



**NEW ROOTS CHARTER SCHOOL**  
DISTRICT-WIDE SCHOOL SAFETY PLAN

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# **SECTION 1**

## **GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

# INTRODUCTION

This Incident Management Manual provides information and incident plan guidelines to be incorporated in dealing with most incident or events of critical nature within the school district. Because no two incidents are the same, no manual will provide all the necessary information to prevent every incident. The organizational guidelines being provided in this manual are intended to organize an incident management team so that they, as a group, can better respond.

The District-Wide Safety Team will work to improve the safety plan on a consistent basis in order to identify potential issues not already identified and prepare plans that may assist in addressing them. The District-Wide Safety Plan will be shared with appropriate agencies as identified by the District-Wide Safety Team for their use in responding to and assisting with incidents affecting the New Roots Charter School District's campuses, staff and students.

Each educational building Principal is responsible for initiating Building Level Safety Teams that are charged with developing and updating the Building Level Safety Plans for their facilities. These plans must be updated annually and must supplement the District-wide Safety Plan. All such plans and any revisions must be approved by the Board of Education prior to the start of each school year.

When developing/updating the plans, each group shall:

- Notify the District-wide Safety Team of any concerns or developments or changes and deliver updated plans for inclusion in the appendix of the District-Wide Safety Plan.
- Disseminate the changes within their structural group.
- Add training where possible to test responses based upon changes made.

After an incident has occurred, a Post Incident analysis shall be conducted by the appropriate group to analyze how effective the Building Level Safety Plan and/or District-Wide Safety Plan was in dealing with the event and make recommendations for changes or improvements. This review will be conducted by the Building Level Safety Team and the District-Wide Safety Team.

This manual is broken down into five categories:

**Section 1      General Considerations and Planning Guidelines:**

- District-Wide Safety Team roles and responsibilities
- Building Level Emergency Response Team roles and responsibilities
- Incident Command System and National Incident Management System compliance
- Interacting with the media
- Parent/Guardian/Caregiver communications
- Post incident recovery

**Section 2      Risk Reduction/Prevention and Intervention:**

- New York State Police threat assessment model
- Department of Homeland Security/United States Secret Service—*Enhancing School Safety Using a Threat Assessment Model*

- New York State Center for School Safety—Threat assessment resources
- New York State Center for School Safety—Emergency preparedness
- New York State Police Bomb Threat Instructions

**Section 3 Response:**

- Detailed Guidelines and tools for specific incident threat types and recommended response actions by threat type. See Index of Section 3 for list of incidents contained within Section 3 Response.

**Section 4 Post-Incident Response:**

- Establishment of Post Incident Response Team
- Resources for recovery

**Section 5 Appendices:**

- Building Security Requirements
- NRCS Building Information
- Important Telephone Numbers
- Local Public and Private schools
- Mental Health Providers
- Two-hour Delay Procedure
- NIMS Incident Forms

As a matter of security Section 1: General Consideration and Planning Guidelines is the only section which is subject to the Freedom of Information Law and as such only generic information will be posted in this section. Building level and District level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

## **DISTRICT-WIDE SAFETY TEAM**

The District-Wide Safety Team consists of:

- Superintendent's Designee for Board representation
- Operations team members
- Administration
- Teachers
- School Nurse

The District-Wide Safety Team is responsible for:

- developing, reviewing and maintaining the District-Wide Safety Plan to include:
  - identification of sites of potential emergency
  - description of plans for taking the following actions in response to an emergency where appropriate:
    - School cancellations
    - Early dismissal
    - Evacuation
    - Sheltering
  - policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, members of the community, and visitors to the school
  - policies and procedures for responding to acts of violence by students, teachers other school personnel, members of the community, and visitors to the school, including consideration of zero tolerance policies for school violence
  - appropriate prevention and intervention strategies, such as:
    - collaborative agreements with State and local law enforcement officials designed to ensure that school staff are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited
    - nonviolent conflict resolution training programs
    - peer mediation and restorative justice
    - extended day and other school safety programs
  - policies and procedures for contacting law enforcement officials in the event of a violent incident
  - description of the arrangements for obtaining assistance from emergency services organizations and local governmental agencies

- procedures for obtaining advice and assistance from local government officials, including the county officials responsible for implementation of article 2-B of Executive Law
- identification of district resources which may be available for use during an emergency
- 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
- procedures for contacting parents, guardians, caregivers, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal
- procedures relating to school building security
- 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 or board, students and other persons deemed appropriate to receive such information
- procedures for annual multi-hazard school safety training for staff and students
- the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings
- 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, restorative justice programs, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence
- A system for informing all educational agencies within such school district of a disaster
- 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
- reviewing Building Level Safety Plans for coordination with the District-Wide Safety Plan,
- recommending changes to the plan for Board adoption,
- hearing concerns of employees regarding health and safety concerns and considerations,
- reviewing Building Level Safety Team plans and schedules for drills



- 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
- reviewing and/or recommending policies regarding health and safety to report to the Board
  - policies for contacting parents, guardians, caregivers, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal
  - policies relating to school building security
  - policies 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 or board, students and other persons deemed appropriate to receive such information
  - policies for annual multi-hazard school safety training for staff and students

## **BUILDING LEVEL SAFETY TEAM**

The Building Level Safety Team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level team shall include, but not be limited to, representatives of teachers, administration, operations team members, building level emergency response team members, other school personnel, community members, and if possible local law enforcement officials, local fire and ambulance or other emergency response agencies during planning meetings.

The Building Level Safety Team is responsible for developing the Building Level Safety Plan which is a building specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level in the format prescribed by the State of New York and entered into the New York State Education Department data system.

The Building Level Safety Plan shall be reviewed annually and any recommended changes submitted to the District-Wide Safety team for review and inclusion in the District-Wide Safety Plan and subsequent adoption by the Board of education.

Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

The Building Level Safety Teams shall meet at regular intervals to:

- appoint the Emergency Response Team with roles specified in the Incident Command System
- appoint the Post Incident Response Team
- appoint any other Incident Response Team(s) deemed necessary
- plan and schedule emergency drills
- conduct tabletop drills and actual drills to test segments of the safety plan
- critique drills and make recommendations on improvements to building level and district level plans
- gather information on safety concerns to report to the District-Wide Safety Team
- review and restructure safety team to meet current needs as conditions change including construction safety in accordance with Commissioner of Education Regulation Part 155.5 Uniform Safety Standards for School Construction and Maintenance Projects
- identify key personnel with specific skills relative to response within the building for emergencies including first aid and CPR/AED training

# INCIDENT COMMAND SYSTEM

## ROLE LIST:

### **Incident Command**

- Incident Commander
- Public Safety Liaison
- Public & Parent Relations/Information Liaison

### **Operations Section**

- Operations Manager
  - Student Accounting
  - Off-Site Transportation Coordinator
  - Off-Site Evacuation Coordinator
  - Parent Reunion Organizer

### **On Site Planning Section**

- Planning Chief
  - Staff Assignments
  - Counseling

## INCIDENT COMMAND SYSTEM (ICS)

Permanently assigning specific areas of responsibility to members of the incident management team provides each member with the opportunity to specialize in the management of his or her area. Plans are made, policies established, and training conducted in advance of any emergency incident. The **ICS** also addresses the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the **ICS**, multiple substitutes are named to assure coverage at all times. This may require some individuals to be responsible for more than one task, but only if the primary person is out of the building. While the **ICS** identifies roles for the members of the crisis management team, all school faculty members have an organized reporting system that lists their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. The Building Level Safety Plans for each facility are included in the Appendix and are updated annually.

Emergency responders are required to use **ICS** to manage emergency events. Because of this, a school with assigned roles for administrators and teachers is able to work more efficiently with the responding local, state or federal agencies. These agencies will be able to quickly identify the schools Incident Commander and liaison, which will quickly answer questions about the incident and school operations.

Roles for which personnel need to be assigned include:

**Incident Commander** – this may be the building principal or designee or the District Superintendent or designee depending upon the scope of the incident. The Incident Commander is the overall leader during an incident, makes decisions based upon information and suggestions provided by other members of the Incident Command. The Incident Commander may retain responsibilities for other tasks or may delegate them to other members of the ICS or to BLERT members based upon incident complexity.

**Student Accounting** – This member is responsible for ensuring that all teachers have an accurate accounting of students and for coordinating efforts in accounting for missing students. This role involves planning for incidents and communicating with faculty on the importance of removing rosters during an incident so student accountability can take place.

**Transportation Coordinator** – Some incidents may require moving the student population off school grounds. Depending on the time of day and severity of the incident, students may need to be dismissed from an off-site location. The person responsible for organizing this operation should coordinate the arrival of buses and the loading of students onto the proper bus. This process will become complicated with the arrival of parents and/or guardians seeking to pick up their children. Bus rosters and planned bus route information shall be maintained current. Component school transportation coordinators will be notified and efforts for transportation in the event of an incident requiring evacuation to an off-site location will be directed by the transportation Coordinator.

**Off-site Evacuation Coordination** – This activity is required whenever the building or campus will be evacuated based upon the incident and severity. The Incident Commander shall determine whether further evacuation is required.

**Agency Liaison** – The Incident Commander may appoint an agency liaison to interface with other local, state or federal agencies during an incident. All information released from the liaison must be approved by the Incident Commander.

**Parent Reunion Liaison** – this position is required to coordinate efforts to reunite parents and/or guardians with children for release from school. Records of release of students are required for any child not returned home on a bus from an incident. This liaison shall report to the release area and coordinate with the Public Relations Liaison regarding location, time and requirements for release of students during and after an incident.

**Public Information Officer** – the Public Information Officer is responsible for the timely issuance of information to media and the public regarding the incident. No information regarding the incident shall be released without the approval of the Incident Commander. This position may be staffed by the Incident Commander based upon the complexity of the incident.

**Communication and recording** – During an incident the recording of events and timelines is required to assist in determining goals and objectives for each operation period based upon the complexity of the incident. This information may be required for reconstructing the incident by police or fire departments, legal proceedings after the event and for planning purposes to improve responses to incidents. This person should keep detailed record of all events, decisions, and actions including annotation of time.

**Counseling** – After an incident of significance counseling for student, staff and faculty may be required. This person is responsible for providing intervention for people affected and may need to coordinate the efforts of outside organizations in assisting in the needs of those involved. The Post Incident Response Team shall be mobilized based upon specific needs in recovery for the district.

The incident command system positions for each building are addressed in each building's Building Level Safety Plan.

## STAGING AREAS

During a school crisis, the expected response to a school by the media, community residents, and parents will create without a plan in place. Every school must be prepared for the possibility of an evacuation during an emergency or crisis. The logistics of moving a student population must be planned and fully understood by all those responsible for the safety and security of children.

The Incident Commander or person designated to supervise the staging process must identify local areas that can be utilized during a crisis. Arrangements and agreements to use these areas need to be reviewed and updated on a regular basis. These areas must be large enough for vehicular and pedestrian traffic, while also isolated from the incident. This information is included in the Building Level Safety Plans.

### OFF-SITE EVACUATION OF STUDENTS

The default off-site evacuation of students for New Roots Charter School is included in each school building's Building Level Safety Plan. This location should be used for bomb threat evacuations or anytime students need to be moved a safe distance from the school campus.

Alternate off-site evacuation site will be determined by the Staging Officer or Incident Commander based upon the incident.

### MEDIA STAGING

The local media is responsible for providing coverage of local events. A crisis or emergency at a school is a major news story and will solicit the response of countless news organizations. The Incident Commander must prepare for the media response and understand that ignoring the media is not an option during a crisis.

A designated media location for any incident needs to be established and communicated to all media outlets so that they know where to go to receive timely and accurate information regarding any incident. Should an alternate location need to be established due to the nature of the incident, the Incident Commander will notify the media outlets of the media staging area. The Incident Commander may delegate the authority for Public Information Officer to another person based upon the complexity of the incident. Tompkins County provides Public Information Officer Services as part of the county response system and as such the Public Information Officer may be utilized

### COMMAND POST

Police and fire departments will establish a command post for their operations during a school-based incident and will require communication with a school's incident command post for information and planning. Because of this relationship, **the school's incident command post must be located near the school but out of the direct danger zone**. This location should also allow for the police and fire operations and be large enough so each can operate independently when needed. The person in charge of the incident should respond to the school command post early in the emergency and remain at that location until the incident has concluded.

## **PARENT REUNIFICATION AREA**

The parent reunification area should be away from any other of the staging areas and can be some distance from the school building. The location for this activity will be identified based upon the incident. If the incident does not require student evacuation, the Incident Commander, or designee will determine a safe and appropriate location for this function to occur.

Students will not be released without proper identification and authority to request release from the school. When fully operational, the Navigate Respond platform will be used to facilitate the Parent Reunification process.

## **CRITICAL INCIDENT RESPONSE KIT**

This kit shall be maintained and updated on a regular basis and stored in a central location, with one person and an alternate being responsible for its removal from the school during an emergency.

Because of the number of items, a large rolling container has been provided to each building and designated for the response kit. While the list can be downloaded from a computer, a hard copy should be included in the kit since computer access away from the school is not guaranteed. The maintenance of the items contained in the response kit shall be assigned to one member of the BLERT for each building with a fixed schedule for updating the information.

The following items are recommended based on information and materials that will be needed at off-site locations. These items will also assist the police and fire departments in dealing with a crisis at a school:

- Emergency Care Cards
- Master roster of all classes
- Daily attendance list
- Master Bus Schedules
- Bell Schedule
- Faculty information sheets (emergency contacts)
- Copy of District-Wide Safety Plan including QuickLook
- Maps/footprints of school
- School Phone Lists
- List of internal phone numbers and locations of phones
- Flashlights (batteries checked every six months)
- Note pad/pens/pencils (for freezing weather)
- First Aid Kit
- Latex Gloves
- List of personnel with portable radios
- Location and instructions for mechanical systems (water, electric, gas, cable TV, etc.)
- Incident recorder log
- List of students and staff requiring special assistance
- Automated External Defibrillator (AED)

In addition to the above items, the visitor log and any extra school radios and cellular phones should be placed in the kit prior to leaving the building.



## **SCHOOL PARTNERSHIPS**

Incidents may arise that will require resources which are not typically available from within the New Roots Charter School (NRCS) organization. As a result the NRCS has and will enter into partnerships with other schools, businesses and agencies for support during incidents and the recovery from incidents.

NRCS has confirmed by resolution a commitment to follow the National Incident Management System (NIMS) and is a participant in local, municipal and regional emergency planning groups with the intention of providing assistance to other school districts and agencies when the need arises and the resources. NRCS will also accept assistance from other schools, businesses and agencies during incident response and recovery.

Partnerships may include but are not limited to:

- Off-site evacuation
- Sheltering
- Transportation
- Heavy equipment
- Fire services
- Emergency medical services
- Law enforcement

New Roots Charter School is a willing participant in the Tompkins County Department of Emergency Response system.

## **TRAINING AND UPDATING**

Critical incident training can come in the form of open lectures, discussions, table top drills or actual training exercises. The more a plan is practiced and reviewed, the better that plan will be implemented.

NRCS has adopted an incident drill policy supporting execution of drills in various forms throughout the year. The Building Level Safety Team is responsible for developing an annual drill schedule and submitting this plan to the District-Wide Safety Team.

Critique of all drills is necessary in order to receive feedback on improving aspects of the District-Wide as well as Building Level Safety Plan. All participants are encouraged to submit observations, concerns or reinforcement to the various safety teams without fear of repercussion.

## **MEDICAL EMERGENCY PREVENTION/PREPAREDNESS**

- Identify building personnel trained in CPR, first aid, or other advanced medical training annually
- Communicate to all faculty and students that safety hazards should be reported immediately and will be fixed
- Monitor projects that could create hazards during school hours
- Emergency contact information should be completed by all caregivers and kept updated throughout the year.
- Insist that all accidents be reported, even if no visible harm or injury
- Track the number of accidents that occur at the school
- Do not allow teachers to give medical advice to students
- **Implement clear guidelines for the timely completion of injury reports**

## **RESOURCES**

The National Incident Management System recommends that all resources are classified by type and classification. New Roots Charter School has inventoried, typed and classified major components for easy identification for use in incidents.

Many NRCS staff and employees have experience and training in fields that could help during an emergency situation. These special skills (e.g., in CPR, first aid, firefighting, law enforcement, security, mental health) should be identified and included in planning and considered for participation in Building Level Emergency Response Teams. A listing of these people shall be included in the Building Level Safety Plan.

## **CRISIS PHONE DIRECTORY**

The primary emergency telephone number for all emergencies is 911.

Dialing 911 from any campus phone does not require an access code to reach the emergency dispatch center. The 911 number connects callers from cell phones and landlines to the **Tompkins County Department of Emergency Response** where requests for emergency assistance are made and dispatched for response to incidents.

The following information is maintained in each of Building Level Safety Plans and shall be updated annually or whenever the composition of the District-Wide Safety Team, Building level Safety Team, Building Level Emergency Response Team, and Post Incident Response Team changes. The listings for these people are located in each Building Level Safety Plans.

- Phone tree for the crisis management team
- Phone tree for the parent organizations
- Phone tree for faculty notification during off-hours
- Phone numbers for cluster notifications
- Emergency phone numbers
- Names and cell phone numbers of school personnel who have cell phones

## **DEALING WITH THE MEDIA**

All calls from the media should be referred to the Public Information Officer as part of the Incident Command Staff. All communications shall be made through the Incident Command System and all information must be cleared for release prior to communicating with any media. Tompkins County Department of Emergency Response has a Public Information Office available for any incident and may be activated by request of the Incident Commander.

Prior to the onset of any incident it is important to let the media outlets know where to arrive to get information and what the rules are for getting any information. This will assist in having the media report to one location under controllable circumstances.

Follow the practices of effective media communications which include timely, factual information such that there is no reason for misinterpretation of the facts or statements made. If information is not provided in a timely fashion, it is possible that the media will search for information from other sources, which may not be factually correct or applicable. Staff and faculty shall refer all media inquiries to the Incident Commander or the District Superintendent without releasing any information to the media. Staff and faculty shall instruct students to not speak with the media unless approved by Incident Command.

## COMMUNICATIONS TO PARENTS AND GUARDIANS

Regular, clear communication between schools and families is essential. With current technologies and communications methods such as websites, SMS messaging, and emails are all effective methods of communicating essential information in a timely manner. New Roots Charter School is prepared to communicate through these methods.

When a critical incident has occurred at school or has involved one or more students or staff members in a school, letters, written in conjunction with public safety officials, can be an effective way of relaying important and helpful information. Unlike verbal messages, letters can be reread and used as a reference tool.

Reporters often use these letters or emails to verify facts and, even more importantly, to demonstrate to the community that a school is taking care of its students and staff members. The information in letters can form the outline for media interviews.

Letters to parents and guardians are a key communications tool between principals and parents.

In a critical situation, a letter home gives a district the opportunity to:

- Explain the situation that exists
- Describe the steps that the school has taken to ensure the safety of students and staff members
- List ways in which parents and family members can support their children

*Of utmost importance in every decision is the safety of students and staff.*

The decision to send a letter or email home after a critical incident is made on a case-by-case basis, usually by the incident commander in consultation with other administrators, such as the District Superintendent. Public safety and public health officials are involved in the decision to send a letter, when they are involved in the investigation or the resolution of an incident.

In making the decision to send a letter home, a series of questions are asked:

- Are other children or adults endangered by this situation?
- Are others likely to be at risk at a future time?
- Are there actions that parents or guardians should take to further protect their children?
- Are there harmful rumors in the school community that must be addressed?

Sometimes, it is not appropriate to send a letter home immediately. Sometimes, such a letter might inadvertently:

- Promise a police or public health investigation
- Violate the privacy of individuals in the situation
- Create unwarranted anxiety

#### **WHAT SHOULD A LETTER or EMAIL SAY?**

All well-constructed backpack letters should:

- be clear and simply written
- avoid words or phrases that are inflammatory
- contain only accurate information and do not speculate
- involve parents in the solutions

Often a letter or email can be limited to three paragraphs.

1. The first paragraph outlines the situation
2. The second paragraph details the steps the school has taken – along with other public safety and/or public health officials – to remedy the problem
3. The third paragraph lists ways that families can help and how families can get more information



# **SECTION 2**

**RISK REDUCTION/PREVENTION, AND  
INTERVENTION**



## **RISK REDUCTION PREVENTION AND INTERVENTION**

NEW YORK STATE POLICE - [THREAT ASSESSMENT MODEL](#)

DEPARTMENT OF HOMELAND SECURITY/UNITED STATES SECRET SERVICE-  
[ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL](#)

NEW YORK STATE CENTER FOR SCHOOL SAFETY - [THREAT ASSESSMENT RESOURCES](#)

- [Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#)
- [The Virginia Model for Student Threat Assessment](#)
- [Threat Assessment at School: A Primer for Educators](#)
- [A Retrospective Study of School Safety Conditions in High Schools Using the Virginia Threat Assessment Guidelines Versus Alternative Approaches](#)
- [Threat Assessment Strategy Brief, March, 2016](#)
- [Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines](#)

NEW YORK STATE CENTER FOR SCHOOL SAFETY - [EMERGENCY PREPAREDNESS](#)

[NEW YORK STATE POLICE BOMB THREAT INSTRUCTIONS](#)



# **SECTION 3**

Response

## **RESPONSE**

Staff, Student and Faculty responses to the following incidents are contained in the Building Level Safety Plans and are available through the Flipchart Guideline:

- Anthrax/Suspicious Material
- Bomb Threat
- Building Collapse
- Bus Accident
- Crime Scene
- Death/Suicide
- Drugs And Drug Dealers
- Evacuation (Fire)
- Evacuation (Fire) Drills
- First Responder Activity In Vicinity
- Gas Odor
- Hazardous Materials Exposure
- Hold In Place
- Lockdown (Intruder)
- Lockout
- Medical Emergencies
- Missing Student
- Non-ambulatory Response
- Public Demonstration
- Sexual Assault
- Shelter In Place
- Weapons
- Weather

# EMERGENCY Response

## New Roots Charter School

<b><u>Shelter-In-Place</u></b>	<b><u>Hold-In-Place</u></b>	<b><u>Evacuate (fire)</u></b>	<b><u>Lockout</u></b>	<b><u>Emergency Lockdown</u></b>
<p>Used to shelter students and staff inside the building.</p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Students in hallways should return to assigned classroom, if possible.</li> <li>• Classroom teachers, take attendance.</li> <li>• All other staff assist students, as needed</li> <li>• Move away from windows, if situation warrants.</li> <li>• If instructed, move out of classroom to designated safe area. Stay together at all times.</li> <li>• Take attendance.</li> <li>• Listen for updates.</li> </ul>	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Students in hallways should return to assigned classroom, if possible.</li> <li>• Classroom teachers, take attendance.</li> <li>• Listen for updates.</li> </ul>	<p>Used to evacuate students and staff from the building.</p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.</li> <li>• Bring attendance list and class roster.</li> <li>• Close the classroom door after exiting.</li> <li>• Take attendance when safe to do so.</li> <li>• If evacuating off site, take attendance before moving from and upon arrival at off site location.</li> <li>• Listen for updates.</li> </ul>	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions.</li> <li>• Lock all exterior windows.</li> <li>• Leave blinds/lights as they are.</li> <li>• Take attendance.</li> <li>• After initial instructions listen for updates.</li> <li>• Classroom instruction continues as normal.</li> <li>• All outdoor activities are terminated.</li> <li>• Listen for updates.</li> </ul>	<p>Used to secure school buildings and grounds during incidents that pose and immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> <li>• When you hear lockdown announced, "LOCKDOWN, LOCKDOWN, LOCKDOWN," you should move quickly to execute the following actions.</li> <li>• If safe, gather students from hallways and common areas near your classroom.</li> <li>• Lock your door. Barricade if necessary.</li> <li>• Move students to a safe area in the classroom out of sight of the door.</li> <li>• Leave windows, blinds/lights as they are.</li> <li>• Keep everyone quiet, silence cell phones.</li> <li>• Take attendance, if possible.</li> <li>• Do not communicate through door or answer room phone.</li> <li>• Do not respond to knocks or voices outside of door or fire alarm.</li> <li>• Stay hidden until physically released by law enforcement personnel.</li> </ul>

## ANTHRAX/SUSPICIOUS MATERIAL

If a letter, package, or container claiming to be infected with anthrax is received, or a phone call saying there is anthrax present at your location, YOUR FIRST ACTION SHOULD BE TO CONTAIN THE THREAT TO AS FEW PEOPLE AND AS SMALL AN AREA AS POSSIBLE. This is accomplished by the following:

- Immediately isolate the threat by not moving the letter, package, or container from its original location
- Move people away from the immediate area and do not allow ANYONE to touch or move the threat
- Close doors and windows to the area and lock the room if possible to avoid others accidentally contacting the threat. Those individuals originally present when the threat was discovered should remain nearby and not in contact with uninvolved individuals. They will not receive an additional exposure if the threat remains undisturbed
- Call 911 and advise the operator of your situation. Remain on the line until instructed to hang up
- Notify Superintendent
- School threat isolation/contaminant procedures vary from one locale to another. It is recommended that, if possible, the threat be isolated and confined to a given room or school area as described above. It is not necessary to confine students to classrooms, evacuate the building, or directly send students to a predetermined assembly area within the school unless these actions aid the response efforts of the emergency service responders or these efforts will eliminate possible exposure to the threat if it is widely disseminated through the building or its location within the school is unknown
- Those individuals who came in direct contact with the threat should be identified and assembled together in one location, if not already accomplished, so they do not possibly contaminate others with the threat - **individuals who came in direct contact with the threat should be advised not to eat, drink, smoke, chew, or rub their eyes, ears, nose, or mouth or place their hands near their faces; they should be escorted to a hand wash station where they should thoroughly wash their hands and/or other contaminated body areas with copious amounts of soap and water.** Only paper or cloth-drying towels should be used and these should be segregated from regular waste or dirty linen. If contamination of clothing is evident, clothing items should be carefully removed to prevent the spread of contamination and segregated in a given area. **These individuals should remain together until released by health or law enforcement experts**

It is not necessary to shut down heating, ventilation, and air conditioning systems within buildings with an anthrax threat unless the threat was directed at the HVAC system or the package/container was found within the HVAC system.

## **DEPLOYMENT OF SUSPICIOUS PRODUCTS**

### **Outdoors deployment of suspicious product**

- Call 911, Operations Manager, notify Principal/Superintendent and Building Level Emergency Response Team
- Operations shall call emergency numbers to have Travis Hyde shut down the HVAC.
- Bring staff and students inside the building. If they have been exposed, keep them separate from the rest of school population and have them wash with warm water and soap
- Close all doors and windows
- Minimize the introduction of outside air by placing towels in front of exterior doors and tape the seals of all exterior doors, windows, and ventilation supply vents
- Follow directions of emergency response officials
- Listen to local emergency officials by staying tuned to local radio, television and emergency messages

### **Indoor deployment of suspicious product**

- Call 911, Director of Facilities and Health & Safety (BOCES), notify Principal, School Superintendent and Building Level Emergency Response Team
- Facilities Department shall shut down the HVAC, Powered Roof Ventilators, and the science/kitchen/technology exhaust hood for the entire building
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel. Document all who were in the area
- Staff and students in the immediate area should wash with warm water and soap
- Evacuate facility occupants to an area away from area of threat
- Follow directions of responding public safety officials

### **Deployment of suspicious product in water**

- Call 911, Director of Facilities and Health & Safety (BOCES), notify Principal, School Superintendent and Building Level Emergency Response Team
- Know which water source serves your building. Notify water supplier if municipal water

- Make announcement that the water should not be consumed and that faucets should not be operated
- Operations/Landlord shall shut off the main water valve to your building. Water main valves are indicated on building plans
- Cover (bag) all water fountains and faucets
- Document all staff and students that consumed water for that day for exposure evaluation by health officials

**ALSO SEE HAZARDOUS MATERIALS**

## **BOMB THREAT**

### **BY TELEPHONE**

- During the call, complete the bomb threat checklist. A copy of the checklist is also included below
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat
- Call 911 and then notify the Building Principal and School Superintendent's office
- Without using portable radios, organize meeting with Building Level Emergency Response Team. Radio and cell phone usage can resume at the off-site evacuation location, (minimum 300 feet away from building)
- Assign recorder to document events as they take place
- Evaluate the situation. If time permits arrange for a systematic search of the school building by school personnel. These searchers should be instructed to not touch anything and report any suspicious items to the principal. Teachers should check their classroom for anything that appears out of place or out of the ordinary
- The decision to evacuate the school is the responsibility of the Incident Commander or his designee. Police may order an evacuation if they see fit
- If an evacuation is conducted, all evacuation routes must be searched
- Follow off-site evacuation procedures
- Notify the School Superintendent and Principal
- If the threat identifies a location of the device, avoid evacuating through the area identified
- The Building Level Emergency Response Team members responsible for off-site evacuation and student accounting should begin making preparations for an orderly assembly of students at the site
- If an announcement is used to evacuate, remind teachers to bring rosters and begin the process of accounting for students
- Once at the off-site evacuation location for all students, reporting any missing students to police
- Re-entry into the school can only take place at the direction of the Incident Commander or designee



**BY E-MAIL**

- Follow bomb threat procedures
- Save the message on the system, DO NOT delete the e-mail message
- Print a copy of the message to be turned over to the police and the Information Technology Department

<b>Bomb Threat Checklist</b>	Place under your phone or save to your computer desktop
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Exact wording of threat	Questions to ask
	Where is the bomb located?
	When will it go off?
	What does it look like?
	What kind of bomb is it?
	What will make it explode
	Did you place the bomb? Why?
	Where are you calling from?
	What is your name?

**Observations about the call**

Estimated age: \_\_\_\_\_ Voice familiar? If so, who does it sound like: \_\_\_\_\_

Voice computer generated? Yes  No Threat read from script? Yes  No Threat played from recording? Yes  No 

Phone number displayed on caller ID: \_\_\_\_\_

Caller's Voice		Background Noises		Threat language			
Female	<input type="checkbox"/>	Excited	<input type="checkbox"/>	Airplane	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>
Male	<input type="checkbox"/>	Laughter	<input type="checkbox"/>	Animal	<input type="checkbox"/>	Irrational	<input type="checkbox"/>
Accent	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>	Profane	<input type="checkbox"/>
Angry	<input type="checkbox"/>	Loud	<input type="checkbox"/>	Household	<input type="checkbox"/>	Well-spoken	<input type="checkbox"/>
Calm	<input type="checkbox"/>	Nasal	<input type="checkbox"/>	Kitchen	<input type="checkbox"/>		
Clearing throat	<input type="checkbox"/>	Normal	<input type="checkbox"/>	Music	<input type="checkbox"/>		
Coughing	<input type="checkbox"/>	Ragged	<input type="checkbox"/>	Office machinery	<input type="checkbox"/>		
Cracking voice	<input type="checkbox"/>	Rapid	<input type="checkbox"/>	PA system	<input type="checkbox"/>		
Crying	<input type="checkbox"/>	Raspy	<input type="checkbox"/>	Quiet	<input type="checkbox"/>		
Deep	<input type="checkbox"/>	Slow	<input type="checkbox"/>	Street	<input type="checkbox"/>		
Deep breathing	<input type="checkbox"/>	Slurred	<input type="checkbox"/>	Train	<input type="checkbox"/>		
Disguised	<input type="checkbox"/>	Soft	<input type="checkbox"/>	Voices	<input type="checkbox"/>		
Distinct	<input type="checkbox"/>	Stutter	<input type="checkbox"/>				

**Other Information**

Date of call: \_\_\_\_\_

Time call started: \_\_\_\_\_

Time call ended: \_\_\_\_\_

Name of call taker : \_\_\_\_\_

Number call received at: \_\_\_\_\_

Call Reported to: \_\_\_\_\_

Phone number: \_\_\_\_\_

Notes: \_\_\_\_\_

**Bomb Threat Checklist**

Place under your phone or save to your computer desktop

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with first responders and other stakeholders.*

*Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.*

**If a bomb threat is received by phone**

- Keep the caller on the line for as long as possible.
- Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities with information and await instructions.
- If possible, write a note to a colleague to call the authorities.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If your phone has a display, copy the number and/or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
- DO NOT HANG UP, even if the caller does.

**If a bomb threat is received by written note**

- Call 911
- Notify building administrator
- Handle note as minimally as possible
- Do not remove threats from walls, mirrors, or other locations

**If a bomb threat is received by e-mail/social media**

- Call 911
- Notify building administrator
- Do not delete the message

**Signs of a suspicious package**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Excessive/Foreign/No/Non-cancelled postage</li> <li>• Incorrect titles</li> <li>• Misspelled words</li> <li>• No return address</li> <li>• Poorly handwritten or cut and paste lettering</li> <li>• Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of ___."</li> </ul> | <ul style="list-style-type: none"> <li>• Protruding wires, foil, string, or tape</li> <li>• Stains</li> <li>• Strange odor</li> <li>• Strange sounds</li> <li>• Unexpected delivery</li> </ul> |
|--|--|

**Do not touch suspicious packages  
Do not use two-way radios or cell phones**

## **BUILDING COLLAPSE**

- Seek immediate shelter either in room or hallway. Get under desks or tables
- Avoid glass windows, heavy fixtures, shelved equipment, and objects that might fall
- Evacuate building when collapse has subsided. Do not wait for directions to do so. Communications will probably be disrupted. Get away from building. Use pre-planned fire exit routes if possible
- In evacuating, avoid electrical panels, wires, and electrical fixtures
- Do not return to building under any circumstances
- Notify the 911 dispatcher and Operations (cell 351-0616) of the event in any way possible—fire alarm box, telephone, emergency radios
- Set up a Command Post in a visible and secure location
- Each teacher should account for students who were being supervised during the time of the collapse. When fully operational, the Navigate Respond platform will be used to facilitate the student accounting process
- Contact the school nurse to respond to any sustained injuries. Request an appropriate number of ambulances to serve the injured (911)
- If possible, activate pre-plan for alternative shelter for students
- With permission of the Superintendent, activate the “Go Home” and “Parent Reunification” plan for students who have been checked out as healthy and uninjured
- Continue to notify Superintendent and Emergency Maintenance of status and situation

## **BUS ACCIDENT**

- Bus driver notifies bus garage or company.
- Administration assesses seriousness of incident and initiates the following procedures as deemed necessary
- Alert 911, if necessary
- Superintendent must be informed
- Administrator alerts nursing and counseling for support if needed
- Administrator dispatches the **Incident Commander** to scene to manage/evaluate situation (including crowd control); person-in-charge calls for support, as necessary
- In loco parentis will be exercised at accident site by the administrator present or school nurse, including signing of appropriate release forms
- The **Incident Commander or designee** will obtain and forward student names, addresses, phone numbers in an effort to notify parents. Lists forwarded asap to Transportation and home school
- The **Incident Commander or designee** will manage information flow to students and district personnel at scene. Students will be given immediate, appropriate information to share with their parents via students' cell phones, The **Incident Commander or designee** will direct media questions to police or emergency responders. Students should not be allowed to use building landline phones until a building-wide plan is in place and a decision regarding student phone calls is made by the building administrator
- If bus and riders remain at scene, the **Incident Commander or designee** and/or health professional will determine when it is safe for students to de-board bus. Students will be moved to safe location away from bus
- If a parent or legal guardian arrives to pick up their child, he/she must sign the student out giving their name, name of student, date and phone number. Parent/guardian must show picture ID to the **Incident Commander or designee** prior to release of student
- If the bus continues to school, students will be kept in one area until the appropriate health professional has assessed each student

- If the students are transported to the hospital emergency room, the Incident Commander contacts the Superintendent, and the appropriate district personnel will provide the hospital emergency room with medical information. The **Incident Commander or designee** ensures parents are notified. If possible, district employee familiar to student will go to hospital and remain with student until parents arrive
- Students in the hospital emergency room will be transported home or to school by parent or parent designee
- Parents of all students on the affected bus will be instructed in person or by telephone, and by a note home, to call their child's physician for possible further follow up
- Students will be debriefed with school health professional as soon as possible after the incident
- The appropriate member of the District's leadership team will convene all school personnel involved in incident to debrief and report to Superintendent

**Determine if any students are injured.**

- Emergency contact information will need to be taken to the hospital
- If the student is transported to the hospital, a faculty member should accompany the student

**Provide information to faculty.**

- With assistance of incident management team, arrange for counseling as needed

If student injuries resulted from the accident, make sure a student injury report is filed with the Business Office.

## CRIME SCENE

- The scene of an incident shall be preserved. With the exception of rescue personnel, no one may be allowed to enter the immediate area or touch anything
- Police officials responding to the incident will coordinate activities within the incident scene and when finished release the area to school officials

Guidance from New York State Police Crime Scene Management is found in the Appendix.

## MENTAL HEALTH HOSPITALIZATION

Step 1 - “Mental Health Assessment”: In the event of a student presenting behaviors related to a severe mental health issue or suicidal ideation during the school day an assessment team which will be led by our school social worker will make the determination based on their assessment of the student’s wellbeing. If the school social worker is not available we will attempt to contact this person by phone. If she is not available by phone the decision would fall to the Dean of Students or school nurse in conjunction with the Ithaca Police Department.

Step 2 – “Order of who needs to know **before** the hospital transportation, should a hospitalization be recommended”:

- 1<sup>st</sup> the New Roots principle is notified of the students need for a mental health hospitalization.
- 2<sup>nd</sup> the student’s parents are notified of the intention to hospitalize and given options for transportation including being asked to transport the student if possible. If the parents transport the student form will be handed to the parents that shows proof of intake and a return plan filled out by a mental health professional at the hospital.
- 3<sup>rd</sup> if the parents are not able to transport, the Police are notified of the psychiatric situation.

Step 3 – The transport plan is made and the student is transported to the Cayuga Medical Psychiatric Unit.

## **DEATH or SUICIDE**

**Contact Building Level Emergency Response Team, Administrative Team, and have a meeting to assign tasks.**

### **Gather information:**

- Student's schedule and emergency information on PowerSchool
- Names of student's best friends and siblings and schools they attend
- Name of witnesses, if any
- Student's class schedule and list of administrators and guidance staff members
- Notify teachers and staff members assigned to your building
- Designate rooms to be used for group counseling
- Hold a staff meeting as soon as possible. If the event occurred during off school hours, this meeting should take place as soon as the staff returns to school. Keep school personnel updated on the events and circumstances
- Advise teachers to speak to distressed students privately and to send them to counseling
- Prepare and disseminate communications to parents and guardians to alert them to incident and to have them be aware of potential impact upon students

**Announce loss to the entire school, providing facts that will reduce rumors. If possible, this is best done by Crew Leaders with administrators supporting individual classes as approved by the Building level Response Team**

- Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members
- Be visible in the school
- End the day with a short staff meeting to review the facts of the incident and the role of the staff in further coping with the loss
- Allow the staff the opportunity to share experiences and suggestions
- **Notify bus drivers to be alert for students who show signs of emotional distress**
- A member of the Building Level Emergency Response Team should make contact with the bus driver who goes into the neighborhood of the student who died. A team member may ride the bus if necessary

**Activate the Post Incident Response Team to prepare for any necessary support until people are back to a normal operating condition.**



## **EVACUATION (FIRE)**

If a fire occurs or if you detect smoke or a burning odor pull the closest fire alarm to initiate building evacuation. Call 911 and report all known information about the incident.

Building Level Emergency Response Team (BLERT) members should coordinate evacuation away from the incident area to the fire drill evacuation locations for each building.

- Listen for instructions about the situation and your actions
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary
- Bring attendance list and class roster on Clipboard by door in every classroom
- Close the classroom door after exiting
- Take attendance when safe to do so. Let emergency personal know if any student or staff member is unaccounted for
- If evacuating off site, take attendance before moving from and upon arrival at off site location
- Listen for

updates Other

procedures:

- Recorder should begin documenting the events
- If there are any injuries provide first aid and notify rescue personnel
- Ensure emergency response kit is removed from the school
- Ensure special-needs student procedures are performed
- Incident Commander should stay in one location once outside and gather the BLERT for instructions
- Student accounting should take place with any missing students being reported to the Incident Command who will relay the information to emergency responders
- Depending on the situation, consideration may be given to organizing an early dismissal by contacting transportation

**If early dismissal is going to occur, off-site bus staging area may need to be organized.**

- The liaison to fire and police departments should facilitate communication of vital information to the Incident Commander
- Wait for the fire department to give permission for students and faculty to reenter the building

**EVACUATION PLAN**

Post a school floor plan, showing the primary and secondary evacuation routes, inside each room that is used by students at any time. The plan shall have the room location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the actual direction of the exit from the room.

The plan shall be labeled “**EVACUATION PLAN**” in bold red letters and prominently posted.

**Incident Commander shall evaluate:**

- Weather conditions
- Length of time expected before re-entry to building can occur
- Nature of the incident

Determine which evacuation site should be utilized and whether transportation will be required.

On-site sheltering may be able to occur in alternate buildings near the affected facility campus or in buses or a combination thereof.

Should off-site evacuation need to occur, notify the Area Commander and Operations Manager so that preparations at the evacuation site may commence to receive students and staff.

Refer to evacuation locations listed in Building Safety Plans for primary and alternate off-site evacuation locations.

**Notify teachers:**

- Evacuation destination
- Manner of movement to destination
- Specific requirements based upon conditions of the incident which may require special attention
- To take attendance upon arrival at evacuation site and report any missing students to Incident Command

Activate Parent Reunification process and Early Dismissal procedures unless students will be dismissed under normal conditions at the conclusion of the incident. Notify the Public & Parent Relations/Information Liaison to facilitate the Parent Reunification process.

## **EVACUATION (FIRE) DRILLS**

Scheduling and records of all fire drills are to be maintained in the Operations Office

### **FREQUENCY REQUIRED**

Section 807 of the Education Law mandates that the principal or other person in charge of every public or private school or educational institution within the state (except colleges and universities) must instruct and train their pupils on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals.

New Roots Charter School has adopted an incident drill policy supporting execution of drills in various forms throughout the year. Each Building-Level Emergency Response Team is responsible for developing an annual drill schedule in accordance with New York State law and submitting this plan to the District-Wide School Safety Team. The New York State Legal requirements are:

- 12 total fire and emergency drills in a school year, testing appropriate emergency response
  - 8 drills must occur prior to December 31
  - 8 drills must be evacuation (fire) drills
    - 4 of evacuation drills must use fire escapes (if available) or secondary exits
  - 4 drills must be lock-down drills
- Drills must be at different times of the day
- Students must be instructed on how to respond if a fire occurs during the lunch period or assembly or one of the drills can occur during a lunch period or assembly

If a building is equipped with fire escapes, four of the required 12 drills must be through the use of these fire escapes. Instruction must be given to pupils in the procedure to be followed in the event a fire occurs during lunch period, unless at least one drill is held during the lunch period.

Give no advance notice of fire drills to building occupants, except for the first drill of each school year and the first drill of summer school.

At least one early dismissal drill each school year that is no more than 15 minutes before the normal dismissal time, including

- Notifying parents/caregivers at least one week prior to the drill; and
- Testing the usefulness of the communications and transportation system during emergencies

## **FIRST RESPONDER ACTIVITY IN VICINITY**

Upon notification of a dangerous situation near a school, several steps should be taken to protect the school population from the incident:

- Obtain as much information about the incident as you can. The Tompkins County Department of Emergency Response will be able to provide an overview of the incident. Call (607) 257-3888
- Convene a meeting of the Building Level Emergency Response Team and discuss the situation and/or recommendations from the police or fire department
- Bring outdoor classes and activities classes being conducted into the school
- Secure the school building, if necessary. Follow “**LOCKOUT**” condition response procedures, including activating the Navigate Respond Alarm
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger
- Notify the Superintendent
- Assign police and fire liaison member of District-Wide Safety Team to monitor situation and provide updates as needed
- Prepare for possible lockout, intruder or evacuation depending on the situation as it develops. Follow police or fire guidance
- If police or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and the transportation department shall be contacted with information
- Informational letter for parents/guardians should be developed in conjunction with the School Superintendent and police or fire officials

## **GAS ODOR**

Quickly convene the Building-Level Emergency Response Team. Evacuate the building to the off-site evacuation location. Do not use the fire alarm system if gas odors are within the building, electrical activation of any system could trigger gas combustion. Evacuation orders may need to be delivered verbally by BLERT members.

- Assign BLERT member responsible for off-site evacuation to coordinate movement
- Make sure critical incident response kit leaves the school
- BLERT member responsible for student accounting begins process of tracking all students
- Call 911. Fire Department has gas-detection instruments that can determine the severity of the leak
- Call Operations. If incident occurs after hours contact Landlord
- If unable to contact maintenance services, call the gas company. New York State Electric and Gas (NYSEG) emergency number is **800-572-1131**
- Plans of each building with **gas shutoff locations** are included in the Appendix of the District-Wide Emergency Response Plan as well as the Building Level Emergency Response Plan
- Notify the Superintendent and the Principal

### **IF ODORS ARE DETECTED OUTSIDE THE BUILDING:**

- It is **not** necessary to evacuate the building
- Evacuation is called for only if odor seeps into the building
- Call the police and fire non-emergency number to report the smell, **607-273-7288**
- Then call the Operations Manager

## **HAZARDOUS MATERIALS EXPOSURE**

- Evacuate the immediate area: **NO EMPLOYEE SHOULD REENTER THE CONTAMINATED AREA**
- IF APPROPRIATE, NOTIFY 911
- Notify the School Principal or designee
- Notify the Superintendent, Building Level Emergency Response Team, Operations Manager, to assess the hazard and provide guidance for containment and cleanup
- Close and place towel at foot of door containing the hazard if possible. No employee should reenter the contaminated area
- **Review the Safety Data Sheet and determine urgency of the situation**
- If contamination has occurred, attend to affected people and remove them from exposure
- Arrange to meet responding emergency personnel at the main building entrance and provide them with appropriate information
- Notify the Operations Manager
  - **Personnel from this office will assist in assessing the hazard and providing guidance for containment and cleanup. This person will also act as a liaison with fire department personnel**
- Alert occupants in adjacent area if hazard has the potential to spread
- Involve Travis Hyde Properties for ventilation information. This may involve limiting exposure by containing the fumes in the isolated area or diluting the fumes by opening the area for fresh air ventilation
- **Evaluate the situation with professional help. If evacuation of the school is needed, pre-plan routes to avoid walking through the contaminated area. Use off-site evacuation procedures to ensure student population is moved far enough away from the building to minimize exposure**
- Conduct cleanup operations as directed by emergency personnel

## DEPLOYMENT OF SUSPICIOUS PRODUCTS

### *Outdoors deployment of suspicious product:*

- Call 911, Operations Manager, notify Principal, Superintendent and Building Level Emergency Response Team
- Travis Hyde shall shut down the HVAC
- Bring staff and students inside the building. If they have been exposed, keep them separate from the rest of school population and have them wash with warm water and soap
- Close all doors and windows
- Minimize the introduction of outside air by placing towels in front of exterior doors and tape the seals of all exterior doors, windows, and ventilation supply vents
- Follow directions of emergency response officials.
- Listen to local emergency officials by staying tuned to local radio, television and emergency messages

### **Indoor** deployment of suspicious product:

- Call 911, Operations Manager, notify Principal, Superintendent and Building Level Emergency Response Team
- Travis Hyde shall shut down the HVAC
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel. Document all who were in the area
- Staff and students in the immediate area should wash with warm water and soap
- Evacuate facility occupants to an area away from area of threat
- Follow directions of responding public safety officials

### *Deployment of suspicious product in **water**:*

- Call 911, Operations Manager, notify Principal, Superintendent and Building Level Emergency Response Team
- Know which water source serves your building. Notify water supplier if municipal water
- Make announcement that the water should not be consumed and that faucets should not be operated



- Travis Hyde shall shut off the main water valve to your building. Water main valves are indicated on building plans in the Appendix of the District-Wide Safety Plan
- Cover (bag) all water fountains and faucets
- Document all staff and students that consumed water for that day for exposure evaluation by health officials

**ALSO SEE ANTHRAX/SUSPICIOUS MATERIALS**

## **HOLD IN PLACE**

Used to limit movement of students and staff while dealing with short term emergencies

- Listen for instructions about the situation and your actions
- Students in hallways should return to assigned classroom, if possible
- Classroom teachers, take attendance in the SIS
- All other staff assist students, as needed
- Listen for updates

## **EMERGENCY LOCKDOWN**

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school

When you hear lockdown announced (“LOCKDOWN, LOCKDOWN, LOCKDOWN”), you should move quickly to execute the following actions:

- If safe, gather students from hallways and common areas near your classroom
- Lock your door. Barricade if necessary
- Move students to a safe area in the classroom out of sight of the door
- Leave windows, blinds/lights as they are
- Keep everyone quiet, silence cell phones
- Take attendance, if possible.
- Do not communicate through door or answer room phone
- Do not respond to P.A. announcements or fire alarm
- Stay hidden until physically released by law enforcement personnel

## **LOCKOUT**

Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school

- Listen for instructions regarding the situation and your actions
- Lock all exterior windows
- Leave blinds/lights as they are
- Take Attendance
- After initial instructions listen for updates
- Classroom instruction continues as normal
- All outdoor activities are terminated
- Listen for updates

## **MEDICAL EMERGENCIES**

- Assess seriousness of emergency: choking, injury, or illness
- Contact the School Nurse
- Administer first aid or CPR if you are trained/qualified to do so or the extent of injury is minor until the nurse arrives
- **Call 911 and be prepared to provide:**
  - Your location, building name and address
  - Room number
  - Describe illness or type of injury
  - How the illness or type of injury occurred
  - Age of injured
  - Quickest way for ambulance to reach you
- Assign a staff member to meet rescue service and show where the injured student is
- Have emergency contact information brought to same location as student
- Contact an administrator ask for a medical lockdown
- Assign member of the Building Level Emergency Response Team to stay with child, even if transported to hospital
- Notify parent or guardian of situation, illness or injury, and include type of injury/illness, medical care being given and location where child has been transported
- If child is being transported, request parent meet the child and BLERT member at the hospital
- Notify the Superintendent, the Operations Manager, and the appropriate building custodian's office
- Advise faculty and staff of situation (when appropriate)
- Follow-up with parents or guardian
- Complete the Student Injury Form and send to the Business Office

## **MISSING STUDENT/KIDNAPPING**

Record **name** and **contact number** for person reporting the missing person. If case involves abduction, begin gathering witness information for the police. Confirm student attended school that day. Assign staff member to begin checking last known location of the person.

**Call 911** and explain the situation

### **Begin gathering information on the student, including:**

- Description including, height, weight, skin color, eye color, clothing, backpack, etc.
- Obtain photo, if available, print from SchoolTool if possible
- Home address, phone number, parents' contact number
- Class schedule, special activities
- Bus or walking route information

### **Contact caregiver/parents/guardian as listed as the primary contact in SchoolTool.**

- Convene Building-Level Emergency Response Team
- Begin recording events
- If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student. In a missing student incident, assign member of BLERT to organize a complete search of the school
- Consider initiating a lockout or intruder condition within the building or campus
- Notify the Superintendent, Principal, Operations Manager and Transportation Department
- Obtain information on possible witnesses, friends, and last person to see student
- If incident occurred while student was on the way home, contact bus driver and crossing guards
- Double check circumstances. Could student have gotten on the wrong bus or walked home? Did someone pick-up the student? Is the student at another activity?
- Report all information to the Incident Commander
- Assist the police with investigation
- Arrange for counseling of students as needed

*At any point during these steps, if the person is found, inform everyone who has been notified of the incident that the person is no longer missing.*

## **NON-AMBULATORY RESCUE**

Each building with occupants or students which will require assistance in evacuating the facility shall appoint each such occupant with a BLERT member responsible for the safe evacuation of each non-ambulatory person from the facility during any incident requiring building evacuation.

Accountability for non-ambulatory persons shall be accomplished in accordance with Attendance and Reporting protocols for the district. Any unaccounted for non-ambulatory persons shall be reported to Incident Command in accordance with **Missing Persons** using Communication Protocols. Should non-ambulatory persons be identified within an incident location where a hazard is known to exist, or if a person becomes a non-ambulatory victim due to circumstances of an incident and cannot be assisted to a safe location, the BLERT member or any person knowing of such condition shall notify the Incident Command using established communications protocols of all pertinent information regarding the individual or individuals including:

- location
- numbers of injured or trapped individuals
- condition of injured or trapped individuals
- response assistance needed in order for rescue or recovery

This information shall be used by Incident Command to assign competent qualified rescue personnel or agencies within the guidelines set forth in the District-Wide School Safety Plan and Building Level Emergency Response Plans. Victims that cannot move on their own due to possible cerebral or spinal injuries shall not be moved except by competent qualified rescuers.

## **PUBLIC DEMONSTRATION**

**Most groups will give advance warning of a planned protest. When the warning comes:**

- Identify a spokesperson for the group
- Obtain information on when, why and how many
- Notify the Principal, and the Operations Manager.
- Contact Police and advise them of the situation
- Notify faculty of the planned demonstration
- Develop an information packet for distribution to parents/guardians in accordance with Parent and Guardian Communication
- Continually work with the Incident Commander on any statements or contact with the demonstrating group
- Assign Building Level Emergency Response Team members to act as liaison with police, media, and possibly, the demonstrating group based upon the direction of the Incident Commander
- Direct one staff member to handle all incoming calls
- Prepare to establish areas where demonstrators can set up without affecting the operation of school
- Notify transportation department of demonstration and any possible impact buses may encounter arriving to or departing from the schools.

Consider activating a **“LOCKOUT”** condition response in the building or campus-wide.



## **SEXUAL ASSAULT**

Be aware of rumors which may start from these type of events and address those rumors directly using facts provided by the Public relations Liaison appointed by the Incident Commander.

Sexual assault victim's personnel privacy is covered under the HIPPA rules and regulations and as such, no information may be given to anyone other than a direct supervisor, emergency responder or school nurse.

- Determine if immediate medical attention is needed, if so call 911 prior to going further
- If there is a crime scene related to the assault, close off the area to everyone. Assign Building-Level Emergency Response Team member for security
- Call 911 and request that police respond
- Assign BLERT member (counselor) and nurse to stay with the victim. Depending on the situation, victim should not eat or drink, change clothes, or shower, while awaiting police arrival
- Isolate the victim from activity related to the incident
- Review possible need for an Intruder response condition until circumstances surrounding the incident are known
- Victim should not be asked any questions beyond obtaining a description of the perpetrator
- Notify the School Superintendent, and the appropriate Principal's office
- Notify victim's family
- Notify student services staff members as appropriate
- Notify The Advocacy Center to secure an Advocate to counsel the student or caregiver through the process.
- Police will coordinate questioning of victim, suspects, and collection of evidence. Assign BLERT member as liaison
- Gather BLERT and discuss how to handle emotional effects of incident on faculty and student population. Plan school events for next day
- Coordinate statements to media, families and community with the Incident Commander

## **SHELTER IN PLACE**

Used to shelter students and staff inside the building

- Listen for instructions about the situation and your actions
- Students in hallways should return to assigned classroom, if possible
- Classroom teachers, take attendance
- All other staff assist students, as needed
- Move away from windows, if situation warrants
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take attendance.
- Listen for updates

## **WEAPONS/DIRECT THREATS OF VIOLENCE**

Gather as much information as possible from witnesses to determine the level of threat:

- Is the suspect in the school? Name of person with weapon
- Has the weapon been verified or suspected?
- Location of witness when weapon was seen
- What did the person do with the weapon after it was displayed?
- Is the current location of the person with the weapon known?
- Convene members of the BLERT while waiting for police to arrive

### **High Threat Level Response – Weapon use imminent:**

- Call 911, explain the situation and request an officer respond to the school
- Initiate “**EMERGENCY LOCKDOWN**” procedure
- If a student is reporting the weapon, isolate the student in the office
- Have office personnel gather information about the student for police
- Gather BLERT: Assign roles as directed by the Incident Commander
- Without confronting the suspect a BLERT member should go to the area where the suspect is reported to be and observe him or her until police arrive.
- If suspect is not in the building, secure all exterior doors
- If possible, disable the bell system
- Organize evacuation to off-site location per the **REUNIFICATION PLAN**

### **Moderate Threat Level – No Active violence:**

As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive

- Gather BLERT: Assign roles as directed by the Incident Commander
- Assign recorder to document events as they take place

- Prepare to initiate a **“EMERGENCY LOCKDOWN”** response condition in the school if the situation escalates
- When the police officer arrives at the school, the principal should completely brief the officer on the events
- A school administrator should accompany the officer to the student suspected of having a weapon
- A private area should be reserved for the student to be taken and questioned
- A second administrator or officer should take all of the suspected student’s belongings (book bag, clothing, etc.) from the classroom
- Do not allow the student to pick-up or carry his own belongings
- The student should be thoroughly searched by the police officer or an administrator with another adult witness present
- An administrator should search belongings, including – but not limited to – book bags, purses, lockers, and autos if applicable. If a gun or other weapon is found, the police officer takes control of the search
- The police should take possession of and secure any weapon located during such an incident

**Notify the Superintendent and the appropriate principal’s office.**

- Take photo of weapon for evidence. MAINTAIN SECURE CRIME SCENE
- Follow procedures for student disciplinary actions
- Notify parent/caregiver
- Secure a detailed written statement from witnesses including staff
- Coordinate informational release with the Public Information Officer
- Provide counseling as needed

**QUESTIONING OF STUDENTS**

- One school official should generally conduct questioning of any student who is a victim of a security-related incident, preferably with another staff witness
- Gather information on anyone involved in the incident, witnesses and victims

- The questioning should be limited in scope and focus on the information necessary to pursue disciplinary action against the perpetrators
- Specific details relating to any crime should be obtained by a trained police officer. This questioning shall be handled by the responding police agency

#### **NOTIFICATION OF PARENTS AND STUDENTS**

- In general, parents and students shall be notified when the police have determined a crime has occurred or when there may be a threat to the safety of students in the school. The Incident Commander and the police department must approve communications in advance

# WEATHER

## SEVERE WEATHER NOTIFICATION

- **Watches:** A thunderstorm or tornado **WATCH** will be issued if conditions exist that may result in a severe thunderstorm or tornado. When a **WATCH** is broadcast over the radios, alert staff to stay alert for signs of an approaching storm. School activities should continue as normal
- **Warnings:** A tornado or severe storm **WARNING** will be issued when an actual tornado or severe storm has been identified. Notify the Building Level Emergency Response Team and designate a staff member to keep a watch for warning signs of an approaching tornado
- **Alarm:** Use the emergency radio system for initial warnings, and a handheld device such as a battery powered “bull horn” to issue instructions once all students are in the designated shelter areas. **DO NOT USE THE FIRE ALARM** as a warning device

## TORNADO EMERGENCY RESPONSE (TORNADO WARNING ISSUED)

- Notify occupants
- Move the students and staff that are outside into the building
- Seek shelter. Move students inside to structurally sound locations in the center of the building on the ground floor in corridors and windowless rooms, away from any exterior glass doors, windows and skylights.
- Direct students to sit on the floor and wait for additional instructions
- Windows and doors: Close as many doors as possible, but do NOT open any windows
- Warning signs: Stay alert for signs of approaching tornado
- If danger from a tornado is imminent, give the command for students to assume the protective tuck position on their elbows and knees, with their hands protecting the back of their head

## WARNING SIGNS OF AN APPROACHING TORNADO

- Severe thunderstorms, thunder, lightning, heavy rain and strong winds often precede a tornado
- Dark clouds, often greenish or nearly black

- Hailstorms
- Funnel cloud: A spinning column may be seen reaching down from the clouds. A funnel cloud can either be dark or light in color. If a suspected funnel cloud is sighted, look for the presence of flying debris where it meets the ground.
- Noise: A tornado makes a very loud roaring noise that is similar to the noise made by a speeding train

### **POST TORNADO EMERGENCY MANAGEMENT**

- Maintain order and direct students to remain in place
- If there are injuries, provide first aid and notify the school nurse and the Incident Commander
- Warn students and staff to avoid touching any electrical devices or exposed wires
- If the odor of natural gas is detected, evacuate the building. Do NOT use the fire alarm or activate any electrical switches or devices that may cause a spark
- If a section of the school is partially collapsed, evacuate students from that area
- Notify Incident Command if there is any structural damage, missing persons, as well as the Principal and Operations



# SECTION 4

## Emergency Remote Instruction Plan

### Emergency Remote Instruction Plan

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

### Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the NRCS desk. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.



The district has also developed a plan for communicating all necessary information should NRCS need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. Initial communication will be sent via mass communication system if it impacts all classrooms. If it is only a singular or small number of classrooms the principal contacts families. Follow communication by the principal and teacher will be through Google classroom, Parent Square, email, phone calls, etc.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including Google classroom, Parent Square, email, phone calls, student management system, etc.

## Device, Internet and Platform Access

To support remote learning, the school will continue to supply all students with a ChromeBook. Devices left behind at the school will be delivered. Devices will be replaced as needed with the goal of every student having the ability to be connected.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. The district, based on survey results and parent/ guardian communication, will deliver hot-spots to families that are in need of Wi-Fi access.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. In cases when a student, due to their documented needs, is unable to access instruction through digital technology, teachers will work directly with guardians to determine the best way to deliver instruction, whether it be through packets and phone calls, teletherapy, individual/small group video conferencing, or in person at a mutually agreed upon public space if no other option is available.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. The district provides all teachers and related service providers devices and provides hot-spots as needed.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform, Google Classroom, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Along with a cover sheet of expectations, instructional how-to videos are available as needed.

## Teaching and Learning

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on "core" subject areas; however, elective courses may continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

## Support Services

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plan will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Social Workers, in coordination with the teacher, will work to maintain biweekly phone contact with families in support of social/emotional support and home learning initiatives and to identify the need for any other supports

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.

Attendance will be taken daily. Present Remote will be recorded for engagement in assignments, live, or recorded sessions.

Schoolrunner will be used for documentation of parent contact and communication.

Related Services: We will stay the course with remote therapy. Documentation will continue in IEP direct related service logs.

Please remember that we must implement IEPs as written with a combination of synchronous and asynchronous instruction.

If there are individualized variations from the schedule above, the rationale needs to be documented. We need to assure that what we are providing adheres to the IEP and is reasonable, appropriate, and considers the individual and family in the remote setting.

# SECTION 5

## Post-Incident Response

### POST INCIDENT RESPONSE

During and after a crisis, school leaders and teachers and students are at risk of succumbing to mental and emotional stress or injury. We bring in psychologists and social workers to counsel students. We also provide support for adults may need help.

In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. Although people may feel some of these emotions immediately, they may not experience some emotions for days or weeks. These too are normal experiences, but sometimes they take people by surprise. If we do not acknowledge this potential, they can cause damage.

Some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events
- Events that are life-threatening
- Events that violate our sense of how the world is or should be
- Events that attract high media coverage
- Events that we can identify with

Crisis that involve students in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incident stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.



# **SECTION 6**

## INDEX TO APPENDIX

- Building Security Requirements
- NRCS Building Information
- Important Telephone Numbers
- Local Public, Private & Tompkins County Schools
- Mental Health Providers
- Two-hour Delay Procedure
- [NIMS Incident Forms](#)

## **BUILDING SECURITY REQUIREMENTS**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school.

### **ACCESS INTO BUILDING**

- All exterior doors are to be maintained locked during the school day, with the exception of the main entrance
- The propping open of exterior doors is not permitted under any circumstances
- The front door is the only door through which students and visitors are allowed to enter the building. The back door is the only door staff can use to enter.
- Signs shall be posted on all doors directing visitors to report to the front desk to sign in.

### **STUDENT ACCOUNTABILITY**

- Students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day

### **VISITOR BADGES AND LOG**

- Anyone who is not a regular staff member or student of the school or district-wide personnel will be considered a visitor
- Visitors must sign into a visitor log and wear identification badges or stickers provided by the school for the duration of their visit
- Visitors may be requested to provide photo identification and must return the identification badge to the main office before leaving the building
- Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register

- School staff must be aware of visitor badge procedures and their responsibility in reporting violations
  - Any unauthorized person on school property during school hours will be reported to the Principal or designee
  - Unauthorized persons will be asked to leave
  - Additional steps will be taken if the situation warrants

## **IMPORTANT TELEPHONE NUMBERS**

<b>NRCS Front Desk</b>	<b>607-882-9220</b>	<b>Ext 100</b>
<b>Dean of Students</b>		<b>Ext 103</b>
<b>Special Education</b>		<b>Ext 202</b>
<b>Business Office</b>		<b>Ext 203</b>
<b>Nurse</b>		<b>Ext 204</b>
<b>Academic Advisor</b>		<b>Ext 205</b>
<b>Operations</b>		<b>Ext 206</b>
<b>Admissions/Outreach</b>		<b>Ext 207</b>
<b>Conference Room</b>		<b>Ext 208</b>



EMERGENCY PHONE NUMBERS

**Police and Fire** 911

**Poison Control Center** 1-800-222-1222

**Local Fire and Police Departments**

**Ithaca City Police**

Dispatcher ..... 272-3245  
Administration/Records ..... 272-9973

**Ithaca City Fire Department**

Emergencies 911

Business Office .....	272-1234
<b>Cayuga Heights Police</b> .....	257-1011
<b>Tompkins County Sheriff</b> .....	272-2444
<b>New York State Police</b> .....	347-4440
<b>FBI</b> .....	272-6424

..... (Albany) 518-465-7551

**U.S. Secret Service** ..... (Syracuse) 315-448-0304

**911/Fire/Disaster/EMS Coordinator** ..... 257-3888

**Hospitals**

**Cayuga Medical Center**

101 Dates Drive, Ithaca, NY 14850

Emergency..... 274-4411  
Information..... 274-4011

Admissions..... 274-4353  
Patient Relations.....274-4225

**Convenient Care**

10 Arrowwood Drive, Ithaca, NY 14850

General Information..... 274-4150

**WellNow Urgent Care**

740 South Meadow Street, Ithaca, NY 14850

Main Phone.....319-4563

Fax..... 319-4632

**Arnot Ogden Medical Center**

600 Roe Ave., Elmira, NY

Information ..... 737-4100

Patient Information .....737-4237

**St. Joseph's Hospital**

555 St. Joseph's Blvd., Elmira, NY 14901.....733-6541

**Cortland Memorial Hospital**

134 Homer Ave., Box 2010, Cortland, NY 13045 .....756-3500

**Robert Packer Hospital**

Sayre, PA

General Information..... 570-888-6666

**University Hospital/SUNY Health Science Center**

Syracuse, NY

Adult Emergency Room .....315-464-5611

Pediatric Emergency Room .....315-464-5565

Patient Information .....315-464-5158

General Information..... 315-464-5540

**Crouse Irving Memorial Hospital**

Syracuse, NY

General Assistance ..... 315-470-7111

Patient Information .....315-470-7511

## **St. Joseph's Hospital Health Center**

Syracuse, NY

General Information.....	315-448-5111
Patient Information .....	315-448-5113

## **Community-General Hospital**

Syracuse, NY

Information and Assistance .....	315-492-5011
Patient Information .....	315-492-5000

## **Other Emergency Services**

### **City of Ithaca**

Mayor's Office .....	274-6501
Public Works Department	
Water and Sewage .....	272-1717
Streets and Facilities.....	272-1718
Superintendent .....	274-6527

### **Tompkins County**

Fire, Disaster and Emergency Medical Coordinator .....	257-3888
Health Department .....	274-6600
Highway Department .....	274-0300
Department of Mental Health.....	274-6200

### **Other Services**

American Red Cross .....	273-1900
Bangs Ambulance .....	273-1161
Child Abuse and Maltreatment .....	800-342-3720
Family and Children's Services.....	273-7494
Tompkins Consolidated Area Transit (TCAT)	
TCAT Information.....	277-7433
Administration .....	277-9388
New York State Electric and Gas.....	347-4131
New York State Department of Transportation .....	756-7072
Swarthout Coaches, Inc. ....	
257-2277	
Suicide Prevention and Crisis.....	272-1616

### **Cornell University**

General Information..... 254-4636

President's Office .....	255-5201
Gannett Health Services.....	255-5155
Police Campus	255-1111

**Ithaca College**

General Information.....	274-3011
President's Office .....	274-3111
Health Center .....	274-3177
Campus Safety.....	274-3353

<b>Ithaca City School District Schools and Contacts</b>				
<b>School</b>	<b>Grades</b>	<b>Hours</b>	<b>Phone</b>	<b>Fax</b>
Belle Sherman Elem. School & Annex 501 Mitchell St.	PK-5	8am-2pm	274-2206 274-2203	274-4059
Beverly J. Martin Elem. School 302 W. Buffalo St.	PK-5	8am-2pm	274-2209	274-2196
Caroline Elem. School 2439 Slaterville Rd. Slaterville Springs, NY 14881	PK-5	8am-2pm	539-7155	539-6966
Cayuga Heights Elem. School 110 E. Upland Rd.	K-5	8am-2pm	257-8557	257-8142
Enfield Elem. School 20 Enfield Main Rd.	PK-5	8am-2pm	274-2221	274-6810
Fall Creek Elem. School 202 King St.	K-5	8am-2pm	274-2214	274-2339
Northeast Elem. School 425 Winthrop Dr.	K-5	8am-2pm	257-2121	257-8157
South Hill Elem. School 520 Hudson St.	PK-5	8am-2pm	274-2129	274-2379
Boynton Middle School 1601 N. Cayuga St.	6-8	9:10am-3:25 pm	274-2241	274-2357
DeWitt Middle School 560 Warren Rd.	6-8	9:10am-3:25 pm	257-3222	257-3502
Lehman Alternative Community School 111 Chestnut St.	6-12	9:10am-3:25 pm	274-2183	274-2351
Ithaca High School 1401 N. Cayuga St.	9-12	8:55am-3:32 pm	274-2385	274-3061

## LOCAL PRIVATE & TOMPKINS COUNTY SCHOOLS

School	Phone	Fax
Cascadilla School 116 Summit St.	272-3110	272-0747
Enfield Community Christian School 162 Enfield Main Rd.	277-6301	
Montessori School 12 Ascot Pl.	266-0788	
Elizabeth Ann Clune Montessori School 120 E. King Rd.	277-7335	277-0251
Ithaca Waldorf School 399 Turkey Hill Rd.	273-5184 or 273-9097	

### TOMPKINS COUNTY SCHOOLS

T-S-T BOCES, 555 Warren Rd.

Dr. Jeffrey Mattison, Superintendent... 257-1551

Dryden Central School

PO Box 88, Dryden, NY 13053.....844-5361

William George Agency for Children's Services

380 Freeville Rd., Dryden, NY 13053.....844-6460

Groton Central School

400 Peru Rd., Groton, NY 13073..... 898-5301

Lansing Central School

Rt. 34B, 264 Ridge Rd., Lansing, NY 14882..... 533-4294

Newfield Central School

247 Main Street, Newfield, NY 14867.....564-9955

Trumansburg Central School

Whig St., Trumansburg, NY 14886..... 387-7551

## **MENTAL HEALTH PROVIDERS**

Directions: For most emergency situations, the building level mental health workers will be utilized first. If an incident exceeds the capacity of the building mental health workers and requires the services of Community Mental Health workers, the building principal should contact the Director of Special Education at 274-2264 as soon as possible. The Director of Special Education may use the following list to reach community mental health workers.

**TST-BOCES** 257-1551  
Warren Rd.  
Ithaca, NY 14850

**Family and Children’s Service** ..... 273-7494  
204 N. Cayuga St.  
Ithaca, NY 14850

**Suicide Prevention** 272-1505  
124 E. Court Street  
Ithaca, NY 14850

**Mental Health Association** .....273-9250  
518 W. State St.  
Ithaca, NY 14850

**Tompkins County Mental Health Services Dept.**.....274-6300  
201 E. Green St.  
Ithaca, NY 14850

**Advocacy Center of Tompkins County**..... 277-3203  
Secure Address                      **Hotline**.....277-5000



## **TWO-HOUR DELAY PROCEDURE**

On these days, parents are encouraged to develop a plan so their students can safely stay home for an additional two hours.

**In the event that a two-hour delay is activated, the following procedures will be followed:**

- Local news and radio stations will be contacted to report the delayed start, notices will be posted on the District website, Twitter and Facebook pages and emails will be sent to families using the SchoolMessenger system. Caregivers are encouraged to update their contact information in SchoolTool by contacting the main office
- If conditions do not improve within two hours, classes may be canceled for the entire day and the same methods of notification will be made
- All bus routes will be delayed by exactly two hours (i.e. If your bus stop is normally at 8:37 a.m., it will be at 10:37 a.m. on delayed start days)
- School will start exactly two hours later than normal.
- NRCS school doors will open at 10:30 a.m. Students will follow a condensed bell schedule of all scheduled classes. Because of the possibility of students arriving at school before 10:30 the doors will be open early if at all possible
- Breakfast will be available to students when school opens and regular lunches will be served at modified times
- School will be dismissed at their normal times at the end of the school day