

# District-Wide School Safety Plan

## Emergency Planning Guidelines

**2023 - 2024**

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

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

These guidelines consist of advance planning steps for the principal, checklists for every response position, hazard-specific guidelines and an appendix with forms. As of February 2015, the District follows the New York State Guide to School Emergency Response Planning.



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## Regulatory Description of Components

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

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

**Plan Review and Updates**

The Board of Education must adopt or amend the District-Wide School Safety Plan each school year by September 1<sup>st</sup>.

Each update or change to the plan shall be recorded in the following table.

<b>Revision / Update / Amendment</b>	<b>Name</b>	<b>Date</b>
30-Day Public Comment	Ron Ryerson	5/16/2001
Adoption	Ron Ryerson	6/19/2001
Revision	Donald Preiss	10/6/2015
Update	Donald Preiss	9/6/2016
Update	Donald Preiss	9/5/2017
Update	Donald Preiss	9/18/2018
Update	Donald Preiss	9/03/2019
Update	Donald Preiss	9/01/2020
Update	Donald Preiss	8/31/2021
Update	Donald Preiss	8/23/2022
Update	Donald Preiss	8/20/2023



## District-Wide School Safety Plan

### INTRODUCTION

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

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

#### **How do you predict?**

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

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

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



## Section I: General Considerations and Planning Guidelines

### Identification of School Safety Team

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

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

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

### Concept of Operations

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

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. District and building administrators are authorized to call police to respond to the threat or acts of violence.

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





## Section I: General Considerations and Planning Guidelines

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

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

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

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

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

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



## Section I: General Considerations and Planning Guidelines

### Secret Service Threat Assessment Suggestions

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

To identify threats, school officials are advised to:

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

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

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

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

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

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

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



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

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

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

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

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

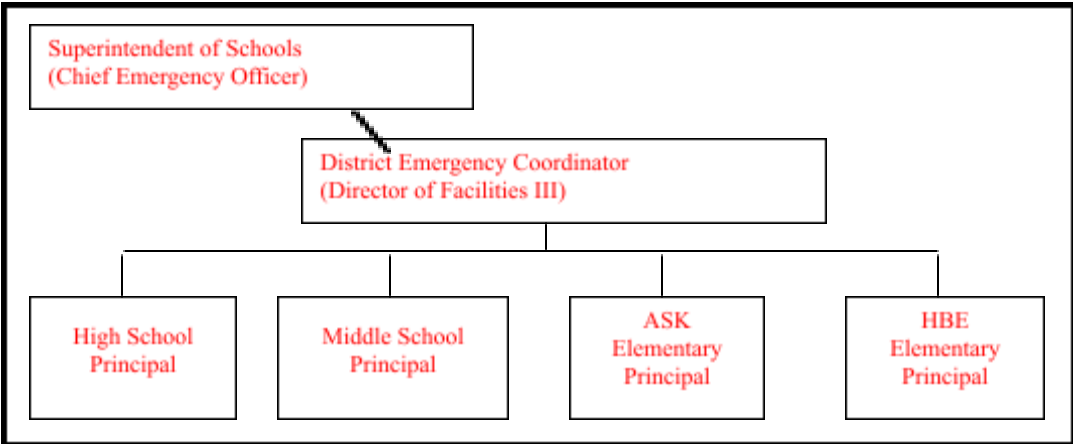
Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?

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

**Prevention – The Role of School Administrators, Teachers and Staff**

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

**Chain of Command**





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

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

<b>High School</b>	<b>Extension</b>	<b>Fax Number</b>
Principal	1510	845-858-2895
Assistant Principal	1522	
Assistant Principal	1520	

<b>Middle School</b>		
Principal	2510	845-858-2893
Assistant Principal	2520	

<b>Anna S. Kuhl Elementary School</b>		
Principal	3510	845-858-2894
Assistant Principal	3520	
Assistant Principal	3521	

<b>Hamilton Bicentennial Elementary School</b>		
Principal	4501	845-754-7355
Assistant Principal	4520	

<b>Administrative Offices</b>		
Superintendent	5510	845-856-1885
Asst. Supt. for Business	5530	
Asst. Supt. for Instruction	5520	
Director of Facilities III	7501	845-858-2897



### **School Security**

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

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

### **Reporting Threats or Acts of Violence**

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

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

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

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

### **Large Scale Medical Emergencies**

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



## Section I: General Considerations and Planning Guidelines

### Plan Review and Public Comment

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

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

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

**Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure** under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

### Planning Assumptions and Limitations

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

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



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

## **Section II: Risk Reduction / Prevention & Intervention**

### **Prevention/Intervention Strategies**

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

### **Program Initiatives**

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

### **Student Rules**

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

### **Anti-Bullying Programs**

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

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



## Section II: Risk Reduction / Prevention & Intervention

### **Anti-Hazing**

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

### **Anti-Gang Programs**

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

### **Suicide Prevention**

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

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

### **Programs to Reduce Isolation and Alienation and to Promote Respect**

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

### **Weapons in School and the Gun-Free Schools Act**

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





## **Training, Drills and Exercises**

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

- ✓ Each emergency response plan procedure will be reviewed annually as part of a regularly scheduled staff meeting.
- ✓ Building evacuation / emergency response procedures will be tested a minimum of 12 times per school year. Eight drills are required to be evacuation drills with the remaining four required to be lock-down drills. Eight drills must be held prior to December 31<sup>st</sup>.
- ✓ The district will practice one early dismissal drill per school year to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures and evacuation procedures.
- ✓ The emergency plan for sheltering-in-place in the event of severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- ✓ The district will conduct one drill and/or exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.

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

## **Implementation of School Security**

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



## Section II: Risk Reduction / Prevention & Intervention

### Building Security Measures in Place

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

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

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

### Vital Educational Agency Information

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

- a. Administration, 150 Pike St., Port Jervis
- b. High School, 10 Route 209, Port Jervis
- c. Middle School, 10 Route 209., Port Jervis
- d. Elementary Schools
  - i. ASK School, 10 Route 209, Port Jervis
  - ii. Bicentennial School, 929 Route 209, Cuddebackville
- e. Maintenance Building, 20 Route 209, Port Jervis
- f. PPS/Registration Building, 150 Pike St., Port Jervis
- g. Athletic Fields
  - i. Glennette Field, 118 East Main St., Port Jervis
  - ii. Chase Field, 10 Route 209, Port Jervis
- h. Sewage Plant, 10 Route 209, Port Jervis

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

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



## Hazard Identification

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

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



### Notification and Activation (Internal and External Communications)

- In the event of a violent incident, immediately implement LOCKDOWN procedures. Notify administrative personnel by calling the main office and alert office personnel regarding the need to call 9-1-1 for law enforcement agencies. Office personnel will immediately contact the Building's Principal and/or Designee, Central Office, Emergency Coordinator and call 9-1-1 if a building administrator cannot be immediately reached. If the main office is involved with the incident, the alternative site as designated within the "Building Level Response Plan" will be utilized to call 9-1-1.  
In the event of a weather emergency, Emergency Coordinator's Office will alert whenever possible district personnel by telephone chain and/or fax for the need to seek shelter. "Building Level Response Plans" will be followed to alert faculty, staff, students and guests as designated within each plan.
- Each Superintendent shall notify the commissioner as soon as possible whenever the emergency plan or building-level safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require.  
Such information need not be provided for routine snow emergency days.
- Annual written instructions will be provided to students and staff on the Port Jervis School District's emergency procedures.  
The Emergency Coordinator, together with each Building Administrator, will provide written instructions on emergency procedures. Each school in the District will be responsible for its own students and staff. The written instructions shall be distributed by October 1<sup>st</sup> of each school year by one or more of the following methods:  
District newsletter sent to District parents.
  1. School
  2. Handouts for staff.
  3. Articles in the local newspaper.Written instructions will include the following information:
  1. The alarm warning codes and system.
  2. Identify response actions that may be required, such as early dismissal and sheltering and a description of each.
  3. Name of District Emergency Coordinator, his assistants and their role during an emergency.



**Notification and Activation (Internal and External Communications) cont.**

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. District and building administrators are authorized to call police to respond to the threat or acts of violence.

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

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

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

**Rapid Response Crisis Kit**

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

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

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



## Section III: Response

### Port Jervis City School District AED Protocol

#### I. Purpose:

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

#### II. Location of AEDs:

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

#### III. Training Requirements:

##### Personnel Authorized to Use AEDs

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

### Port Jervis City School District AED Protocol cont.

#### IV. Indications for Use – AED:

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

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



**Multi-Hazard Response**

**EMERGENCY RESPONSE**

**INTRUSION (Always assume the intruder is armed)**

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

**BOMB THREAT / SUSPICIOUS PACKAGE**

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

**MEDICAL EMERGENCY – “Medical emergency in Room \_\_\_\_”**

**Serious Medical Emergency**

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

**BOMB THREAT RESPONSE FORM**  
**Be Alert! Get Specifics! Be Responsive!**

Person Receiving Call: \_\_\_\_\_

Exact Time of Call: \_\_\_\_\_

Exact Words of Call: \_\_\_\_\_

**Questions to Ask:**



**Section III: Response**

When is the bomb going to explode? \_\_\_\_\_

Where is the bomb? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

Did you place the bomb? \_\_\_\_\_

Why? \_\_\_\_\_

Where are you calling from? \_\_\_\_\_

What is your address? \_\_\_\_\_

What is your name? \_\_\_\_\_

**Caller's Voice** (circle)

Accent    Crying    Giggling    Normal    Squeaky    Angry    Deep    Lisp

Sincere    Stressed    Broken    Disguised    Loud    Slow    Stutter    Calm

Excited    Nasal    Slurred    Rapid    Foul    Irrational    Taped    Incoherent

Well Spoken (educated)      Message read by threat maker

If the voice is familiar, whom did it sound like? \_\_\_\_\_

**BOMB THREAT RESPONSE FORM**

(Cont'd.)

Page 2 of 2

Were there any background noises? \_\_\_\_\_

**Background Sounds** (circle)

Airplanes    Street Traffic    Animals \_\_\_\_\_    Office Machinery    Factory Machinery



Trains

Quiet

Voices

Music

Remarks: \_\_\_\_\_

\_\_\_\_\_

Person Receiving Call: \_\_\_\_\_

Telephone Number Call Received at: \_\_\_\_\_

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

Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

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

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

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

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



### **RESPONSE TO SITUATIONS OF POTENTIAL VIOLENCE IN SCHOOL**

1. If a staff member becomes aware of a student's threat or actual act of violence:
  - a. Staff members will immediately notify the principal and/or designees.
  - b. The principal and/or designees will notify appropriate members of the building response team\*.
  - c. The principal and/or designees will arrange to have student immediately escorted to the principal's office.
  - d. There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS.
  - e. The student will be attended by one or more adults, at all times.
  - f. The crisis team will conduct a joint assessment of the student.
  - g. Other staff will simultaneously conduct an investigation of the incident.
  - h. Student's parents will be notified and required to participate in an immediate school conference.
  - i. When a more general threat is made to a large, unspecified group, the principal and/or designees will determine the course of action.
  
2. As a result of the joint assessment and investigation:
  - a. HIGH RISK DETERMINATION
    - Inform police immediately.
    - Mandate parents to have the student receive an immediate psychiatric evaluation.
    - Notify potential victim(s) and potential victim(s)' parents
    - Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
    - Recommend other interventions/services if indicated.
    - Refer for discipline.
  
  - b. LOWER RISK DETERMINATION
    - Discuss with the student and his parents the significance of the incident and possible intervention measures.
    - Notify potential victim(s) and potential victim(s)' parents.
    - Develop a safety plan with the potential victim(s) and potential victim(s)' parents.
    - Refer for support services, peer mediation and/or outside services if indicated.
    - Refer for discipline if indicated.
  
3. At the conclusion of the potential incident of violence:
  - a. A written summary shall be prepared by a designated staff person.
  - b. Involved personnel shall debrief.

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



**Section III: Response**

**POTENTIAL VIOLENCE INCIDENT SUMMARY FORM**

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

DOB: \_\_\_\_\_ Grade \_\_\_\_\_

Name/Title of Person Completing Form: \_\_\_\_\_

Parents' Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

**Description of Incident:**

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

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**Actions Taken & Recommended Follow Up:**

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**Notification (names, titles dates):**

Police: \_\_\_\_\_

Student's Parents: \_\_\_\_\_

Potential victim(s): \_\_\_\_\_

Potential victim(s)' Parents: \_\_\_\_\_

Others: \_\_\_\_\_

Referrals (names, titles, dates): \_\_\_\_\_

Psychiatric evaluation: \_\_\_\_\_

Community Services: \_\_\_\_\_

In-School Services: \_\_\_\_\_

Discipline (specify): \_\_\_\_\_

Other: \_\_\_\_\_



**Imminent Warning Signs for the Potential of Violent Behavior**

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

**Early Warning Signs for the Potential of Violent Behavior**

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



## Section III: Response

### VIOLENT INCIDENT RESPONSE PLAN

Page 1 of 3

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

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



**VIOLENT INCIDENT RESPONSE PLAN**  
(Cont'd)

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

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

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



**VIOLENT INCIDENT RESPONSE PLAN**  
(Cont'd)

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



**AFTER THE CRISIS**

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





## Section III: Response

### CIVIL DISTURBANCE

#### **SEQUENTIAL RESPONSE ACTIONS:**

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

Notify the following individuals:

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

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

#### **Necessary Resources:**

Emergency Telephone Roster  
Media Notification



## **EXPLOSION / FIRE EMERGENCY**

### **SEQUENTIAL RESPONSE ACTIONS:**

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

### **Necessary Resources:**

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



## Section III: Response

### FOOD POISONING

#### **SITUATIONAL RESPONSES:**

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



### Section III: Response

## School Bus Accident

### SEQUENTIAL RESPONSE ACTIONS:

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



## Section III: Response

### **SEVERE THUNDERSTORM/TORNADO**

#### **SEQUENTIAL RESPONSE ACTIONS:**

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

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

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

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

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

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

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

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

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

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



**Section III: Response**

**SEVERE THUNDERSTORM/TORNADO**  
**cont.**

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

**Necessary Resources:**

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

**ANTHRAX / BIOLOGICAL THREAT**

**SEQUENTIAL RESPONSE ACTIONS:**

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

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



## Section III: Response

### **HAZARDOUS MATERIAL SPILLS – ON SITE**

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

#### **Necessary Resources:**

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



## Section III: Response

### HAZARDOUS MATERIAL SPILL: ON-SITE

#### **SEQUENTIAL RESPONSE ACTIONS:**

1. Upon discovery or detection of any spill of any spill of a hazardous material, petroleum or chemical product, notify the following:
  - Superintendent
  - Business Administrator
  - Emergency Coordinator
  - Head Custodian
  - Building Principal or designees (see **Chain of Command** for full list of #s.)
  - Local Fire Depart (911)

\*\*\*School administrators will notify local fire and emergency medical services.

2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.
3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Ensure that the evacuation route does not go through the spill area. Re-route evacuees **away** from the spill area.
4. The Superintendent or Public Information Officer will notify parents through the media.
5. Emergency Coordinator and Fire Department Officials will evaluate the problem.
  - a. If trained and adequately protected with safety equipment, determine the cause.
  - b. If trained and adequately protected with special equipment, mitigate the situation.
  - c. Notify New York State DEC spill hotline at 1-800-457-7362.
6. After consulting with fire and environmental officials, resume normal operations.

#### **Necessary Resources:**

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



## Section III: Response



### **SEQUENTIAL RESPONSE ACTIONS:**

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

### **Necessary Resources:**

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



## Section III: Response

### **Procedures for Obtaining Advice and Assistance from Local Government Officials**

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

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

### **District Resources Available for Use in an Emergency**

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

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

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

### **Protective Action Options**

#### School Cancellation

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

#### Early Dismissal

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



**Protective Action Options cont.**

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

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

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

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



## Section III: Response



### Protective Action Options cont.

- **Evacuation – Before, During and After school hours, including security during evacuation and evacuation routes**
  - Determine the level of threat – Superintendent/Designee
  - Contact Transportation Contractor to arrange transportation
  - Clear all evacuation route and sites prior to evacuation
  - Account for all student and staff population - report any missing staff or student to building principal
  - Make determination regarding early dismissal – Superintendent/Designee
  - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
  - Ensure adult supervision or continued school supervision/security
  - Set up an information center so that parents may make inquiries as to the situation
  - Retain appropriate district personnel until all students have been returned home
  
- **Sheltering Sites – Internal and External**
  - Determine the level of threat – Superintendent/Incident Commander/Designee
  - Determine location of sheltering as depending on nature of incident
  - Account for all student and staff population – report any missing staff or student to designee
  - Determine other occupants in the building
  - Make appropriate arrangements for human needs
  - Take appropriate safety precautions
  - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties (Superintendent/Designee)
  - Retain appropriate district personnel until all students have been returned home



### INDIAN POINT EMERGENCY

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

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

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

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

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

Protective actions can include, but are not limited to:

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



## Section III: Response

### INDIAN POINT EMERGENCY cont.

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

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

Protective actions can include, but are not limited to:

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

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

## **EMERGENCY REMOTE INSTRUCTION GUIDELINES**

### **Overview**

The District may offer eLearning days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

### **Definitions**

- A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- C. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
  - 1. Remote instruction will encompass synchronous instruction provided through digital video- based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
  - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

### **Formats and Methods of Remote Instruction**

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

### **Instructional Options**

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.

### **Computer and Connectivity Access for Students**

The District will ensure that students have the necessary equipment at home to participate in eLearning. No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner. The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

### **Minimum Instructional Hours**

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.





## **Remote Instruction Support**

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

### **Compliance with District Policies, Procedures, and the Code of Conduct**

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright.

Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

## **Privacy and Security of Student and Teacher Data**

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.



<b>Port Jervis City School District</b>		
<b>Sites of Potential Emergency</b>		
<b>BUILDING NAME</b>	<b>POTENTIAL EMERGENCIES</b>	<b>NOTES</b>
<p><b>Port Jervis High School</b> 10 Route 209 Port Jervis, NY 12771</p> <p><b>Port Jervis Middle School</b> 10 Route 209 Port Jervis, NY 12771</p> <p><b>Anna S. Kuhl Elementary</b> 10 Route 209 Port Jervis, NY 12771</p> <p><b>Hamilton Bicentennial Elementary</b> 929 Route 209 Cuddebackville, NY 12729</p> <p><b>Maintenance Building</b> 20 Route 209 Port Jervis, NY 12771</p> <p><b>Pupil Personnel Services/ Registration Building</b> 150 Pike Street Port Jervis, NY 12771</p>	<p><b>Flooding/River Ice Jams</b></p> <ul style="list-style-type: none"> <li>● Delaware River</li> <li>● Neversink River</li> </ul> <p><b>Bridges/Underpasses</b></p> <ul style="list-style-type: none"> <li>● Delaware River Bridge</li> <li>● Neversink River Bridges (4)</li> <li>● Pike Street Underpass</li> </ul> <p><b>Hazardous Materials Incidents</b></p> <ul style="list-style-type: none"> <li>● Norfolk &amp; Southern, New Jersey Transit Railroad</li> <li>● Interstate 84, Route 209, Route 6, Route 97/42</li> <li>● C&amp;D Power Systems</li> <li>● Skydyne</li> <li>● Summit Research Lab</li> <li>● O&amp;R – Pike Street</li> </ul> <p><b>Storage Tank Failures</b></p> <ul style="list-style-type: none"> <li>● Columbia Gas</li> <li>● Agway Petroleum Inc.,</li> <li>● Bottini-Sparrowbush Oil Co.</li> </ul> <p><b>Underground Tank Failures</b></p> <ul style="list-style-type: none"> <li>● Gas and Diesel Pumps</li> <li>● Underground Oil Storage Tanks (Each Building)</li> </ul> <p><b>Hazardous Intersections</b></p> <ul style="list-style-type: none"> <li>● Route 209/6 (East Main St.)</li> <li>● Route 6/209</li> <li>● Route 6/84</li> <li>● Route 97/42</li> </ul>	<p><b>3 or more AEDs per Building</b></p> <p><b>Other School Vehicles:</b></p> <ul style="list-style-type: none"> <li>1 – sedan (2-5 passengers)</li> <li>3 – dump trucks</li> <li>6 – vans</li> <li>7 – pickup trucks</li> <li>1 – rack body truck</li> <li>1 – backhoe/loader</li> <li>2 – forklift</li> <li>1 – utility truck</li> <li>1 - cutaway van</li> <li>1 – SUV</li> <li>1 – gator</li> <li>1 – bobcat</li> </ul>

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



## Section IV: Recovery

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

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

### **PLANNING FOR THE PSYCHOLOGICAL AFTERMATH OF SCHOOL TRAGEDY**

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

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

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

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

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## Section IV: Recovery

### Principles of Postvention

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

#### Reduce Fear

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

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

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

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

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

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

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

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### Principles of Postvention (Continued)

### **Facilitate Grieving**

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

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

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

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

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

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

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

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



## Section IV: Recovery

### Principles of Postvention (Continued)

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

#### Promote Education

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

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

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

### Postvention Plan

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

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

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

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### Postvention Plan (Continued)

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

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



## Section IV: Recovery

### COUNTY-WIDE RESPONSE PLAN TO SUDDEN CHILD/ADOLESCENT DEATH

#### I. INTRODUCTION

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

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

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

B. The “Response Plan” presents specific Preparatory and Procedural Response guidelines which school districts may follow in the constructive treatment of a sudden death crisis within their districts.





**COUNTY-WIDE RESPONSE PLAN TO  
SUDDEN CHILD/ADOLESCENT DEATH  
cont.**

II. SPECIFIC RESPONSE TO SUDDEN CHILD/ADOLESCENT DEATH

A. Preparatory (before sudden/adolescent death)

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

B. Procedural (after sudden child/adolescent death)

ALERT DAY

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



## Section IV: Recovery

### DAY ONE (In School)

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



**COUNTY-WIDE RESPONSE PLAN TO  
SUDDEN CHILD/ADOLESCENT DEATH  
cont.**

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

FOLLOW-UP ACTIVITIES

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

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



**Section IV: Recovery**

**COUNTY-WIDE RESPONSE PLAN TO  
SUDDEN CHILD/ADOLESCENT DEATH  
cont.**

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

Closing Comment:

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

**EVENT WITH MULTIPLE CASUALTIES**

I. INTRODUCTION

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



## EVENT WITH MULTIPLE CASUALTIES cont.

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

### II. SPECIFIC RESPONSE TO AN EVENT WITH MULTIPLE CASUALTIES

#### A. Pre-Crisis Planning

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

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



## Section IV: Recovery

### EVENT WITH MULTIPLE CASUALTIES cont.

5. District administrators and/or pupil service personnel should develop a library of crisis-related materials for parents, teachers, counselors, clinical personnel and community members.

#### B. The Day of the Disaster

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

1. Notify emergency services, e.g., police department, fire department, mutual aid, ambulance.
2. Assess the damage and the amount of support needed.
3. Notify the District Superintendent to activate the County-Wide Response Plan. The District Superintendent will need to know:
  - a. The nature and extent of the disaster (number of students involved).
  - b. The approximate number of Crisis Team members needed (assess high).
  - c. The type of Crisis Team members needed, e.g., school psychologists, social workers, nurses.
4. Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to:
  - **Coordination**  
Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services.
  - **Notification of Parents**  
Assign personnel to a calling committee to inform parent(s) or guardians about the disaster and related procedures, e.g., bussing, pick up of children, school closing and support services which will be provided.
  - **Release of Students**

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



**EVENT WITH MULTIPLE CASUALTIES  
cont.**

- **Counseling and Direct Intervention**  
Assign staff and temporary personnel, assigned through the County-Wide Response Plan to provide direct intervention to affected individuals. A team leader from the District should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.
- **Media Control**  
Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and/or videotaping.

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

- **Coordinate Volunteers**  
Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations and to maintain lists of volunteers and services provided.
  - **Notification of Other Individuals**  
Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals, e.g., club members or non-public students, who may need to be informed of available support services.
5. Designate an official spokesperson, usually the Superintendent of Schools, to deal with the press.
  6. Obtain additional crisis intervention support personnel from sources such as County, State and State Police, if needed.
  7. If students or staff are hospitalized, assign Crisis Team members to the hospital(s) to work with families, students, faculty and staff, as needed.
  8. Close school in the affected building or district-wide if needed. Notify media of closing, following established district procedures.

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



### EVENT WITH MULTIPLE CASUALTIES cont.

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

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

10. To promote continuity and structure, develop and distribute the following materials:
  - a. Crisis Team assignment rosters which lists name, organization, home phone, work phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators.
  - b. A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team.
  - c. Building floor plans should be distributed to the volunteer workers and the Crisis Team.
  - d. Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers.
  - e. Copies of materials describing reactions and how to cope with crisis should be available for faculty members and parents.
  - f. Copies of clinical materials about crisis, expected reactions, post-traumatic stress reaction, etc., should be made available to counselors and the Crisis Team.
  - g. Copies of forms to be used to identify “high risk” individuals who appear to be suffering traumatic reactions should be distributed to the Crisis Team.

#### C. The Day(s) After the Disaster

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





**EVENT WITH MULTIPLE CASUALTIES**  
**cont.**

1. Cancel regular classes on the day(s) following a disaster, if needed. The Crisis Team should be available to meet with parents, students and staff at the affected site or another designated site. Provide child care services. Teachers should be available, in their classrooms if possible, to provide a sense of “normalcy” and support.
2. Develop press releases as needed.
3. Maintain complete rosters of:
  - a. Crisis Team members name, district or agency affiliation, address, home and work phone numbers and the length of time available.
  - b. Volunteer workers name, home and work phone numbers, service provided and date.

These rosters can be used later to generate thank you letters.

4. Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.
5. If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised.
6. Determine the need, nature, content, timing and location of public meeting(s) to review the disaster; describe crisis intervention, insurance and other responses, and allow structured community comment. Obtaining an outside expert on disaster or trauma may be advisable; a neutral expert may help to diffuse some of the emotion surrounding the incident.
7. Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
8. Conduct regular briefing meetings with all administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff. This should be continued daily throughout the crisis phase. The focus of these meetings should be to:
  - a. Provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan;



**EVENT WITH MULTIPLE CASUALTIES  
cont.**

- b. Distribute materials (items b, e, f and g, above) as needed.
- c. Announce daily Crisis Team assignments.
- d. Review organization and communication chain.
- e. Provide daily contact with coordinating agencies to define needs and roles of support personnel.
- f. Determine a need for teacher substitutes.
- g. Share information about perceived student, staff and community needs.
- h. Provide a mechanism for interaction among teachers, support personnel and clinical staff.

**NOTE: It is important that the Principal retain control and authority in the building; students, faculty, parents and the community will look to the Principal for leadership and stability. Other Administrators and the Crisis Coordinating Committee should support the Principal's role, providing direction and advice to him/her, as appropriate. If possible, the Principal should make personal daily contact with injured students and families. Personnel who have been directly involved in the disaster may be traumatized; additional support and/or temporary relief from decision making processes may be needed.**

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

**D. Long-Term Response**

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

1. Meet with the Crisis Coordinating Committee to determine long-term needs.
2. Arrange for replacement counselors if needed.



## Section IV: Recovery

### **EVENT WITH MULTIPLE CASUALTIES cont.**

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



## Section V - Appendices

### Appendix I

District Resources: District Building Locations

District Office

150 Pike Street  
Port Jervis, NY 12771  
Phone: 845-858-3100

Anna S. Kuhl Elementary School

10 Route 209  
Port Jervis, NY 12771  
Phone: 845-858-3100

Hamilton Bicentennial Elementary School

929 Route 209  
Cuddebackville, NY 12729  
Phone: 845-858-3100

Port Jervis Middle School

10 Route 209  
Port Jervis, NY 12771  
Phone: 845-858-3100

Port Jervis High School

10 Route 209  
Port Jervis, NY 12771  
Phone: 845-858-3100

**Appendix 2**



**District Resources: Contact Information**

<b>TITLE</b>	<b>NAME</b>	<b>OFFICE PHONE</b>
Superintendent of Schools	Dr. John Bell	845-858-3100 x7510
Asst. Superintendent, Business/Emergency Coordinator	John Timm	845-858-3100 x5531
Asst. Superintendent, Curriculum	Dr. Natasha Walkowicz	845-858-3100 x5521
Chief Information Officer; Director of Technology; Data Privacy Officer	Michael Ulbrich	845-858-3131
Bus Dispatch Office	WE Transport	845-440-1111
District Clerk	Kristen Lopez	854-858-3100 x5511
Director of Facilities III	Justin Boesch	845-858-3100 x7510
Assistant Director of Buildings & Grounds	Josh Jennngs	845-858-3100 x7501
Athletic Director	Gerard Gass	845-858-3100 x1880
Food Service Director	Erin Phelan	845-853-3100 x3895
Director of Pupil Personnel Services	Tanya Duryea	845-858-3100 x6510
City Mayor	Kelly Decker	845-858-4017
Port Jervis Fire Department		845-856-4100
Ambulance -Port Jervis Volunteer		845-856-3033
<b>Orange County</b>		
County Executive	Stefan Michael Neuhaus	845-291-2700
Emergency Management		845-585-4000
Public Safety Commissioner		
County Health Dept.		848-585-1468
Red Cross Emergency Services		203-869-8444



## Appendix 3

### **Building-level Emergency Response Plans**

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.



## Appendix 4

### **Memoranda of Understanding**

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.



## Section 155.17 Regulation Compliance Reference

- **155.17(b)(14)** District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. . The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, school bus drivers and monitors, and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
- **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) nonviolent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- **155.17(c)(1)(vii)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- **155.17(c)(1)(ix)** policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;



- **155.17(c)(1)(x)** policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(xi)** policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- **155.17(c)(1)(xii)** policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- **155.17(c)(1)(xiii)** policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
- **155.17(c)(1)(xiv)** 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;
- **155.17(c)(1)(xv)** the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- **155.17(c)(1)(xvi)** strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- **155.17(c)(1)(xvii)** a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- **155.17(1)(c)(xix)** the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- **155.17(c)(2)(h)** Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in

cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

- **155.17(h)(i)** Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.