio Stations
Local Media Web-Sites	District's Telephone Answer Service

Rapid Response Crisis Kit

Each school building will organize a rapid response crisis kit containing:

- Master Key
- Blank name tags or identification vests
- Classroom telephone directory
- Building floor plans (supplied by Buildings & Grounds Dept.)
- Utility shut-off master diagram (supplied by Buildings & Grounds Dept.)
- Notebooks, pens, markers
- Complete student roster
- Bell and bus schedules
- Current yearbook or class photos
- Daily attendance list

Each principal should have a rapid response crisis kit in the main office and in a secure room or location on the other side of the building.

Emergency Supply Cabinet

All school buildings, as well as the District Office and Pupil Personnel Services Office, have been provided with an Emergency Supply Cabinet, (36w x 18d x 42h with wheels) which includes the following initial inventory: **KEYS: CABINETS ARE TO REMAIN UNLOCKED**

Supply List:

Caution / Safety Tape	2 rolls	Polypropylene Yellow Rope – 100 ft.	1
Duct Tape	2 rolls	General Purpose Bolt Cutter	1
Dust Masks	2 boxes	Adjustable Wrench	1
Rescue Blanket	10	Hacksaw – High Tension	1
Reflective Vest	2	Linesmen's Pliers	1
Bulk First Aid Kit	1	Double Face Sledge Hammer	1
Marking Paint – Orange	1	Flashlight	2
Fire Blanket	1	Battery "D Cell"	8
Vinyl Gloves – 100 pack	1	Zip Ties 18"	1 pkg.
Leather Palm Gloves	2		

Caster frames have been provided for the easy movement of these cabinets about the building.

Building administrators will ensure inventory of these cabinets will become part of their Building Level Safety Plan. Requests for replacement or additional items will be forwarded to the Director of Facilities III for his review.

Port Jervis City School District AED Protocol

I. Purpose:

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

II. Location of AED's:

AED's will be located in each of the student instructional school facilities and selected additional buildings of Port Jervis City School District. The specific location of the AED in a building will be communicated to all faculty and staff members.

III. Training Requirements:

Personnel Authorized to Use AED's

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

IV. Indications for Use – AED:

In the event of an unresponsive individual on the grounds of or in any of the buildings of the Port Jervis City School District, the main office in that building is to be notified. The 911 system is to be immediately notified. The personnel in the main office shall announce a medical emergency according to "Building Level Response Plans" on the building all call system. Different strategies may be required to address needs specific to individual elementary and junior/senior high schools.

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



SECTION III: RESPONSE

Situational Responses Multi-Hazard Response

EMERGENCY RESPONSE

INTRUSION (Always assume the intruder is armed)

1. Lock classroom/office door(s) immediately.
2. Do not allow anyone to **leave** the room/office.
3. Follow instructions on whether to allow anyone to **enter** the room/office.
4. Stand by for additional instructions from administrative or law enforcement officials.
5. Perform accountability check based on attendance roster(s).
6. When all clear is given, resume activities as directed.

BOMB THREAT / SUSPICIOUS PACKAGE

1. Do NOT activate the fire alarm system; do NOT use portable radios or cell phones.
2. Perform cursory check of work area for any unusual packages or items.
3. Building Response Teams check Shelter-In-Place or Evacuation Areas outside the building as directed.
4. Be sure to take attendance roster(s) with you for accountability.
5. Shelter in “cleared and sanitized areas” or evacuate away from the building when instructed.
6. Stand by for additional instructions from administrative or law enforcement officials.
7. When all clear is given, report back to classroom for accountability check.

MEDICAL EMERGENCY – “Medical emergency in Room ____”

Serious Medical Emergency

1. All designated administration and health staff report for a medical emergency in Room _____.

SECTION III: RESPONSE



BOMB THREAT RESPONSE FORM

Be Alert! Get Specifics! Be Responsive!

PAGE 1 OF 2

Person Receiving Call: _____

Exact Time of Call: _____

Exact Words of Call: _____

Questions to Ask:

When is bomb going to explode? _____

Where is the bomb? _____

What does it look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why? _____

Where are you calling from? _____

What is your address? _____

What is your name? _____

Caller's Voice (circle)

Accent Crying Giggling Normal Squeaky Angry Deep Lisp

Sincere Stressed Broken Disguised Loud Slow Stutter Calm

Excited Nasal Slurred Rapid Foul Irrational Taped Incoherent

Well Spoken (educated) Message read by threat maker

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



SECTION III: RESPONSE

BOMB THREAT RESPONSE FORM

(Cont'd.)

Were there any background noises? _____

Background Sounds (circle)

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

Remarks: _____

Person Receiving Call: _____

Telephone Number Call Received at: _____

Date: _____

Report call immediately to: _____

(Refer to bomb incident plan)

Date: _____
Name: _____
Position: _____
Phone Number: _____

SECTION III: RESPONSE



RESPONSE TO SITUATIONS OF POTENTIAL VIOLENCE IN SCHOOL

1. If a staff member becomes aware of a student's threat or actual act of violence:
 - a. Staff member will immediately notify the principal and/or designees.
 - b. The principal and/or designees will notify appropriate members of the building response team*.
 - c. The principal and/or designees will arrange to have student immediately escorted to the principal's office.
 - d. There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS.
 - e. The student will be attended by one or more adults, at all times.
 - f. The crisis team will conduct a joint assessment of the student.
 - g. Other staff will simultaneously conduct an investigation of the incident.
 - h. Student's parents will be notified and required to participate in an immediate school conference.
 - i. When a more general threat is made to a large, unspecified group, the principal and/or designees will determine the course of action.

2. As a result of the joint assessment and investigation:
 - a. HIGH RISK DETERMINATION
 - Inform police immediately.
 - Mandate parents to have the student receive an immediate psychiatric evaluation.
 - Notify potential victim(s) and potential victim(s)' parents
 - Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
 - Recommend other interventions/services if indicated.
 - Refer for discipline.

 - b. LOWER RISK DETERMINATION
 - Discuss with student and his parents the significance of the incident and possible intervention measures.
 - Notify potential victim(s) and potential victim(s)' parents.
 - Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
 - Refer for support services, peer mediation and/or outside services if indicated.
 - Refer for discipline if indicated.

3. At the conclusion of the potential incident of violence:
 - a. A written summary shall be prepared by a designated staff person.
 - b. Involved personnel shall debrief.

Notify Director of Pupil Personnel Services whenever a CSE student is involved.



SECTION III: RESPONSE

POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

Student's Name: _____ Date: _____

DOB: _____ Grade _____

Name/Title of Person Completing Form: _____

Parents' Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

Description of Incident:

(Include date/time of incident, names/titles of all involved parties and their **specific** roles):

Actions Taken & Recommended Follow Up:

Notification (names, titles dates):

Police: _____

Student's Parents: _____

Potential victim(s): _____

Potential victim(s)' Parents: _____

Others: _____

Referrals (names, titles, dates): _____

Psychiatric evaluation: _____

Community Services: _____

In-School Services: _____

Discipline (specify): _____

Other: _____

SECTION III: RESPONSE



Imminent Warning Signs for the Potential of Violent Behavior

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

Early Warning Signs for the Potential of Violent Behavior

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



SECTION III: RESPONSE

PAGE 1 OF 3

VIOLENT INCIDENT RESPONSE PLAN

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

1. Notify staff by using the appropriate code via PA system.
 - a. Emergency Response Plans should be universal to District.
 - b. Subs and other “transient” staff/volunteers should be trained in emergency response.
 - c. An Emergency Information Poster is to be placed in each classroom, containing specific instructions for several types of emergency situations.
2. Lockdown will occur immediately.
 - a. Teachers should lock doors and windows of their classroom and students should back away from windows.
 - b. Students and teachers remain in the secured area until further directions.
 - c. Teacher should immediately take attendance.
 - d. Teachers should report to a pre-designated individual, the names of students who are out of the room and/or unaccounted for. Individuals will be properly I.D.
3. Following calls to be made by principal or designee:
 - a. A single call can be made to 911. Give a brief description and state what services are needed.
 - b. Superintendent in turn will make the following calls:
 - Other building principals
 - Transportation Company
 - Other directors
 - Activate Crisis Response Team via BOCES District Superintendent
4. Crowd Control – An appointed Assistant Principal and Nurse to go directly to scene to assess situation and to clear area.
 - a. Nurse will have an emergency kit ready and accessible (location is known in case of substitute).
 - b. Building Response Team (with CPR knowledge and prior training) to assist at scene as well.

SECTION III: RESPONSE



VIOLENT INCIDENT RESPONSE PLAN (Cont'd)

PAGE 2 OF 3

5. Paraprofessionals/Staff need to do immediate sweep of hallways and have all students go directly into a pre-designated site (*not into nearest classroom because intruder could be accidentally placed in room with children).

**** If perpetrator is still at large:**

- a. Act in a manner that will not put any more lives in jeopardy.
 - b. Avoid any reckless and/or imprudent action.
 - c. Obtain for police as much information as possible:
 - Description/clothing
 - In what direction they were traveling
 - Profile – background information
6. An announcement is made via English on the PA to instruct all available personnel where to go for assignments. Codes may be helpful to designate targeted area when possible.
 7. Command Center to be established in each building. If the originally designated Control Center is in the area in which the incident is situated, another pre-planned site is to be name. (Superintendent, Principal, Police, EMS, Representatives of Counseling Services.)
 8. Secondary staging areas need to be designated with the incident commander for staff assignments, fire, police and EMS, etc.
 9. Restrict access to the crime scene:
 - a. Isolate area.
 - b. Methodically evacuate the immediate area keeping potential witnesses available for law enforcement personnel.
 - c. Limit access to only essential personnel.
 10. MEDIA/PRESS
 - a. Develop relationship with media prior to incident.
 - b. No one speaks to press except the public information officer (Superintendent).
 - c. Establish an area in District for them to be able to access information. (Preferably the media area should be at the Board Office and **NOT** at the incident site.)
 - ** Can be used to our advantage for communicating with parents about staging areas to pick up their children, community advisories regarding traffic problem, etc.



SECTION III: RESPONSE

PAGE 3 OF 3

VIOLENT INCIDENT RESPONSE PLAN (Cont'd)

11. Parents
 - a. Designate area for parents to assemble for information.
 - b. Parents will be notified via area radio station if possible.
 - c. Instructions given to parents that students will be kept at school until the crisis is determined to be over.
 - d. Instructions **not** to phone the school and tie-up the few telephone lines that will be needed for emergency use. (Good to have limited access number telephone number.) (Fax machines can be utilized.)
 - e. When it is considered safe to release students this will only be done to his/her parent or authorized designee.
 - f. Logs will be kept as to whom is released.
 - g. Police assistance may be helpful.
12. Evacuation of school as soon as deemed safe.
 - a. Put into effect the Early/Emergency Dismissal Plan.
 - b. Prepare special needs students and personnel for evacuation.
 - c. Have pre-arranged alternate site if student cannot be taken home.
 - d. In the case of elementary school walkers or unaccounted for children, they will be bused to another school in the District.
13. Counseling
 - a. Pay particular attention to friends of deceased, and persons with recent losses or a history of suicide threats or attempts.
 - b. Set up support rooms/stations and call for back-up counselors if needed.
 - c. High School Sudden Adolescent Death Plan to be made available and be adapted in each school.
14. Hold faculty meeting as soon as possible.
 - a. Debrief faculty/staff to help process feelings.
 - b. Plan for anticipated reactions of students.
 - c. Have articles available on signs and normal responses to grief.
15. Determine the most effective method to inform parents about the crisis/death, what the school is doing and what reactions to expect from their child.
16. Prepare to hold community meetings, if necessary.
17. Log activities and decisions (what worked/what did not).

SECTION III: RESPONSE



AFTER THE CRISIS

1. Assess the degree of support needed.
2. Notify BOCES in order to activate County Crisis Plan, if necessary.
3. Designate a person to handle crowd control.
4. Gather staff together before dismissal for the day in order to provide an update. Plan for deployment of support staff for the next day.
5. Meet with Central Office, and Board members if appropriate, to review incident and plan for the next day.
6. Assign a District spokesperson to deal with the media.
7. Assess the needs of community, e.g., community meetings to disseminate information – contacting PTA's to provide food and babysitting services for affected families.
8. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff.
9. Assign counselors to buildings.
10. Assign staff members to visit hospitals; e.g., nurses.
11. Provide a press release, if appropriate. Monitor needs as the day progresses and modify accordingly (e.g., if a student is critical and should die during the school day).
12. Assess the need to bring in additional experts. Determine need for ecumenical services.
13. Determine need to designate individuals to attend funerals.
14. Continually appraise key people of the status of the situation as it changes.
15. Hold an end of day session with counselors and staff to assess needs for the next day.
16. Repeat this process of holding meetings in the morning and at the end of the day. Hold meetings until it is determined that the crisis stage is over.
17. Anticipate long-term effects on children, staff and community. The initial crises may give you an inaccurate read of the needs of your District since people are in shock.



SECTION III: RESPONSE

CIVIL DISTURBANCE

SEQUENTIAL RESPONSE ACTIONS:

1. Identify Situation. Verification should be made that there is indeed a disturbance in the building or the grounds. **Always assume that weapons may be involved.**

Notify the following individuals:

Superintendent
Business Administrator
Emergency Coordinator
Head Custodian
Building Principals or designees (see **Chain of Command** for full list of #s.)

2. Under the direction of an administrator listed in Item 2, notify all building occupants using the public address system that, **“There is a Lockdown in the facility, all occupants follow Lockdown Response Guidelines.”**
3. Notify local law enforcement agencies by telephone at 911.
4. A lockdown of all rooms and assembly halls should take place immediately.
5. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement officials.
6. **Based on advice from law enforcement officials, consider implementing the following response actions:**
 - Isolate the area of the building involved.
 - Develop class schedule changes.
 - Evacuate staff and students from uninvolved areas.
 - Notify parent(s) and/or spouse of victim(s)
7. Inform (update) Superintendent of situation and actions taken.
8. When “all clear” is given by school district administrator(s) and/or local law enforcement, direct staff to conduct accountability check. When accountability check is complete, staff and students may resume normal operations.

Necessary Resources:

Emergency Telephone Roster
Media Notification

SECTION III: RESPONSE



EXPLOSION / FIRE EMERGENCY

SEQUENTIAL RESPONSE ACTIONS:

1. Upon the occurrence of an explosion or notification of a fire in a facility, sound the building fire alarm immediately. Building systems which are not automatically turned off by the alarm being activated should be shut down.
2. Notify local fire and emergency service at 911.
3. Begin evacuation of facility in accordance with established emergency evacuation plans.
4. Notify the following individuals:
 - Superintendent
 - Business Administrator
 - Emergency Coordinator
 - Building Principals or designees (see **Chain of Command** for full list of #s.)
5. Initiate accountability procedure to determine if any staff, students or visitors are injured or missing.
6. Upon their arrival, advise the fire department of the situation. Assist the fire department incident command with activities related to the incident, such as accountability of building occupants, building plans (maps of building layout), locations of utilities shut down, etc.
7. Prepare public information release to the media, if necessary. The Superintendent's office notifies the local media (radio and television) if early dismissal is initiated and gives appropriate dismissal times.
8. Resume, curtail or cease building operation, as advised by fire department officials. Notify staff, students and parents.
9. If false alarm, investigate to identify the individual(s) who activated the alarm system.
10. Initiate "Go Home" procedure if necessary

Necessary Resources:

Emergency Telephone Roster
Emergency Evacuation Plan
Media Notification Plan
Public Address System
Transportation Plan



SECTION III: RESPONSE

FOOD POISONING

SITUATIONAL RESPONSES:

- Person suspecting food poisoning notifies the Building Administrator.
- Building Administrator notifies Head of Food Service and School Nurse.
- The Building Administrator determines emergency response and authorizes notification.
- Provide medical attention to affected person(s) and contact parent(s) of student(s) needing emergency attention.
- Request emergency assistance, if appropriate.
- Contact Dept. of Health, if appropriate.
- Close food service operation, if appropriate.
- Gather samples of suspicious foods (either in original container or clean container).
- Label food samples and refrigerate.
- Nurse or other health professional examine and interview ill persons, record signs and symptoms and collect specimens, if possible.
- Where possible identify individuals who ate common foods.
- Dismiss early, if needed.
- Board of Health gives clearance to resume food service.
- Notify Superintendent of all actions taken.
- Superintendent notifies District Superintendent and/or Commission of Education that plan was activated as required under CR155.17.
- Notify parents, if appropriate.

SECTION III: RESPONSE



School Bus Accident

SEQUENTIAL RESPONSE ACTIONS:

1. Upon receipt of notification of an off-site motor vehicle accident involving a school bus, the following information should be gathered from the caller:
 - a. Location of the incident?
 - b. Number of injured persons, if any?
 - c. Has Emergency Services been called?
 - d. Has local police or sheriff been notified?
 - e. Are victims being transported to hospital? If yes, which hospital(s)?
2. Notify the following district officials:
 - Superintendent
 - Assistant Superintendent for Business
 - Emergency Coordinator
 - Building Principals or designees (see **Chain of Command** for full list of #s.)
3. A district representative should be sent to assist at On-Scene Incident Command Post, wearing school district identification.
4. Monitor the situation through Fire and Law Enforcement officials or the school representative on scene and gather accurate information regarding:
 - a. Number of injured students.
 - b. Names of injured students.
 - c. Hospital(s) injured will be transported to.
5. At the Superintendent's direction, notify the parents/legal guardian of the injured as soon as possible.
6. If deemed necessary by the Superintendent, initiate the media notification plan.
7. Maintain communication with Emergency Services and hospital for current status of accident scene and patient condition. Relocate uninjured students to shelter, if inclement weather, as quickly as possible.
8. If directed to do so by the Superintendent, activate the critical incident counseling team.
9. When the incident is terminated by Emergency Services and local law enforcement agencies, resume normal operations.



SECTION III: RESPONSE

SEVERE THUNDERSTORM/TORNADO

SEQUENTIAL RESPONSE ACTIONS:

1. Monitor **all** National Weather Service severe thunderstorm and tornado watch or high wind warnings on Weather Alert Radio or local radio stations. Emergency Coordinator's Office will verify that all schools received the weather alert.
2. Central Office will verify that all schools have received a weather alert.
3. Direct weather spotters to take their positions.
4. Curtail all outside activities when a "warning" is received. Close shades and/or blinds.

Thunderstorm Watch – This means that weather conditions are such that thunderstorms could develop. If you receive such a call, you should be alert to the possibilities of an impending storm.

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

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

Action: All outside activities should be curtailed for the duration of the warning. While this warning **does not** immediately necessitate moving students and staff to the safe areas in the building as in a tornado warning, children **should** be moved away from windows. If further precautions are necessary, Central Office will issue the directions.

Tornado Watch – This alert suggests that conditions are such that a tornado could occur.

Action: Outside activities should be curtailed upon receipt of this alert.

Tornado Warning – This alert is given when a tornado has been reported in the area.

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

5. Continue to monitor outside weather conditions, Weather Alert Radio and local radio stations. When "warning" is rescinded or "all clear" is given, organize to resume normal activities if there is no damage to school property.

SECTION III: RESPONSE



6. If building(s) has sustained damage, refer to “Structural Failure” section of the Emergency Management Plan. Also ensure that County Emergency Management Office is informed of any damage.

Necessary Resources:

AM/FM Radio
NOAA Weather Alert Radio
Television
Public Address System
Pre-designated Shelter Areas



SECTION III: RESPONSE

ANTHROX / BIOLOGICAL THREAT

SEQUENTIAL RESPONSE ACTIONS:

In the event of an Anthrax threat, the individual receiving the letter/package should do the following:

1. Remain in the room / office where the package is opened.
2. Do not let any room / office occupants leave after the package is opened.
3. Do not allow anyone to enter the area.
4. Use the intercom or in-house communication system to inform the building administrator of the situation.
5. The building administrator must then call 911 and the Superintendent's office and inform them of the "Anthrax Scare".
6. Do not initiate an evacuation or make any announcements of the emergency. However, an announcement should be made to hold all staff and students in their present location until further notice and disregard all class bells for period changes.
7. Isolate / lockdown all entrances and exits and post monitors at each point to prevent unauthorized entry/exit.
8. If evacuation is necessary, law enforcement and emergency services will determine the need, extent and period.

SECTION III: RESPONSE



HAZARDOUS MATERIAL SPILL – ON SITE

1. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following:
 - Superintendent
 - Business Administrator
 - Emergency Coordinator
 - Head Custodian
 - Building Principal or designees (see **Chain of Command** for full list of #s.)
- ***School administrators will notify local fire and emergency medical services.
2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.
 3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Insure that evacuation route does not go through the spill area. Re-route evacuees away from spill area.
 4. The Superintendent or Public Information Officer will notify parents through media.
 5. Emergency Coordinator and Fire Department Officials will evaluate the problem.
 - a. If trained and adequately protected with safety equipment, determine cause.
 - b. If trained and adequately protected with special equipment, mitigate the situation.
 - c. Notify New York State DEC spill hotline at 1-800-457-7362.
 6. After consulting with fire and environmental officials, resume normal operations.

Necessary Resources:

Emergency Telephone Roster
Evacuation Plan
Public Address System
Material Safety Data Sheets
Personal Protective Equipment
Spill Absorbent and Containment Material
Media Notification Plan
Transportation Plan
AM/FM Radio
NOAA Weather Radio
Television



SECTION III: RESPONSE

HAZARDOUS MATERIAL SPILL: ON-SITE

SEQUENTIAL RESPONSE ACTIONS:

1. Upon discovery or detection of any spill of any spill of a hazardous material, petroleum or chemical product, notify the following:
 - Superintendent
 - Business Administrator
 - Emergency Coordinator
 - Head Custodian
 - Building Principal or designees (see **Chain of Command** for full list of #s.)
 - Local Fire Dept (911)
- ***School administrators will notify local fire and emergency medical services.
2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.
 3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Insure that evacuation route does not go through the spill area. Re-route evacuees **away** from spill area.
 4. The Superintendent or Public Information Officer will notify parents through media.
 5. Emergency Coordinator and Fire Department Officials will evaluate the problem.
 - a. If trained and adequately protected with safety equipment, determine cause.
 - b. If trained and adequately protected with special equipment, mitigate the situation.
 - c. Notify New York State DEC spill hotline at 1-800-457-7362.
 6. After consulting with fire and environmental officials, resume normal operations.

Necessary Resources:

Emergency Telephone Roster
Evacuation Plan
Public Address System
Material Safety Data Sheets
Personal Protective Equipment
Spill Absorbent and Containment Material
Media Notification Plan
Transportation Plan
AM/FM Radio
NOAA Weather Radio
Television

SECTION III: RESPONSE



SEQUENTIAL RESPONSE ACTIONS:

1. Upon being notified of an off-site hazardous material spill or release, follow the directions of the County Emergency Management, Local Fire Chief, or Law Enforcement Agencies.
2. Notify the following individuals:
Superintendent
Business Administrator
Emergency Coordinator
Head Custodian
Building Principal or designees (see **Chain of Command** for full list of #s.)
3. In the event of shelter recommendation, close off all outside air intakes and curtail all outside activities.
4. If evacuation is recommended, institute "Go Home" procedure.
5. Monitor the situation with local fire, emergency management or law enforcement agencies, and through media. Attach a school district representative to the off-site incident coordination team, if possible).
6. When advised to do so by fire and emergency management officials, resume normal operations.
7. When conditions permit, re-open school and if appropriate, utilize standard media notification.

Necessary Resources:

Emergency Telephone Roster
Public Address System
Media Notification Plan
AM/FM Radio
Television
NOAA Weather Radio
Transportation Plan
Evacuation Plan



SECTION III: RESPONSE

Procedures for Obtaining Advice and Assistance from Local Government Officials

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

Superintendent, Building Administrator, or District Emergency Coordinator in an emergency will contact Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

District Resources Available for Use in an Emergency

Student education will always be the priority for the District's facilities. The Port Jervis City School District's facilities may be utilized as a temporary community emergency shelter during a disaster at the discretion of the Superintendent and/or his designee.

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

The Port Jervis City School District resources and manpower may be made available during an emergency by contacting the Superintendent, Building Administrator or District Emergency Coordinator during an emergency. See **Chain of Command** for names and telephone numbers.

Protective Action Options

School Cancellation

- Monitor any situation that may warrant a school cancellation – decision maker/team
- Make determination – decision maker
- Contact local media

Early Dismissal

- Monitor situation – decision maker
- If conditions warrant, close school – decision maker
- Contact transportation supervisor to arrange transportation
- Contact local media to inform parents of early dismissal – incident report form
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

SECTION III: RESPONSE



The District students will be evacuated and transported to their normal bus drop off points, starting with the Middle School and High School (as during normal dismissals). The buses will announce their arrival at the schools on their bus radio. The school will then load the buses as they arrive. The buses will return as soon as possible for reloading at their assigned elementary schools. They will announce their arrival at the elementary school over their bus radio. The school will announce each bus as it arrives for loading. No special arrangements will be honored, as the students must be returned to their residences as expediently as possible.

Non-public schools will be contacted and will be evacuated as per their transportation needs. If they refuse the evacuation transportation, there will be no special or alternate dismissal transportation provided. The Non-public school will be responsible for contacting the parent or guardian and determining the appropriate response for those students who cannot be dropped off at the normal locations. These responses being either:

- (a) return the student to the school
- (b) transport the student to an alternate emergency pre-determined location
- (c) Transported to the District Sheltering/Holding location

The individual schools will dismiss those students who are walkers in the District immediately. During school hours, the parents or guardians will be notified by announcements on the local radio stations (WDLC/WTSX) as outlined in the Emergency School Closing Procedure. The appropriate emergency agencies, to include police departments, local and county disaster preparedness offices, will be notified that the District is implementing its Early Dismissal Plan. Those students who cannot be returned to their residence for any reason will be returned to their school. The District will contact the parent or guardian for instructions as to an alternate drop off location for the students. In the event all attempts to reach a parent or legal guardian fail, the students will be sheltered at the District Shelter/Holding location. The local radio stations will be notified to announce that students who could not be transported are being sheltered at the Hamilton Bicentennial School. The Red Cross will be notified of the sheltering location to care for the students if deemed necessary. The District will continue to attempt to contact the student's parent or guardian. The District will make appropriate decisions to safeguard the students' well-being in conjunction with local authorities and emergency services.



SECTION III: RESPONSE

- **Evacuation – Before, During and After school hours, including security during evacuation and evacuation routes**
 - Determine the level of threat – Superintendent/Designee
 - Contact Transportation Contractor to arrange transportation
 - Clear all evacuation route and sites prior to evacuation
 - Account for all student and staff population - report any missing staff or student to building principal
 - Make determination regarding early dismissal – Superintendent/Designee
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
 - Ensure adult supervision or continued school supervision/security
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home

- **Sheltering Sites – Internal and External**
 - Determine the level of threat – Superintendent/Incident Commander/Designee
 - Determine location of sheltering as depending on nature of incident
 - Account for all student and staff population – report any missing staff or student to designee
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs
 - Take appropriate safety precautions
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties (Superintendent/Designee)
 - Retain appropriate district personnel until all students have been returned home



INDIAN POINT EMERGENCY

The Federal Government established four classes to describe emergencies at nuclear power plants. In order from the least to the most serious, they are:

- An **Unusual Event** indicates a potential problem with operation of the plant. Emergency officials are notified, but no public action is required.
- An **Alert** indicates an event that could reduce the plant's level of safety but would not require public action. Any release of radioactivity would be a small fraction of federal protective action guidelines.

An alert will activate the Orange County Emergency Operations Center. School officials are notified that the Orange County Operations Center has been activated by the school liaison within the Orange County Emergency Operations Center.

- A **Site Area Emergency** indicates a problem that substantially reduces the plant's level of safety. Release of radioactivity outside the plant site would not be expected to exceed federal protective action guidelines.

The school district will take protective actions as recommended by the Orange County Commissioner of Health, Orange County Executive or designee and will be notified of such actions by the school liaison within the Orange County Emergency Operations Center. The school district will notify non-public schools, nursery schools and day care centers of the protective actions recommended by the Orange County Government and alert their transportation company as for the need to potentially evacuate the school district.

Protective actions can include, but are not limited to:

1. **Shelter-in-Place (Short-Term):** Close all windows and blinds, shut down the ventilation systems and cancel all outside activities.
2. **Evacuation (Long-Term):** The school district will be directed to evacuate students to their designated reception center for pickup by parents.
3. **Dismiss Early.**



SECTION III: RESPONSE

- A **General Emergency** indicates a problem affecting the plant safety systems that could lead to a release of radioactivity that would exceed federal protective action guidelines outside the plant site.

The school district will take protective actions as recommended by the Orange County Commissioner of Health, Orange County Executive or designee and will be notified of such actions by the school liaison within the Orange County Emergency Operations Center. The school district will notify non-public schools, nursery schools and day care centers of the protective actions recommended by Orange County Government.

Protective actions can include, but are not limited to:

1. **Shelter-in-Place (Short-Term):** Relocate students to hallways, close all windows and blinds, shut down the ventilation systems and cancel all outside activities; if those actions have not already occurred.
2. **Evacuation (Long-Term):** The school district will be directed to evacuate students to their designated reception center for pickup by parents.
3. **Dismiss Early.**

Note: Schools in evacuated areas remain closed until notified by the Orange County Commissioner of Health, Orange County Executive or designee that the facilities can be reopened.

Appendix C

PORT JERVIS CITY SCHOOL DISTRICT		
SITES OF POTENTIAL EMERGENCY		
BUILDING NAME	POTENTIAL EMERGENCIES	NOTES
<p>Port Jervis High School 10 Route 209 Port Jervis, NY 12771</p> <p>Port Jervis Middle School 118 East Main Street Port Jervis, NY 12771</p> <p>Anna S. Kuhl Elementary 10 Route 209 Port Jervis, NY 12771</p> <p>Hamilton Bicentennial Elementary 929 Route 209 Cuddebackville, NY 12729</p> <p>Maintenance Building 20 Route 209 Port Jervis, NY 12771</p> <p>Pupil Personnel Services/ Registration Building 10 Route 209 Port Jervis, NY 12771</p>	<p>Flooding/River Ice Jams</p> <ul style="list-style-type: none"> • Delaware River • Neversink River <p>Bridges/Underpasses</p> <ul style="list-style-type: none"> • Delaware River Bridge • Neversink River Bridges (4) • Pike Street Underpass <p>Hazardous Materials Incidents</p> <ul style="list-style-type: none"> • Norfolk & Southern, New Jersey Transit Railroad • Interstate 84, Route 209, Route 6, Route 97/42 • C&D Power Systems • Skydyne • Summit Research Lab • O&R – Pike Street <p>Storage Tank Failures</p> <ul style="list-style-type: none"> • Columbia Gas • Agway Petroleum Inc., • Bottini-Sparrowbush Oil Co. <p>Underground Tank Failures</p> <ul style="list-style-type: none"> • Gas and Diesel Pumps • Underground Oil Storage Tanks (Each Building) <p>Hazardous Intersections</p> <ul style="list-style-type: none"> • Route 209/6 (East Main St.) • Route 6/209 • Route 6/84 • Route 97/42 	<p>1 AED per Building</p> <p>Other School Vehicles:</p> <ul style="list-style-type: none"> 1 – sedan (2-5 passengers) 3 – dump trucks 3 – vans 10 – pickup trucks 1 – rack body truck 2 – backhoe/loader 2 – forklift 1 – utility truck 1 – SUV 1 – gator 1 – bobcat

SECTION IV: RECOVERY



BOCES resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) by supplying trained Health & Safety technical support and other professionals as needed.

District resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected schools(s) in the following ways: use of facilities, equipment and school counselors.

The District Office will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s) in the following ways: use of facilities, equipment and school counselors. The District Office will also implement the County of Orange County-Wide Response Plan, if necessary.

PLANNING FOR THE PSYCHOLOGICAL AFTERMATH OF SCHOOL TRAGEDY

Thomas T. Frantz
Associate Professor of Counseling and Educational Psychology
State University of New York at Buffalo

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

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

1. How and when should students and faculty be informed of the pertinent details surrounding it?
2. How, when and where should students be allowed to express their reactions?
3. What should be done for victims' close friends?
4. What should be done for "high risk" students?
5. Should the school hold a special assembly or memorial service?
6. Should there be a symbolic expression of grief, such as lowering the flag to half-mast?
7. Should the school close for the funeral?
8. Who should go to the funeral?
9. What kinds of commemorative activities or symbols – plaques, memorial funds, etc. – appropriate?
10. Should the victims' parents be contacted and what help can be offered to them?
11. What should be done about the concerns of other parents?
12. How should the school deal with the media?
13. Should the school turn to outside consultation for help? To whom?
14. What reactions from students should be expected?
15. Should a regular school schedule be followed the day after?
16. How long should the school be concerned about student reactions?
17. How much grieving or "acting out" should be allowed?
18. Should students be involved in planning the school's response?
19. Who should organize and coordinate the school's response?
20. What about siblings or affected students in other schools?
21. What should teachers say to students in their classes?

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SECTION IV: RECOVERY

Principles of Postvention

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

Reduce Fear

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

Will the next one get me? Why didn't God do something! Is there any place that's really safe?

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

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

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

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

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

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SECTION IV: RECOVERY



Principles of Postvention (Continued)

Facilitate Grieving

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

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

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

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

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

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

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

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



SECTION IV: RECOVERY

Principals of Postvention (Continued)

The school's postvention program must take into consideration both grief over previously unresolved losses and give high priority to facilitating the grieving process of students and staff.

Promote Education

The purpose of a school is to educate its students and (if Anna who says in The King and I, "by our students we'll be taught" is right) staff. Since we learn more from problems, crisis, and tragedies than on average days, an earthquake will be an intense time of learning – not reading and arithmetic, but of things perhaps more important.

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

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

Postvention Plan

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

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

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

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SECTION IV: RECOVERY



Postvention Plan (Continued)

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

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

From Federal Emergency Management Agency (FEMA) Multi-Hazard Program for Schools



SECTION IV: RECOVERY

COUNTY-WIDE RESPONSE PLAN TO SUDDEN CHILD/ADOLESCENT DEATH

I. INTRODUCTION

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

The County-Wide Response Plan to Sudden Child/Adolescent Death contains the following two provisions.

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

SECTION IV: RECOVERY



II. SPECIFIC RESPONSE TO SUDDEN CHILD/ADOLESCENT DEATH

A. Preparatory (before sudden/adolescent death)

1. School districts designate which in-district clinical support staff – psychologist, social workers, guidance counselors, etc. – will be assigned as crisis team members, to each building in the district should a crisis occur.
2. School Principals designate the potential locations of crisis centers.
3. School districts should project the extent of their need for support from the COUNTY-WIDE crisis team prior to a crisis situation.
4. School districts designate a primary spokesperson to deal with the media.
5. School principals designate, in advance, which building staff member will serve as an assistant organizer/decision maker during the time of crisis.

B. Procedural (after sudden child/adolescent death)

ALERT DAY

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



SECTION IV: RECOVERY

DAY ONE (In School)

1. Early morning faculty meeting is held with several purposes:
 - a. Principal reviews the known facts of the case, in order to establish a common reference base and to dispel rumors.
 - b. Principal introduces crisis team members, reviews special schedule for day and communicates the location of the “crisis centers.”
 - c. Crisis team members describe the feelings which students may be experiencing and suggest how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
 - d. Guidelines are provided for helping any students who are upset and for having them escorted to one of the “crisis centers” set up in the building (guidance office, etc.). Faculty should identify close friends of the deceased and other high need students for potential follow-up.
 - e. Teachers are encouraged to allow students in their classes free expression of grief. The guiding principle is to return to normal routine as soon as possible within each class and within the school. School-wide assemblies or memorial activities are discouraged. Students (individually) should be allowed time needed to express grief. Not all students will recover at the same rate, even those who have no close relationship to the individual.
 - f. The teachers are asked to dispel rumors wherever possible, and to discourage any “glorification” of the event. For example, if a student is heard to say, “I wouldn’t have the guts to kill myself,” the teacher can respond, “We all care for the individual and his/her family, but suicide is not really a brave act! It is far more courageous to go on living and to face your problems each day as you and I do.
 - g. The principal and/or guidance counselors and clinical staff may meet with each grade, either by individual homerooms or by total grade (if possible) in order to:
 - Review the known facts and to dispel rumors.
 - De-mythologize the act. This is not heroism or a media event. It is a real concern for the family.
 - Inform students and staff of the location and role of the crisis center.
 - Encourage students to express their reactions in whatever way is appropriate for them. All responses are acceptable, from severe upset to no reaction whatsoever.
 - Discuss possible feelings of guilt or feelings of responsibility.
 - Discuss possible fears for their own safety and that of their siblings and peers.
 - Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.
 - Reassure students that any adult in the building is available to help.

SECTION IV: RECOVERY



- h. Telephone calls are made to parents of individual students who are particularly upset during the day. The crisis team will collaborate to determine which parents are called. The telephone contact is ideally handled by clinical staff that can explain the student's reactions to the parents, and give appropriate advice as to how parents should handle their son/daughter. Some parents may be asked to pick up the student at the school.
- i. All building staff is assembled after school to:
 - Allow for the expression of feeling and mutual support. After a full day of dealing with their own emotional responses and that of their students, the teachers are generally quite drained.
 - Review the events of the day.
 - Review the characteristics of high-need students; those who seem especially upset or depressed or show other signs of not dealing well. Compile a list, based on staff observations, of individual student reactions during the day.
 - Announce funeral arrangements and encourage staff to attend, in order to provide support to students and their families.

FOLLOW-UP ACTIVITIES

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

- A. Outside consultants may be called upon. At this point, it may be helpful to have "outside" professionals because they are not emotionally involved and can, therefore, provide objective support and direction. Some of the services they can provide are:
 - Recommend to parents private evaluations for "high-risk" students.
 - Speak at a general faculty meeting on the issue of adolescent suicide; identification, prevention, response.
 - Conduct evening informational meetings for all concerned community members.
- B. Guidance and clinical staff continue meeting with individual students and small groups to provide support, and to further identify "high-risk" students and faculty.
- C. Contact all parents of students identified as "high-risk" to express concern and to suggest possible follow-up evaluation by informing parents of community and Orange and Ulster County resources available.
- D. Outside consultant and school staff may conduct an evening meeting of all concerned parents to answer questions and any concerns.



SECTION IV: RECOVERY

- E. Guidance and clinical staff continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff.
- F. The Principal and Superintendent of Schools will determine whether letters should be sent to parents of “high risk” students reminding them to seek a private or community professional evaluation, in order to insure the health and safety of the child. Return receipt mail is suggested.
- G. “School/Community Steering Committee” can be formed and can plan a meeting of the teenagers of the town.
- H. “Front-line” staff who have been dealing directly with the crisis should meet with a consultant for expression of feelings and mutual support. This is a very necessary ingredient.

Closing Comment:

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

ADDENDUM – EVENT WITH MULTIPLE CASUALTIES

I. INTRODUCTION

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

Large scale disasters take many forms and each presents unique situations and needs. At the time of the event, immediate emergency procedures must be given priority in order to cover medical and safety concerns. The provision of mental health support personnel to respond to and care for traumatized individuals within the school community is the focus of the Crisis Response Plan. This addendum identifies procedures for obtaining crisis

SECTION IV: RECOVERY



support personnel by temporarily reassigning local school, county and state employees to the site during the crisis period. The goal is to assess needs, provide services and resume normal operation as quickly as possible. It should be noted, however, that major disasters may require two to five years before school functioning returns to normal.

II. SPECIFIC RESPONSE TO AN EVENT WITH MULTIPLE CASUALTIES

A. Pre-Crisis Planning

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

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

B. The Day of the Disaster

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

1. Notify emergency services, e.g., policy department, fire department, mutual aid, ambulance.



SECTION IV: RECOVERY

2. Assess the damage and the amount of support needed.
3. Notify the District Superintendent to activate the County-Wide Response Plan. The District Superintendent will need to know:
 - a. The nature and extent of the disaster (number of students involved).
 - b. The approximate number of Crisis Team members needed (assess high).
 - c. The type of Crisis Team members needed, e.g., school psychologists, social workers, nurses.
4. Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to:
 - **Coordination**
Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services.
 - **Notification of Parents**
Assign personnel to a calling committee to inform parent(s) or guardians about the disaster and related procedures, e.g., bussing, pick up of children, school closing and support services which will be provided.
 - **Release of Students**
Assign personnel to set up a temporary shelter area, identify procedures for release of students to parents and monitor release of students to parents.
 - **Counseling and Direct Intervention**
Assign staff and temporary personnel, assigned through the County-Wide Response Plan to provide direct intervention to affected individuals. A team leader from the District should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.
 - **Media Control**
Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and/or videotaping.
NOTE: The area may need to be secured for police or insurance purposes.
 - **Coordinate Volunteers**
Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations and to maintain lists of volunteers and services provided.
 - **Notification of Other Individuals**
Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals, e.g., club members or non-public students, who may need to be informed of available support services.
5. Designate an official spokesperson, usually the Superintendent of Schools, to deal with the press.
6. Obtain additional crisis intervention support personnel from sources such as County, State and State Police, if needed.

SECTION IV: RECOVERY



7. If students or staff are hospitalized, assign Crisis Team members to the hospital(s) to work with families, students, faculty and staff, as needed.
8. Close school in the affected building or district-wide if needed. Notify media of closing, following established district procedures.
NOTE: The integrity of the building may need to be determined by a structural engineer prior to occupying the building again.
9. Identify counseling support areas. Large areas should be provided for food and general talk; small, more intimate areas should be provided for private discussions.
NOTE: Traumatic experiences cause people to forget information, retain only pieces of information or confuse facts, therefore, important information will need to be repeated frequently.
10. To promote continuity and structure, develop and distribute the following materials:
 - a. Crisis Team assignment rosters which lists name, organization, home phone, work phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators.
 - b. A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team.
 - c. Building floor plans should be distributed to the volunteer workers and the Crisis Team.
 - d. Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers.
 - e. Copies of materials describing reactions and how to cope with crisis should be available for faculty members and parents.
 - f. Copies of clinical materials about crisis, expected reactions, post-traumatic stress reaction, etc., should be made available to counselors and the Crisis Team.
 - g. Copies of forms to be used to identify “high risk” individuals who appear to be suffering traumatic reaction should be distributed to the Crisis Team.

C. The Day(s) After the Disaster

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

1. Cancel regular classes on the day(s) following a disaster, if needed. The Crisis Team should be available to meet with parents, students and staff at the affected site or another designated site. Provide child care services. Teachers should be available, in their classrooms if possible, to provide a sense of “normalcy” and support.
2. Develop press releases as needed.



SECTION IV: RECOVERY

3. Maintain complete rosters of:
 - a. Crisis Team members name, district or agency affiliation, address, home and work phone numbers and the length of time available.
 - b. Volunteer workers name, home and work phone numbers, service provided and date.

These rosters can be used later to generate thank you letters.
4. Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.
5. If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised.
6. Determine the need, nature, content, timing and location of public meeting(s) to review the disaster; describe crisis intervention, insurance and other responses, and allow structured community comment. Obtaining an outside expert on disaster or trauma may be advisable; a neutral expert may help to diffuse some of the emotion surrounding the incident.
7. Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
8. Conduct regular briefing meetings with all administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff. This should be continued daily throughout the crisis phase. The focus of these meetings should be to:
 - a. Provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan.
 - b. Distribute materials (items b, e, f and g, above) as needed.
 - c. Announce daily Crisis Team assignments.
 - d. Review organization and communication chain.
 - e. Provide daily contact with coordinating agencies to define needs and roles of support personnel.
 - f. Determine a need for teacher substitutes.
 - g. Share information about perceived student, staff and community needs.
 - h. Provide a mechanism for interaction among teachers, support personnel and clinical staff.

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

Personnel who have been directly involved in the disaster may be traumatized; additional support and/or temporary relief from decision making processes may be needed.
9. Provide follow-up counseling sessions for staff, faculty and transportation personnel, emergency workers, e.g., police, rescue squads or hospital staff, and Crisis Team members as needed.
10. Obtain a trained trauma counselor to debrief traumatized teachers, students, support personnel and community members.

SECTION IV: RECOVERY



D. Long-Term Response

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

1. Meet with the Crisis Coordinating Committee to determine long-term needs.
2. Arrange for replacement counselors if needed.
3. Arrange for long-term clinical personnel, District, County, State, and Private, to be available for intervention or referrals.
4. Identify high-risk individuals and arrange for continued support services.
5. Designate an individual to document and summarize the Crisis Response efforts in a written report.
6. Review staffing patterns in anticipation of increased mental health needs in the schools(s) and community.
7. Meet with representatives of mental health intervention resources to ensure that the hand-off from the crisis phase to the long-term phase is organized, defined and efficient.
8. Formally acknowledge, in writing, the voluntary contributions of all personnel engaged in the crisis response effort.

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