



**YONKERS**  
**PUBLIC SCHOOLS**

**Emergency Response Plan**  
**District-Wide School Safety Plan**  
**2022 – 2023**

**DRAFT**

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# SECTION A

## Introductory Material

## Purpose

The purpose of the Emergency Response Plan, hereinafter referred to as the ERP is to provide all stakeholders with safety planning, emergency preparedness and response guidelines, vital information, communication procedures, and standardized measures to protect all members of the school community, including students, staff and visitors in the event of an emergency. As a standard operating guideline, there is no implied performance guarantee.

The standardized ERP has been prepared for all Yonkers Public School and buildings, (hereinafter referred to as "District") facilities to provide the framework for a coordinated approach to preparedness, response, and recovery procedures. The ERP also serves as a model for all District schools by providing the guidelines to be modified to the specific needs and resources unique to each building.

The District's ERP has been developed in coordination with local authorities and emergency responders, providing a common platform, which will be referenced in a collaborative response in the event of an emergency. The development of the ERP included a systematic investigation and analysis of potential hazards, which could affect schools throughout the District, an assessment of the capabilities in the District, City of Yonkers and County of Westchester to deal with potential problems resulting from an Emergency or Disaster.

The ERP describes in detail the centralized direction of requests for assistance and the understanding that the governmental jurisdiction most affected by an emergency is required to involve itself prior to requesting assistance. Accordingly, each school in the District will prepare separate plans and operating procedures, which form part of the overall Yonkers Public School District ERP:

## **Objectives**

1. Protect the safety and well-being of all community members, students, staff and visitors
2. Provide for a safe and coordinated response in an emergency situation
3. Protect the District's schools, facilities and assets
4. Allow the District to mitigate any disruption to the educational process in a timely manner
5. Provide for interoperability within the District Incident Command Center and schools
6. Provide for timely communication between the District and all stakeholders, including local authorities and all media outlets
7. Provide for compliance with the National Incident Management System (NIMS)

## **Scope**

The emergency response plan encompasses all District schools, buildings and programs within the City of Yonkers, and any other leased property in the event of any situation, which could be identified as an emergency, and/or which presents any potential imminent danger to persons upon the property.

## **Authority**

The District Emergency Response Plan (ERP) is activated by the Chief Emergency Officer (Superintendent of Schools and/or their designee) and is implemented at the time of an emergency situation.

School building level incident commanders, (Principal and/or their designee) may activate specific building emergency response plans in the event of an emergency.

Building level incident commanders (Principal and/or their designee) are authorized to activate this plan and/or their building specific plan in the event of an emergency, and/or to protect the safety of any persons upon District properties.

New York State Commissioner of Education Regulations (155.17) requires each school district to maintain a written District Emergency Management Plan and Building Level Emergency Response Plans, and that those plans are uploaded each year through the New York State Department of Education BEDS portal to be reviewed and updated annually by October 15th of each year.

## District Emergency Operations Protocols

The District has developed specific procedures encompassing emergency preparedness and response, to include, but not limited to:

- Safety of all persons is of the utmost importance and will be given priority consideration, in all aspects of emergency operations and will include compliance with the Americans with Disabilities Act.
- The Superintendent of Schools and/or his/her designee is the Incident Commander. In the event of an emergency during school hours, students and staff will not be dismissed without the direction and approval of the Superintendent, his/her designee and/or Incident Commander. Students will be released systemically in accordance with the established procedures of the Standard Re-unification Method, from their respective school, or a designated secondary location under the direction of the Incident Commander.
- The National Incident Management System, hereinafter referred to as (NIMS) shall be the designated response platform utilized by the District, in compliance with recommendations of the Department of Homeland Security and the United States Department of Education.
- The District School Safety and Security Department shall maintain the responsibility to be the lead department in an annual collaborative review and update of the District ERP, to include City of Yonkers and local and state authorities and essential District support departments.

Each School and building will maintain a designated Incident Commander, (Principal and/or designee) who will direct the implementation and review of the individual building emergency response plan.

- Each school building will maintain a building level safety team, which will review the building level plan on an annual basis and submit updates to the plan as necessary, encompassing assignments to emergency response roles for select staff members.
- At the opening of school for the year, the building level incident commander will review the school building emergency response plan and procedures with all staff, and may request volunteers who may possess specialized training to join the building safety team. Each District staff member shall be provided with training relative to the ERP by September 15th of each school year.
- The building level emergency response plans, specifying individual roles and contact information shall be regularly updated and forwarded to the District School Safety and Security Department in a timely manner, for submission as required by regulations.

- The District School Safety and Security Department will function in a support role for the building level emergency response plans.

### **School Safety Program**

The District maintains an inclusive school safety program which is comprised of five major components consisting of: prevention, protection, mitigation, emergency response and recovery. Each of these components should be adequately addressed within the District ERP and the building level ERP.

The Director of School Safety and Security is the designated individual to govern the District wide safety program and to assist building level safety teams with the development, implementation and training requirements associated with the building level ERP. Each school safety team provides the coordination, review and update of the ERP within their respective building.

### **Chief Emergency Officer**

The District Chief Emergency Officer shall be the Superintendent of Schools and/or his designee. The District Chief Emergency Officer shall be responsible for the coordination, support and implementation of the District ERP. The District Chief Emergency Officer shall also provide support to the building level administration in all aspects of safety issues and emergency management; additionally, ensure that staff and students receive annual training.

### **Security Surveillance Camera Systems Network**

The District utilizes an internet protocol networked security surveillance camera system, allowing for the observation of District facilities for the protection of students, staff, visitors and District assets. The School Safety and Security Department is responsible for the direction of the security surveillance camera network, its maintenance and recordings. The School Safety and Security Department is responsible for the primary monitoring of the security cameras and will in the event of an emergency collaborate with the City of Yonkers Police Department to direct the operation of cameras to protect the safety and security of all persons.



## **District Emergency Response Team**

The Superintendent of Schools will designate a District Emergency Response Team, which will be available to respond within the District to provide support to any District site in the event of an emergency.

## **School Safety Team**

The building level school safety team shall be maintained to advise the building principal on all aspects of safety planning to include: prevention, protection, mitigation, response and recovery, specific to the respective school building. The team is responsible for making recommendations addressing any issue which may pose a potential hazard to the daily operation of the school. Additionally, will update the building plan accordingly to share with all staff prior to September 15 of each school year. The team shall also be responsible to meet regularly to review and update the building level ERP, and provide any updates to District School Safety and Security.

## **Program Coordination**

The Director of School Safety and Security and/or his designee are responsible for establishing general emergency response operations guidelines for all District schools and facilities to insure safety.

Respective building administrators are responsible for submitting updated building level emergency management plans and updated ERP plans to the School Safety and Security Department no later than September 1, of each school year. The School Safety and Security Department is responsible for sharing that information with the City of Yonkers Police and Fire Departments, the New York State Police and the New York State Education Department on an annual basis, in compliance with existing regulations.

## **Mission Areas**

The District safety program is comprised of five mission areas: Prevention, Protection, Mitigation, Response and Recovery, to provide a safe and secure learning environment.

## **Prevention**

The District has established precautionary measures in place to prevent a threatened or actual incident from occurrence.

## **Safety Staffing**

School Safety and Security Department employs New York State Certified uniformed security guards, referred to as Public Safety Officers within District schools to provide a visible deterrent to any potential threat and/or crime. The Public Safety Officers are subject to clearance of both New York State Education Department and New York State Department of State fingerprint background check requirements prior to being employed by the District.

All Public Safety Officers complete annual training in de-escalation, mental health, and emergency response from the City of Yonkers Police Department's Training Division. The Public Safety Officers are responsible for all facets of safety and security at the school building level.

## **Access Control**

The District maintains a networked electronic access control system, to regulate access to District school buildings and facilities. The system allows all authorized District employees to access secured schools at any time during their respective duty hours allowing doors to remain locked.

## **Security Camera Network**

The District utilizes an internet protocol networked security surveillance camera system, allowing for the observation of District facilities for the protection of students, staff, visitors and District assets. The District cameras may be monitored at any time allowing for the potential detection of any unauthorized persons upon District properties.

## **Weapons Detection**

The School Safety and Security Department conducts daily administrative entry searches at the District high schools and random administrative entry searches within District schools as needed to prevent weapons from entering schools. The School Safety and Security Department deploys electronic hand-held metal detection devices as needed upon a random basis within District high schools and middle schools, to insure student safety. Specially trained Public Safety Officers complete metal detection screening of students and their backpacks/bags in the least intrusive method possible, to deter any weapons from entering District schools.

## **Protection**

The District is committed to employing measures to protect students, staff, visitors, community members and District property and assets from any threat and/or hazard internal or external.

## **Single Point of Entry**

Each District school building operates under a uniform Single Point of Entry (SPOE) procedure to enhance school safety. All students enter from designated entrances that are actively supervised by school staff. Once the students have started the academic school day, the SPOE is locked, along with all other entrances and electronic access control is utilized to allow District staff members to enter the otherwise secured building.

## **Anonymous Tips**

The District provides for an electronic platform application, commonly referred to as an "anonymous tips app" to be in place within the District to provide any student, staff member, any person in a parental role, or any community stakeholder, to: anonymously report any threat, safety or security concern directly to District officials for investigation and potential mitigation.

## **Background Checks**

All newly hired District staff members must submit to a fingerprint background check, prior to their placement within a school building, facilitated through the City of Yonkers Human Resources Department and required by the New York State Education Department. The background clearance also provides a reporting conduit which provides a notification to the District if an employee's clearance status changes. Additionally, all volunteers within the District complete an application process and local background check facilitated by the City of Yonkers Human Resources Department.

## **Fire/Sheltering In Place Drills**

All Schools within the District conduct a proscribed number of Fire Drills and the required Lock Down Drills on an annual basis, as required by New York State Education regulations, allowing students and staff to practice the emergency procedures of the school building. All drills must be accurately documented, and will be documented by the School Safety and Security Department for reporting.

### **No Trespassing Signage**

All District school buildings and facilities maintain clearly visible "No Trespassing" signage upon the exterior of the buildings and adjacent to entrances, to prevent unauthorized persons from entering and/or remaining upon a school campus, as defined under Section 140.10 of the New York State Penal Law.

### **Visitor Registration**

All visitors to any District school must show a valid form of photographic identification during regular school hours and register with District personnel upon entering a school building. Further the visitor will be issued a temporary visitor pass, which they must visibly display while upon the school campus, to prevent any unauthorized persons from entering a school building.

### **Inclement Weather or Emergency Delay and/or School Closing**

To protect the physical wellbeing of students of the District, the Superintendent of Schools may delay the opening of schools and or close schools for the instructional day based upon current and/or impending inclement weather conditions or for emergency conditions. The delay and/or closure will be communicated as early as possible, based upon circumstances, and available via all current media outlets, as well as the District website and any other means of mass communications technology in use by the District.

### **Emergency Radio Communications**

The District School Safety and Security Department maintains digital radio contact between the City of Yonkers Emergency Communications Center (911 Center) and the District Director of School Safety and Security to promote active communications of any real and/or perceived threat or hazard, which may potentially impact school and personal safety. The District also maintains a paging system for mass notification throughout the District.

### **District Wide/Community Communications**

The District utilizes all available means of electronic communications technology to include but not limited to: The District website, directed reverse telephone contact capability automatic calls, directed text and e-mail messaging, posting on social media sites, along with other emergent technologies in order to keep all stakeholders and community members informed of events which may impact student and/or community safety.

### **Facilities Safety Inspections**

The District Facilities Management Department conducts an annual visual inspection of the physical condition and infrastructure of all school buildings, noting the condition of the facility and reporting the same to the District Board of Education and the New York State Department of Education.

### **Schools Fire Safety Inspections**

Members of the City of Yonkers Fire Department conduct random, monthly fire safety inspections of all of the District school buildings to identify and mitigate any potential fire hazards. Additionally, the City of Yonkers Fire Department, Fire Marshall, conducts a comprehensive fire safety inspection of all of the District schools and buildings in conjunction with the District Facilities Management Department to identify and mitigate any potential fire hazards, enhancing personal safety for students and staff.

### **Response**

The District is committed to the utilization of all of the personnel and physical resources which it maintains to respond to any emergency to stabilize the situation and establish a safe and secure environment for all persons.

### **Emergency Management**

Each District school building maintains an emergency response plan which is reviewed and updated on an annual basis. The District also maintains a District emergency response plan, which is reviewed and updated on an annual basis.

### **Incident Command**

The District has initiated an Incident Command Course for Schools training, through the Department of Homeland Security and Federal Emergency Management Agency, to be available for completion by all members of each school building administrative team.

### **School Emergency Response Team**

Each District school maintains a School Emergency Response Team, comprised of staff members who may possess specialized training and/or skills, which meet regularly to discuss pertinent safety issues, potential hazards and are assigned to respond within a specific role in the event of an emergency.

### **School Nurse Program**

Each District school is staffed by a certified New York State School Nurse who is trained to provide medical attention in the event of an emergency, and provide first responder treatment in order to stabilize any sustained injuries.

### **Mutual Aid**

The District School Safety and Security Department maintains a line of communication with the City of Yonkers Police Department, the City of Yonkers Fire Departments, the Westchester County Police and with the New York State Police, in order to provide additional resources in the event of an emergency.

### **Recovery**

The District will utilize all available capabilities to assist any District building which has been affected by an emergency, to restore a safe learning environment.

### **Recovery Mutual Aid**

The District may request the assistance of city, county, state and federal government resources to assist in the security and the recovery of the District operations in the event of an emergency, which exceeds the Districts available resources and capabilities.

### **Critical Incident Debriefing**

The District shall complete a critical incident debriefing with all staff and responders involved upon the completion of the incident and response. A standardized record will be completed and forwarded to the School Safety and Security Department for review.

## Re-Unification

The District shall plan for re-unification of students which may potentially be evacuated from within their respective school setting in the event of an actual and/or perceived threat or emergency. The designated District plan is the Standard Re-unification Method (SRM) and shall provide parents/guardians with information relative to the designated site to which they must respond to be re-united with their student(s), via the approved District Office of Public Information and utilizing all means of mass communications and media outlets. Parents/guardians will be required to show a valid form of government issued photo identification, prior to the student being released to them.

## Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level Response Team that consists of representatives from the following groups: **teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies**, and any other representatives the Board of Education, Superintendent or other governing body deems appropriate.

The Building Level Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Building Level Emergency Response Team:

Name	Title	Contact Information

*To be completed at Building Level – Appendix A*

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is **advanced planning** with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in *Appendix D*. Advanced planning should specify the type of communication and services provided by one agency to another.



## Distribution of the Plan

8 NYCRR Section 144.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption.

Submissions will be made the New York State Police via the NYSED business portal.

Emergency Response Plan submissions will also be made to Yonkers Police Department.

*School ERPs are confidential and shall not be subjected to disclosures under Article VI of the Public Officers Law or any other provision of law.*

## Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

Emergency Response Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

The table on the following page provides a list of potential threats that should be considered when conducting a threat/hazard assessment.

## Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Tornadoes</li> <li>• Lightning</li> <li>• Severe wind</li> <li>• Hurricanes</li> <li>• Floods</li> <li>• Wildfires</li> <li>• Extreme temperatures</li> <li>• Landslides or mudslides</li> <li>• Winter precipitation</li> <li>• Wildlife</li> </ul>
Technological Hazards:	<ul style="list-style-type: none"> <li>• Explosions or accidental release of toxins from industrial plants</li> <li>• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li> <li>• Hazardous materials releases from major highways or railroads</li> <li>• Radiological releases from nuclear power stations</li> <li>• Dam failure</li> <li>• Power failure</li> <li>• Water failure</li> </ul>
Biological Hazards:	<ul style="list-style-type: none"> <li>• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li> <li>• Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i></li> <li>• Toxic materials present in school laboratories</li> </ul>
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Active shooters</li> <li>• Criminal threats or actions</li> <li>• Gang violence</li> <li>• Bomb threats</li> <li>• Domestic violence and abuse</li> <li>• Cyber attacks</li> <li>• Suicide</li> </ul>

## Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

### Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP.

If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

[8 NYCRR Section 155.17 \(e\)\(2\)\(v\)](#) requires a definition of a chain of command consistent with the Incident Command System.

### Initial Response

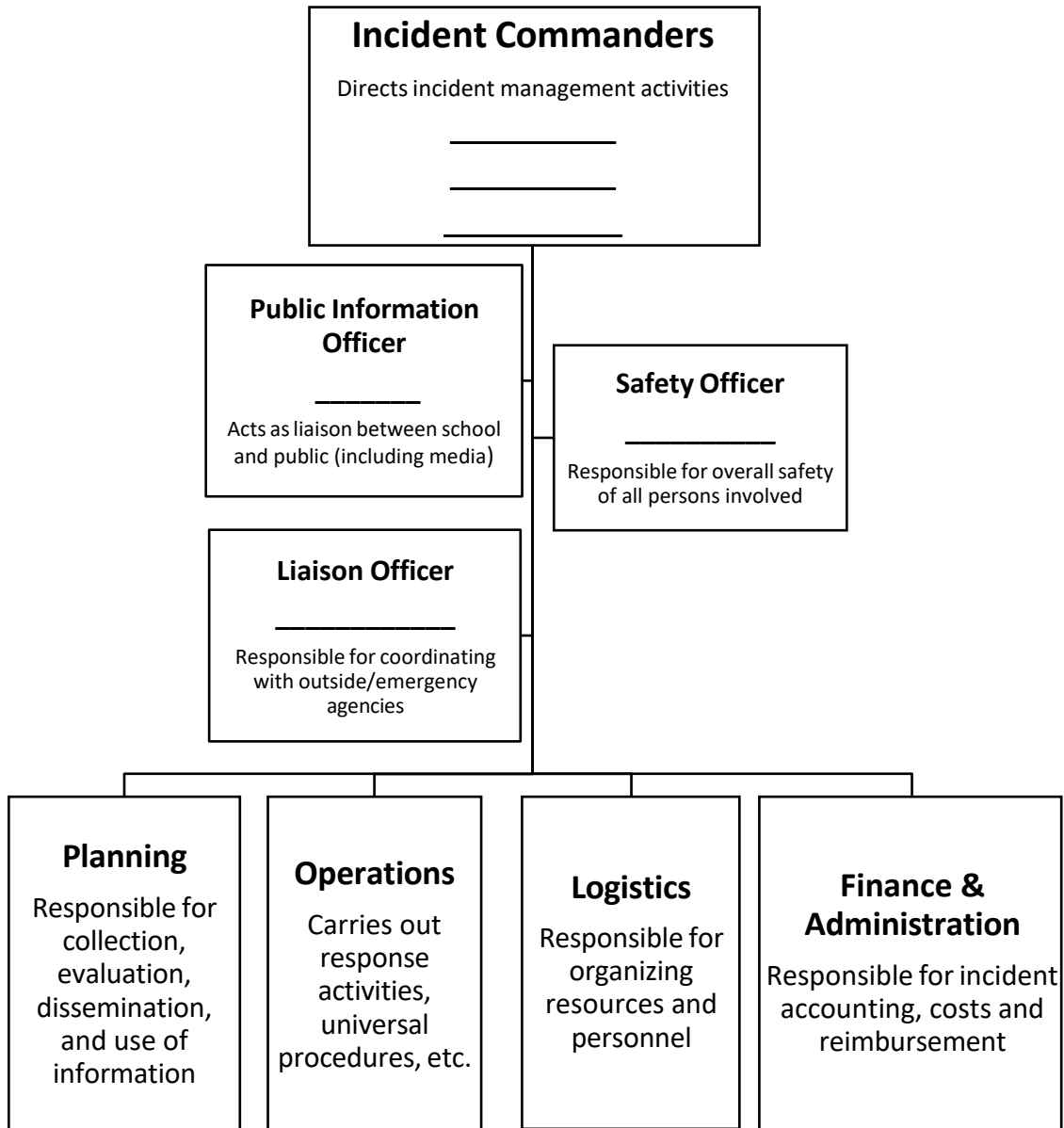
School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Incident Commander, Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

## **School Incident Command System**

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be **pre-assigned** based on training and qualifications. The School ICS is organized as follows:



See [Appendix B](#): for a listing of individuals designated to fill the Command Staff roles.

## School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

### Incident Commander

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Necessary representative
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

### Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

### Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

### **Logistics Section**

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

### **Finance/Administration Section**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

## Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

### Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

*See Appendix-D: Memoranda of Understanding (include copies of all MOU's)*



## Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

### Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

### Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

## Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

### Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year during professional development
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role.
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles they perform during an emergency

### Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 4 - Lockdown drill – Announced
- 8 – Evacuation (Fire) drills
- Early Dismissal – 1 for the year

**Lockdown** drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center **prior to and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown.

**Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”.** This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”).

Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service **“SAFETY DRILL IN PROGRESS - PLEASE WAIT.”** This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

<b>Type of Training/Drill</b>	<b>Date of Training/Drill</b>	<b>Agencies Involved</b>
Lockdown		
Lockout		
Evacuation		
Shelter in Place		
Hold in Place		
Unannounced Lockdowns		

## Administration, Finance and Logistics

### Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

*[Copies of these agreements should be located in Appendix D]*

### Documentation

The ICS Role Representative will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

### Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

### Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

# SECTION B

## THREAT AND HAZARD SPECIFIC ANNEXES

## THREAT AND HAZARDS

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

# Active Shooter Threat

## Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

## Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

## Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

## Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

## Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

## Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

## Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.



# Bomb Threat

## Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

## Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

## Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

## Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

## Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the incident Commander shall implement the procedures specified in this annex.

### Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter-in-place or evacuation depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

### Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

### Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

# BOMB THREAT PROCEDURES

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

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call \_\_\_\_\_
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

## DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

## WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: [OBP@cisa.dhs.gov](mailto:OBP@cisa.dhs.gov)



# BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

## Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

## Exact Words of Threat:

## Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

# Fire / Explosion

## Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a fire or explosion.

## Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a fire and/or explosion threat in school buildings or grounds.

## Core Functions

- Pull a fire alarm box immediately.
- Call 911.
- Immediately evacuate all staff and students from the area using exit instructions posted by the main door in the classroom, and assemble in the designated assembly area.
- Faculty will take attendance of all the students to verify evacuation.
- Wait for further instructions as to further action.

## Fire/Explosion Spill Emergency Plan

Note Well: Any person discovering a fire or smoke condition must immediately sound the fire alarm. There can be no hesitation about making such a decision. There must be no time lost while reporting to, or seeking further direction from any authority before sounding the alarm.

- The alarm must also start the evacuation procedure automatically without the need for official confirmation or direction. All students, faculty, staff, and visitors must immediately evacuate the buildings.
- Call the main office staff and inform them of the location. The main office staff will call the Yonkers Fire Department and report the fire. The main office staff will announce the emergency over the public address system and direct all persons to evacuate the building.
- All persons, faculty, students, staff and visitors will exit the building (close all doors - do not lock doors) using exit instructions posted by the main door of each room. They will assemble outside the building in the designated assembly areas. Faculty and Division Heads take role to verify evacuation.
- All bus companies will be notified, and proceed to direct their drivers to prepare to transport students.
- Faculty will accompany their students on the bus.

- If the fire appears small and controllable, staff will promptly direct the charge of a fire extinguisher toward the base of the flame.
- Smoke is a great danger in a fire, so stay near the floor where the air will be less toxic.
- The Building-level Emergency Response Team shall report to the Command Post.
- **Do not return to an evacuated building.**

Note Well: If you become trapped in a building during a fire and a window is available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location. (Do not panic!) Use phone if available. After an evacuation, report to your designated campus area assembly point. Stay there until an accurate head count and roll is taken. The Emergency Coordinator will assist in accounting for all building occupants.

# Maintenance Hazards

## Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of exposure to a maintenance hazard and/ or hazard waste spill.

## Power Failure

In the event of a power failure, all students and staff should stay in their respective classrooms. If the class is outdoors and a power failure occurs, the class should proceed back to their room and await further instructions. In addition:

- Do not, under any circumstances touch or attempt to move any wires.
- If a person is in contact with wires, do not touch or attempt to move them.
- For your own safety, stay in the building. The wires outside the buildings may be over 45,000 volts. The ground and many items far from a down wire may be energized.

## Water Main Break, Sewage Back-Up, Etc.

In case an emergency arises such as a water main break, sewage back-up, etc., the following procedures will be adhered to:

- The Superintendent will be notified along with the Executive Director of Facilities and the Director of Safety of Security. Building and Grounds will contact the appropriate utility company and services.
- Students and staff will be advised as to the nature of the emergency and appropriate directions will be given.
- The City of Yonkers Department of Public Works Water Department shall be notified of any water related emergencies.

## Hazardous Materials Release

### **A. On Site:**

In the event of release of hazardous materials should occur within a building or on school grounds, the following action should be undertaken:

1. Evacuate the area.
2. Notify the fire department.
3. If the product is known (i.e., natural gas, gasoline, fuel oil, etc.), this information should be relayed to the fire department. Attempt to keep materials from entering sewers and storm drains.
4. If the material is not known, stay upwind and secure the area.

Note Well: Where a gas leak is discovered, the fire alarm system should not be used, as possible sparking or mechanical components of the bell system could cause the gas to explode. In such cases the school operator should be notified by voice immediately and direction to evacuate should be given over the P.A. System. No cell phones, light switches or other devices that could spark should be used. Communication should be door to door.

### **B. Off Site:**

In the event, the school is notified of a release of hazardous materials off school grounds and instructed to stay inside, the following action should be undertaken:

1. Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels or thick tape.
2. Set ventilation system to 100 percent circulation. If not possible, turn off system.
3. Turn off all heating systems or air conditioners.
4. Seal any gaps around window air conditioners, bathroom exhaust fans, range vents, dryer vents.
5. Close as many internal doors as possible.
6. Close drapes, curtains and shades over windows. Stay away from windows.
7. If you suspect that gas or vapor has entered the building, hold a wet cloth over your nose and mouth.

In the event the school is instructed to evacuate by the Fire Department or another agency, the following action should be undertaken:

1. Evacuate the building.
2. Use evacuation routes as instructed by the fire department--upwind of the incident.

The Department of Environmental Conservation is to be notified when petroleum or chemical release occurs.

# Violent Behavior Threat

## Prevention and Intervention

- a. All new employees are trained in non-violent crisis intervention to identify potentially violent behavior and ways to de-escalate irate adults/students.
- b. Each building has a RTI team that meets regularly to identify, prevent and intervene with students who present with potentially dangerous behavior. Plans to replace these behaviors with socially acceptable behaviors are developed and monitored. Each building also has a social worker/guidance counselor and/or school psychologist that act as the liaison to community agencies that work with at risk youth. Their purpose is to link support to potentially violent students to prevent dangerous behavior. Parents are involved in this process and when appropriate, the student.

## Increased Awareness by Staff/Family

- Refer students who you suspect have the potential for violence to the appropriate school official or crisis center. Be pro-active and attempt to open lines of communication with others; including the student's family.
- Monitor students, look for peculiarity. Recognize increased tardiness or absenteeism. Be alert to mood swings or verbal and physical communication that sends a negative message or action. Be alert to weapons being stashed on their personal being. Report concerns to appropriate school official
- Report suspicious persons or suspicious and threatening phone calls to school administration.
- Report parents or family members that respond irrationally to your communication concerning their child.
- When faced with difficult students or an emergency---remain calm, do not antagonize and keep a safe, non-confronting distance. Do not speak to them head on. Keep slightly to their side, so they feel that they can move away from you. Observe as much as you can about any suspicious person (i.e., height, weight, eye color, scars, etc.) and report to school administration as soon as possible.
- Keep your school environment as safe as possible. Remove window coverings that could prevent someone on the outside recognizing that you are in danger. Develop a buddy system or check on the teacher next to you or between periods, when you are monitoring hall movement. Remove items such as glass bottles or any other potential material objects that could be used as weapons.
- Do not attempt to handle any suspicious packages or materials that are uncertain to you.



## Implied or Direct Threats of Violence

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. The threatened act of violence may be on another individual, individuals, or themselves.

Any student, upon receiving information that a person is threatening to commit an act of violence shall:

1. Assume threat is serious.
2. Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
3. Be available and cooperative in providing a statement of information, with the understanding that the information source (student will remain anonymous to the greatest extent possible).

Any staff member, student, parent or guardian, upon receiving information that a person is threatening to commit an act of violence shall:

1. Assume threat is serious.
2. Immediately report the threat to school staff, administrator or law enforcement officer.
3. Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.

Any school administrator upon receiving information that a person is threatening to commit an act of violence shall:

1. Cause the student making the threat, if said student is in building or on school grounds, to be immediately removed from location and segregated into a secured area pending further investigation.
2. Notify law enforcement officer if upon further investigation it is warranted.
3. Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

The Public Address (PA) System is to be used by the Principal or appointed representative in inform faculty of an emergency. (Example: "Emergency procedures are in effect for Discipline Team.")

- Faculty will confine all students to classrooms with doors closed.
- Administration will isolate the area and allow no admission.
- If the situation cannot be quickly ended, police will be called. Do no attempt to disarm any person. Remember, once law enforcement arrives, they are in control and will give appropriate direction and information.

# Intruder/ Hostage

## Intruder

If an intruder enters a school, if possible the PA system will be used to declare “lockdown”. Adults should yell this in halls as this means moving within the school is dangerous and teachers need to close and lock classroom doors. Students should be moved out of view of the classroom doors and windows.

## Hostage

1. Be patient and remain calm. Time is on your side. Avoid drastic action.
2. The initial 45 minutes are the most dangerous. Follow instructions, be alert and stay alive. The captor is emotionally unbalanced. Don't make mistakes which could hazard your well-being.
3. Don't speak unless spoken to and then only when necessary. Don't talk down to the captor who may be in an agitated state. Avoid appearing hostile. Maintain eye contact with the captor at all times if possible, but do not stare. Physically, stay to the side of a hostile person, allow them an opportunity to move by you---do not corner or press them. Treat the captor like royalty. Try to get the person to see you as a human being.
4. Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected.
5. Be observant. You may be released or escape. The personal safety of others may depend on your memory.
6. Be prepared to answer the police on the phone. Be patient, wait. Attempt to establish rapport with the captor. If medications, first aid, or rest room privileges are needed by anyone, say so. The captors in all probability do not want to harm persons held by them. Failure to comply with your request further implicates the captor in additional offenses. Assume threat is serious.
7. Do not negotiate other people (ex. priest, parent, friend, etc.). This should be handled by the police.

Note Well: The first action would be to do whatever you can to escape the area. These steps are in the event you are taken hostage. If the captor has a weapon, and becomes violent, the individual(s) may need to fight to help minimize casualties.

## **ABDUCTION**

### **Unauthorized Removal/Abduction**

- a. The safety of the victim is paramount; nothing should be done to increase danger.
- b. If abduction is observed or suspected, call 911.
- c. Obtain a detailed description of the abductor (physical appearance, type of clothing, make/model/color/license plate of vehicle, direction of travel etc...)
- d. If possible, obtain a detailed description of clothing/time/location when student/staff was last seen and a photograph.
- e. Attempt to clarify type of abduction – custodial or other.

Note Well: Try to determine if there is a custody battles or other pending legal issues involving the student or staff. Are there any orders of protection or history of being missing or domestic violence? These should be communicated with authorities immediately.

### **Recovery**

#### **A. District Support for Buildings**

The Yonkers City School District is committed to the welfare of its students and staff. Following the occurrence of an emergency or violent incident, the District-wide School Safety Committee will convene with the Building-Level Response Team and Post-Incident Response Team to help with recovery. Together, they will review the emergency crisis, the interventions and the outcomes of those actions. In this recovery phase, the current Building-Level Response Plan will be re-evaluated and new strategies that may include additional security needs, crisis management training and/or development of new post-crisis procedures to restore safety as quickly as possible will be implemented. These plans will be taken to the Building-Level Emergency Response Team in the other school buildings for perusal and possible implementation into their plans.

If the building is rendered as unsafe for occupancy, students will be relocated and continue their education at an alternate site. The Superintendent will work with local schools to determine the best way to accommodate those students and staff who have been displaced.

#### **B. Disaster Mental Health Services**

The first program instituted immediately in response to the crisis is the school-based mental health program with its access to the district's mental health professionals: school psychologist, school social workers and the school guidance counselors. They understand the reactions of the individuals involved in this crisis and are familiar with individual's reactions to stress, the response to loss as well as the developmental considerations, religious beliefs and cultural norms. This staff will provide support and intervention services that will coordinate with resources of the school district. Additional Mental Health Services are readily attainable from local, county, state and federal agencies all willing to assist the district to assist individuals who are at-risk for severe stress response.

## **U.S. Department Of Education**

### **Early Warning Timely Response: A Guide to Safe Schools**

#### **Early Warning Signs**

- Social withdrawal.
- Excessive feelings of isolation and being alone.
- Excessive feelings of rejection.
- Being a victim of violence.
- Feelings of being picked on and persecuted.
- Low school interest and poor academic performance
- Expression of violence in writings and drawings.
- Uncontrolled anger.
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.
- History of discipline problems.
- Past history of violent and aggressive behavior.
- Drug and alcohol use/abuse.
- Affiliation with gangs.
- Inappropriate access to, possession of, and use of firearms.
- Serious threats of violence.

#### **New York State School Safety Guide**

##### **Pre-incident Behavior**

- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- There is no accurate or useful “profile” or students who engage in targeted school violence.
- Most attackers engaged in some behavior, prior to the incident that caused concern or indicated a need for help.
- Most attackers were known to have difficulty coping with significant losses or personal failures – many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement responses, most shootings incidents were stopped by means other than law enforcement intervention.

# Misconduct

## Purpose

The purpose of this annex is to ensure that there are procedures in place for reporting potentially violent incidents.

## Scope

The District has a student management system where a teacher/staff member is expected to report any incident of student misconduct. School administration is then alerted and follows up as necessary. In addition, the infractions are aligned to VADIR reporting and will automatically be identified as a state-reportable incident.

The District also has a report form that may be filled out by anyone (including anonymously) of any potential bullying incident through DASA. The form is on the district's website as well as in hard copy at each building.

## Core Functions

Crisis response is an important component of a prevention and response plan. Establishing a contingency plan allows a school to provide preparation for efficiency and safety. The team not only plans what to do when an emergency occurs, but it also ensures all staff and students know how to act. Students from Pre-K to 12th grade have received on an ongoing basis, training in an age appropriate manner, utilizing existing personnel in the classrooms. They too, know what to do and how to act.

The ability of the school community to respond in an emergency is demonstrated by practice drills.

These practice drills respond to imminent warning signs of violence so that everyone will know what to do. In addition, a written document with specific actions to be taken is given to all staff. It includes reference to all district or state procedures.

## Response to Emergency Situations/Acts of Violence

### A. Organization and Assignment of Responsibilities

1. In the event of an emergency or a violent incident, the initial response at an individual school will be by the Building-Level School Emergency Response Team.

2. In the event of an emergency, the Principal or his/her designee will serve as the Building Incident Commander. As additional responders arrive, command will transfer on the basis of who has primary authority for overall control of the incident. The Superintendent, District Emergency Coordinator and/or a member of the local emergency response agency may replace the Building Incident Commander. As incidents grow in size or become more complex, the responsible jurisdiction or agency may assign a more highly qualified Incident Commander. At transfer of command, the outgoing Incident Commander must give the incoming Incident Commander a full briefing and notify all staff of the change of command.

3. After relinquishing command, the Building Principal or his/her designee may be asked to serve in a support role as part of the Unified Incident Command, if established, by the local Emergency Response Agency.

4. The District level chain of command has been developed, clearly defined, and lies with the District Superintendent and his/her designee. Chain of Command to ensure continuity of operation is:

- Superintendent
- Assistant Superintendents
- Manager of Administration
- District Emergency Coordinator (Director of Safety and Security)
- Executive Director of Facilities Coordinator
- Assistant Director of Facilities

The Facilities Department shall be responsible for the coordination of the District's use of resources.

## Notification and Activation

In the event of a violent incident, the building principal will activate the Building-level Emergency Response Team and notify the Superintendent and/or the Emergency Coordinator. If warranted, the building principal will immediately call 911 and request for the appropriate agency (Police or Fire Department).

All educational agencies within the district are notified of a disaster or act of violence. The following identify the forms of communication used:

- Telephone/Cell Phones
- 2 -Way Radio Communications Systems
- E-Mail
- Emergency Alert System

In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take appropriate actions.

In September, each school will provide specific information regarding the location of the emergency off-site shelters. Procedures are in place for releasing students to parent/guardians following an event.

In the event that a child's parent/guardian is not available to receive their child, a district administrator will remain with the student(s). School building emergency forms and/or electronic systems that access the student information system will be taken to the shelter with students are used to identify emergency names and phone numbers if a parent/guardian cannot be reached. Student(s) will only be allowed to leave with the named emergency contact person.

If the situation is such that individual staff cannot or will not stay at their assignment, it should be noted and told to the District Emergency Coordinator. Additional support staff will be brought to the site for supervision. District administrators will remain at the site until released by the District Emergency Coordinator.

Information on emergencies will be provided to the community as honestly and quickly as possible. It is important to note that during emergency situations, the appropriate authorities (City of Yonkers Police Department, City of Yonkers Fire Department, etc.) are involved. We may only release information to the public after given approval by the agency in charge.

# BUS ACCIDENT

## Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bus accident.

## Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to bus accident.

## Core Functions

In the event of a bus accident, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

## BUS DRIVER/MONITOR ACTION:

- Turn off ignition and place keys in pocket
- Set brakes
- Remain calm and reassure students
- Be alert for possibility of fire: check for ruptured fuel tank, fuel lines, electrical fire or any sign of smoke
- Protect the scene of the accident so that evidence is not destroyed. DO NOT MOVE THE BUS UNLESS LAW OFFICIALS ADVISE YOU TO DO SO OR IF FURTHER DANGER IS LIKELY
- Keep students on bus and in same seats except if there is danger of fire, further collision, or drowning. If you must get them off, have them move to a designated spot at least 100 feet from the bus and out of danger from other traffic or emergency vehicles.
- Notify school and Superintendent
- Do not make any statements to bystanders or others regarding fault for accident.
- Get names and addresses of all persons involved and all witnesses (some witnesses may leave before law enforcement arrives).
- You are required to give your name, address, driver's license number and vehicle information to the other drivers involved, and must get the same from them.
- Do not release students to parents or anyone else until the school officials have arrived (except for medical emergencies). Injured students should be transported to hospital by proper means.



- If one or more students have evident injuries, all students on the bus must be taken to the hospital and checked.

**CRISIS TEAM ACTION:**

- Immediately send personnel who may be of assistance to the scene (Nurse, Assistant Superintendent or other)
- Send buses to scene, if available. Have other crisis team members summoned if needed.
- Organize contacting the parents of any dead, injured, or delayed students. Ask parents not to go to the accident scene and report to a designated area for potential reunification.
- Ensure that school bus accident form MV104F (Appendix) is filled out if any students were on board and there was personal injury to someone or property damage over \$600.
- Ensure that all injured students receive appropriate first aid and transportation to the nearest hospital.
- Prepare a press release with immediate available information. Indicate to the media that you will make progress reports as information becomes available. Do not indicate cause of accident, but say it is “under investigation”.

# Weather Situations and Natural Disasters

## Purpose

The following procedures should be followed in the case of an emergency of an approaching dangerous weather system or pending geological event during the time when school is in session or when school activities are taking place.

## Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to weather situation or natural disaster.

## Core Functions

Depending on the situation, one of the emergency responses will be put into place through the all-call system initiated by the Superintendent.

- Shelter in Place
- Hold in Place
- Evacuation
- Early Dismissal

## Custodial Staff:

- Shut off gas source if under imminent danger of being damaged
- Watch for any electrical lines down or damaged.

## Severe Weather

In the event of inclement weather or heavy snow indicates remaining in school past normal hours, public notification will be provided via radio and television as directed by the Superintendent or designee.

- Parents will be advised of preferred action, but may come to the school's Main Office and request their child. A school official will be directed to get the student from his/her classroom. The parent will sign out the student so as to maintain a building attendance list.
- The Building-level Emergency Response Team shall report to the designated area and establish a Command Post.
- Faculty will maintain a roll.
- Students and staff will remain in the building until the Superintendent or designee releases them.

- The Command Post will decide appropriate steps of action, which may include the following:
  - The movement of furniture to provide emergency quarters.
  - Preparation of food.
  - Establishing and staffing of phone lines and first aid treatment facilities.
  - Notify City of Yonkers and Westchester County Emergency Services of in-house emergency action.
  - Providing a program of calm entertainment to allay the fears of students.
  - Counsel faculty and staff concerning their duties and stations during the emergency.
  - Counsel and calm parent concern in regard to the welfare of their children in case of phone call or on-scene arrival.
  - Maintain a business-like demeanor to control situation and avoidance of panic.
  - Take whatever measures are necessary to secure building from the weather.
  - Provide additional help for the school as needed.
  - Cooperate with all public officials until the emergency in-house situation has safely concluded.

# Self-Harm Threats

## Purpose

The following procedures should be followed in the case of a self-harm threat by a student.

## Scope

The annex outlines the responsibilities and duties, as well as procedures for staff responding to a self-harm threat by a student.

## Core Functions

In the event of a self-harm threat, school staff will:

- Contact the Student Office and Guidance
- Student Office and Guidance will call the parents and ask them to come in for a meeting.
- Explain to the parent why we think the child is at risk for suicide
- Discuss options available for individual/family therapy
  - If low to moderate risk – provide information for referral and if possible, call for appointment with parents. This referral should be made in conjunction with the school psychologist.
  - If high risk, call the County Mobile Crisis Team at (914) 925-5959
- Ask parents to sign acknowledgement form confirming notification by the school
- Follow-up with the parents in a few days
- Document all communication with the parents in the Log Entries section of PowerSchool

## PUPIL SUPPORT SERVICES AND SPECIAL EDUCATION DEPARTMENT SUICIDE PREVENTION PROCEDURES

Any school staff member who has reasonable cause to suspect that a student is a potential suicide risk shall immediately report the suspicion to the school principal.

The following procedure will then apply:

1. If the situation is judged to be urgent, the student will remain accompanied by a reasonable adult at all time. The student must not be left out of sight or left alone.
2. The principal will immediately contact the school's Psychologist and/or Social Worker. If neither the Psychologist nor Social Worker is in the building, the Psychologist and Social Worker will assess the situation and/or interview the student. If the student has left the school, the principal must contact the parent/guardian or police or appropriate agency.
3. The principal will gather the student's emergency card, cumulative folder, guidance folder and health record. Contact Pupil Support Services at (914)376-8220 for their location.
4. Based on the outcome of the contacts between the Principal, the Psychologist, and/or Social Workers and student, the next steps will be determined:
  - a. If the situation is deemed to be urgent (e.g., a suicidal gesture been made, a suicidal act is imminent or is being seriously contemplated by the student) one of the following steps will be taken depending on the severity and particular status of the situation:
    - The Principal, Psychologists or Social Worker will call the parents and/or police;
    - The Mobile Crisis Team (Westchester Medical Center) may need to be called (914-493-7075);
    - The parent/guardian or designated person (if parent/guardian is not available) will be directed to take the student to St. Joseph's Hospital, Westchester County Medical Center, or the emergency room of another hospital;
    - If the parent/guardian refuses to follow-up on the recommended action, the CPS Hotline should be called (1-800-635-1522)
  - b. If the situation is deemed not urgent (i.e., no suicidal gesture made, no suicidal act is imminent nor is one being seriously contemplated by the student), then the standard Pupil Support Team Procedures in the school are to be followed (e.g., case conference, guidance counseling services, psychological services, social work services, referral to agencies, parent conferences, teacher conferences, etc.)
5. The Principal will complete and forward Suicide Prevention Procedure Report – Form to the Pupil Support Services Department for all the above cases within twenty-four hours Services Department

# School Cancellation Plan

## Purpose

The following procedures should be followed in the event it is necessary to cancel the school day.

## Scope

School Cancellation: Before the start of the school day, weather conditions or environmental conditions at one or more facilities causes the Superintendent not to open schools.

## Core Functions

### Responsibilities of Superintendent of Schools and/or District Emergency Coordinator

On snow morning and/or morning where a snow watch has been declared or other inclement weather conditions exists the following procedures are to be implemented:

1. At 5:15 a.m., each area coordinator is to check road conditions in each assigned section of the city. Road conditions are to be called in to the Executive Director of Facilities Management no later than 5:30 a.m.
2. The Supervisor of Building and Grounds is to check access conditions and report to the Executive Director of Facilities Management no later than 5:30 a.m.
3. The Executive Director of Facilities Management is to communicate with the Police Department, the weather station, the transportation authority, and the Department of Public Works prior to hearing from the Supervisor of Buildings and Grounds.
4. The Executive Director of Facilities Management is to inform the Superintendent of Schools of all available information on weather conditions, access routes and forecasts.
5. All information from all input sources is to be communicated to the Superintendent of Schools prior to 5:45 a.m.
6. The Superintendent of Schools will check with other area Superintendents and will make a decision at or about 5:45 a.m. related to the closing of schools.
7. The Superintendent of Schools will inform the Executive Director of Facilities Management of the decision no later than 5:45 a.m. The notification procedure begins at this point.
8. The Districtwide Notification System, as outlined in the Yonkers Public Schools Administrative Manual, will be initiated by the Superintendent of Schools. This includes the District's website- [www.yonkerspublicschools.org](http://www.yonkerspublicschools.org) and the District's television station WDMC-TV broadcast on Cablevision Channel 75 and Verizon FiOS Channel 38. In addition, local TV and radio stations will be notified.
9. Principals are responsible for notifying their building staff.

# Early Dismissal Plan

## Purpose

The following procedures should be followed in the event one or more facilities need to be closed after the school day has already started.

## Scope

Early Dismissal Plans will be placed into effect if after the start of the school day one or more facilities must be closed due to inclement weather or an emergency.

## Core Functions

The Superintendent of Schools and/or District Emergency Coordinator shall initiate the Early Dismissal Plan if:

- He/she receives instructions from local, county or state governmental emergency services to do so, OR
- He/she determines that students and staff will be safer being dismissed early from school. Factors to receive consideration in making the decision for early dismissal will be weather conditions, traffic conditions or conditions of school building.

Early Dismissal Plans must include consideration and procedures for:

- Transportation needs to transport students home
- Needs of handicapped students and students on the Medical Alert List
- Communicating emergency information to parents, via District's automated communications by telephone, e-mail and text messaging, and the District's website - [www.yonkerspublicschools.org](http://www.yonkerspublicschools.org) and the District's television station WDMC-TV broadcast on Cablevision Channel 75 and Verizon FiOS Channel 38. In addition, local TV and radio stations will be notified.
- Assuring all students are dismissed per parent/guardian wishes.

## Responsibilities of the Superintendent of Schools and/or District Emergency Coordinator

### Preparation and Readiness

1. Notify all parent as to the procedures to be followed if Early Dismissal is deemed necessary.
2. Ensure that all principals are prepared with an Early Dismissal plan.
3. Ensure that the Director of Transportation has plans and procedures to follow.

### Response to Districtwide Emergency

When the Early Dismissal Plan is put into effect, the Superintendent of Schools and/or District Emergency Coordinator shall do the following:

1. Notify the following that Early Dismissal Plan is put into effect requesting the cooperation and assistance:
  - Director of Transportation
  - Deputy Superintendent
  - Assistant Superintendent(s)
  - Director of Administration
  - Principals of all schools
  - Supervisor of Building and Grounds, Cafeteria Department, Safety and Security Department
  - Radio and television stations
  - Local police departments
  - Local governmental agencies
  - School district non-public schools
  - After school programs in District
  - Transportation Department and District telephone operators
2. Maintain close contact with schools to ascertain that early dismissal procedures are being handled satisfactorily.



## **RETURNING TO NORMALCY AFTER EMERGENCY IS TERMINATED**

1. Determine how many students remain in schools in order to decide to what location the students will be transported.
  - a. If students remain in schools the decision may be made to transport to the Information Center for parents to pick-up.
  - b. Notify Director of Transportation to proceed with vehicles to transport students to Information Center.
2. After the determination has been reached as to where students will be contained, notify the media to please communicate this location to the community. After all students have been dismissed notify the media to communicate this fact and if further information is needed to contact the Transportation Department 914-376-8015.
3. Request assistance from police for traffic control.
4. The school district will arrange, within reason, to return students to their homes in Yonkers, all students remaining in schools that have not been picked up.
5. Submit Incident Report to Commissioner of Education, if other than inclement weather.

### **School Facilities**

*Guiding Principles* - the Board of Education is responsible for all students until the normal dismissal time, or in an emergency with a sibling;

OR the parent of their designees picks up elementary and middle years students; OR the student goes home on the bus;

OR all high school students, unless the parent has indicated otherwise, are given permission to proceed home on his or her own.

## Responsibilities of the Principal

### Preparations and Readiness

#### **Elementary and Middle Schools**

At the beginning of the school year the "Emergency Early Dismissal Approval Information" form must be distributed to all students, completed by the parents and returned to the school. This information is to be placed on a master list (Student Release Form - By Class) by the elementary classroom teacher or middle years teacher (*period designated by the principal*), indicating the parent's wishes for dismissing their child in an emergency dismissal situation. Each teacher should have a copy of this information available in their Daily Attendance Record Book.

1. Design an emergency early dismissal plan for your building and assign staff. The plan should include a Control Center, Student Release Area where parents can pick up their child, Student Release Area for Siblings, bus supervision and communications.
2. Have Emergency Early Dismissal Approval Information on file in the school by October 1 each year.
3. Have Student Release Form completed and available to teachers, and have TWO copies on file in the main office. (*One copy should be placed in this book in the section designated for the School's EMP Plan*)
4. Designate an emergency coordinator for your building.

#### **High Schools**

At the beginning of the school year, high school parents will receive a letter indicating that, unless the school is notified otherwise, their child will be released on their own to go home when an Emergency Early Dismissal is called. If the parent has notified the school of procedures they wish followed for their child in the event of an early dismissal, the school has the responsibility to follow their wishes.

- Design an emergency early dismissal plan for your building and assign staff. The plan should include: Control Center, Student Release Area where parents can pick up their child, bus supervision and communications.
- Have Emergency Early Dismissal Approval Information on file in the school by October 1 each year.
- Have Student Release Form completed, where applicable, and available to high school teachers (*period designated by principal*), and have TWO copies on file in the main office. (*One copy should be placed in this book in the section designated for the School's EMP Plan.*)
- Designate an Emergency Coordinator for your building.

### Response when emergency is called:

The Superintendent of Schools and/or District Emergency Coordinator will notify principals, transportation and police that schools are closing due to emergency conditions.

Principals will proceed with Early Dismissal Plans, coordinate and oversee the following:

1. Inform staff and students that an early dismissal emergency has been called and they are to proceed with the planned student release.
  - Parents of all handicapped students must receive a phone call.
2. Alert emergency staff to proceed with their pre-assigned early dismissal duties. Elementary and middle schools are to utilize the Student Release Forms for the release of students.
3. Dismissal Procedures:

#### Elementary and Middle Schools -

- a. Students permitted to walk home alone may leave their classroom on signal from the main office, with instructions to go straight home. Teachers should note time of their departure.
- b. Students permitted to go home with a sibling are to go to “sibling meeting place” where they will be dismissed by the staff member in charge and instructed to go straight home. Their departure time should be noted.
- c. Students taking buses will report to their buses when notified by the main office. Staff member in charge of busses will note the time each bus departed.
- d. Students who must be picked up by a parent or designee will be appropriately released by the classroom teacher or they will report to the “release areas”, where a staff member will release the students only to the persons designated by the parent on the “Early Dismissal Emergency Approval” form. Staff member in charge will note the time of departure and with whom.

#### High Schools -

- a. Students are dismissed to proceed home on their own except those students whose parents have requested special dismissal procedures.
- b. Students requiring special dismissal procedures will be instructed to proceed to a designated location for dismissal as per their parent’s request. The staff member in charge will release these students as indicated by the parent noting the time of departure and with whom.
- c. Students taking buses will report to their buses when notified by the main office. Staff member in charge of the buses will note the time each bus has departed.

4. All elementary classroom teachers and middle year school teachers (period designated by principal), before leaving the building, are to turn in the following to the principal: their attendance lists and the Student Release Form.
5. The building may be closed when it has been thoroughly checked to be certain everyone has safely left the building. No one is to remain alone in the building waiting for the release of a student.

#### **Returning to Normalcy after Emergency is Terminated**

Principals are responsible to notify the District Emergency Management Coordinator when building is empty to students and staff.

# Transportation Protocols

## Purpose

The following procedures should be followed in regards to transportation services in the event that an emergency condition arises.

## Scope

*Guiding Principles* – Severe emergency conditions might necessitate initiating Early Dismissal or Evacuation plans for one school or the entire school district. Transportation must be completed as expeditiously as possible, considering the health and safety of students and staff.

## Core Functions

The Superintendent of Schools and/or District Emergency Coordinator shall initiate the Emergency Management Plans and shall notify the Director of Transportation

The Director of Transportation shall be prepared to transport students and staff as needed.

## Responsibilities of the Director of Transportation

### Preparation and Readiness

1. Maintain a roster of vehicle drivers including telephone numbers where they can be reached for instant recall in an emergency.
2. Maintain a roster of vehicle availability; in district and from outside resources; in order to be able to put vehicles into operation at a moment's notice.
3. Maintain a list of all students who are severely handicapped and can only be transported in a specially equipped vehicle.
4. Map the safest and fastest route to the pre-determined re-location site(s). Insure that all vehicle drivers are aware and familiar with this route.

### Response When Emergency is Called

#### **a. Early Dismissal**

- The Director of Transportation will contact the bus companies notifying them to dispatch their vehicles immediately to transport students home on their regular routes.

#### **b. Evacuation of One Facility**

- Evacuation to a relocation site within walking distance.
- Handicapped persons and those unable to walk a distance shall be transported to relocation site in a school district vehicle(s)
- Contact principal of school being vacated to determine where handicapped passengers will be waiting (exit point) to be picked up.

- Determine who will be the staff member responsible for passengers during evacuations
- When emergency is ended, obtain instructions from the principal and/or emergency coordinator for particulars on returning handicapped passengers to their school or their homes, and where and when to pick up regularly bused students to transport them home.

**c. Evacuation of Entire School District**

- The Superintendent of Schools and/or District Emergency Coordinator shall contact City of Yonkers Office of Emergency Management Services requesting transportation assistance and alerting them of our needs to evacuate all students and staff.
- After determining assistance to be expected from the City, the Superintendent of Schools and/or District Emergency Coordinator shall notify the Director of Transportation that the Emergency Management Plans are in effect and recommend where to begin using available district vehicles.

The Director of Transportation shall proceed with the following during an Early Dismissal or Evacuation:

1. With expediency, contact all vehicle drivers informing their services are immediately required and directing them as to where and how to start the evacuation or early dismissal plan.
2. Arrange transporting of all severely handicapped students in special vehicles equipped for this type of transportation.
3. Maintain close contact with Emergency Control Center in order to receive additional instructions to facilitate the evacuation or early dismissal, and provide updates to the District Emergency Coordinator.
4. Continue transporting students and staff, using care and expedience, until entire student and staff population is re-located or transported home.

**Returning to Normalcy After Emergency is Terminated**

When the emergency is terminated, the Superintendent and/or District Emergency Coordinator shall notify the Director of Transportation what procedures are to be followed in order to return to normalcy.

# SECTION C

# FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration’s Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation
- Lock-out
- Lock-down

These annexes contain elements required by [8 NYCRR Section 155.17](#). Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security



# Shelter-in-Place

## Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

## Actions

### Initiate Shelter-in-Place

- **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**
  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.**
  - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
  - *Provide specific incident instructions*

### Instructions:

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

### Additional Considerations for Shelter-In-Place

The Building Level Emergency Response Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

# Hold-in-Place

## Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

## Actions

### Initiate Hold-in-Place

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**
  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
  - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
  - *Provide specific incident instructions*

### Instructions

- Use clear, concise language to provide direction to the school based on the situation.

### Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

# Evacuation

## Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per [8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

## Actions

### Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.
  - YOUR ATTENTION PLEASE.
  - WE NEED TO EVACUATE THE BUILDING.
  - TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.
  - TEACHERS TAKE YOUR CLASS ROSTER
  - TAKE ATTENDENCE WHEN SAFE TO DO SO
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate changes in evacuation routes if primary routes are unusable.
- Activate Annexes appropriate to respond to the situation.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures. (*Appendix H*)

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

**Evacuation – (Building Only)**

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans)
- Ensure all locations have designated secondary escape routes.
  - Designate alternate routes
  - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
  - Disabled/wheelchair accessible routes
  - Address needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
  1. Students self-evacuate through nearest evacuation route or exit.
  2. Students report to nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area. (*Appendix H*)

**Designated Evacuation Assembly Areas (On School Grounds)**

Building, Wing or Location	Assembly Area
IE: "PK-2 <sup>nd</sup> Grade", "South Wing"	"BASEBALL FIELD"

*To be completed at Building Level – Appendix H*

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Office Staff: Take visitor log and student sign out sheet to evacuation assembly area.

## Evacuation – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Preplan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations. *(Chart to be completed at building level – Appendix H)*

Off Site Location		Address	Facility Contact Name and Number
PRIMARY			
SECONDARY			
OUTSIDE			

- Notify all assembly areas to evacuate to offsite location.
- Method of Travel - WALK

## Evacuation – Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, and EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

# Lockout

## Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

## Actions

### Initiate Lockout

- Lockout will be announced by intercom, Public Address (P.A.) System, or otherwise.  
(DO NOT USE CODES, COLORS OR CARDS)
  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
  - **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
  - **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

### Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A lockout will be lifted when notification is made by administration.  
Activate Annex(es) appropriate to respond to the situation.

# Lockdown

## Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

## Actions

### Initiate Lockdown

- Where possible, a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise.  
**(DO NOT USE CODES, COLORS OR CARDS)**
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.

**WE ARE INITIATING LOCKDOWN! - LOCKDOWN! –  
LOCKDOWN! THERE IS A \_\_\_\_\_ IN THE BUILDING!**

### Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, **\*\*REMAIN SILENT\*\***
- Leave lights on and blinds as they are. Do not cover door window.

- Staff should position themselves in a location that gives them an advantage to manage their classroom/area effectively, and take the following action during a lockdown:
  1. Do not allow anyone, under any circumstance, to leave your secured area.
  2. Do not answer or communicate through your door or classroom phone.
  3. Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
  4. Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
  5. Document and attend to any injuries to the best of your ability.
  6. Take attendance and include additions and missing students' last known location.
  7. Do not respond to Public Address (P.A.) system or other announcements.
  8. The Board recognizes that emergencies occur and every situation is unique and must be evaluated on a case by case basis. In the event that emergencies warrant action to protect staff and students against intruder (s) or mass casualty incident(s), according to The Manual of Planning Standards Section S106e, vision panels may temporarily be covered, but is not required. Similarly, utilizing furniture to barricade doors is another option to ensure that an intruder does not enter the classroom.
  9. If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
  10. Potential tactics include:
    - Moving about the room to lessen accuracy.
    - Throwing items (books, computers, phones, etc.) to create confusion.
    - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – FIGHT!
    - Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

**LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.**



# Crime Scene Management

## Purpose

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in [8 NYCRR Section 155.17 \(e\)\(2\)\(viii\)](#).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

## Actions

### Respond

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

### Evaluate

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

### Secure

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

### Protect

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

### Observe

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

### Notify

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

### Document

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

# Communications

## Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\) \(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation ([8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#)).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent and located in the District Office in hard copy and electronic copy.

## Types of Communications

### Communication between School and Emergency Responders:

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform as described in the School ERP to notify the appropriate parties of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

### Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

### Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Phone System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

### Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- E-mail System: An e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- ALL CALL SYSTEM ANNOUNCEMENT

### External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

### Communication with Parents

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
  - Information will be included in Open House presentation or Global Connect e-mail
  - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
  - Disseminate information to inform parents about what is known to have happened.

- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

**Communication with the Media**

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to inform the community as to the events that have occurred.

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
  - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

**Pre-designated Media sites**

	Alternate Location	Address and description
LOW IMPACT		
HIGH IMPACT		

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

## Medical and Mental Health Emergency Annex

### Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. [8 NYCRR Section 155.17 \(e\)\(2\)\(vi\)](#) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

### Actions

Medical Response Kits are available in all buildings. Standing orders for first aid procedures have been placed in each kit and are posted in the health office in each building.

- If an acute emergency exists or the student/staff member is unable to proceed to the nurse's office, summon the nurse.
- If the nurse is not available and an obvious medical emergency exists; (i.e., severe bleeding, burn, or the patient has trouble breathing), call for an ambulance as soon as possible.
- If the person cannot be moved, keep him/her quiet, warm and comfortable. Do not under any circumstances give a person anything to eat or drink.
- Keep unauthorized people away from the person in question.
- Attempt to contact the parent or guardian of a student as soon as possible so that permission may be obtained by a medical facility to begin treatment as quickly as possible.
- All buildings are equipped with an automated external defibrillator and have trained personnel in place.

## Infection Exposure Control - Universal Precautions/ Standard Operating Procedure

- Adherence to infection control procedures including universal precautions must be strictly practiced at all times.
- School personnel must use protective barrier equipment and measures to prevent skin and mucous membrane exposure to any blood/body fluids during routine care, emergencies and/or accidents.
  - Wash hands before and after all contact with an individual and associated materials using proper hand washing procedures.
  - Use gloves for any procedure with potential for exposure to blood/body fluids.
  - Use goggles, mask and apron when splash/splattering may be anticipated.
  - Use mouthpiece for resuscitation to eliminate mouth-to-mouth contact in CPR situation.
  - Place used syringes, needles, lancets (all sharp instruments) immediately in nearby puncture proof impermeable container labeled medical or infectious waste. Never re-cap a syringe.
  - Dispose of all contaminated materials in a covered waste receptacle lined with disposable plastic bag.
  - Call a custodian for clean-up of large blood/body fluid spill.

Evaluation and Management of Employees Exposed to Blood or Potentially Infectious Body Fluid Procedures for medical management of exposed employees have been developed as follows:

- Ascertain that an exposure has (may have) occurred. Criteria include (a) a parental exposure (needle stick or cut) or blood or other body fluids or (b) a cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis. An Incident Form should be filled out by the employee.
- Have the source person evaluated for potential HIV and HBV infection. If the source person is known, he/she should be informed of the incident and made aware that such exposure raises a concern about the presence (potential) of blood-borne infection. A medical practitioner (either the source person's personal or Yonkers Public Schools' District attending physician) should categorize the source person to ascertain risk potential.
- Any employee of the Yonkers Public School District may receive a post exposure follow-up if the criteria listed above are met. An incident form must be filled out and submitted to the School Health Office. The employee will in turn be referred to a specific medical authority for the follow up procedures and necessary paperwork.

The Building Level Emergency Response Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. *Complete the Post Incident Response Team table in Appendix C with appropriate staff.*
- Superintendent will share and report information about unusual situations, if warranted.
- We will address the immediate, short, and long-term counseling needs of students, staff and families.
- Counseling and psychological first aid should be provided
- Counselors to be made available to assist students if necessary.

## Prevention and Intervention Strategies

### Purpose

Efforts are made to identify, prevent and resolve potentially dangerous behavior at the earliest possible stage. RTI teams meet regularly in each building in order to work with the classroom staff in identifying and preventing potentially dangerous behavior. Guidance counselors, school psychologists, school social workers, nurses, outside agencies (as appropriate), administrators, teachers, parents/guardians and students are involved in this process.

### Actions

The following recommendations are being implemented:

#### Skills Development:

1. Staff development - enhancing classroom management through responsive classrooms.
2. Integrated interpersonal skills training, conflict resolution, and problem-solving abilities throughout the curriculum and school activities.
3. Training in cultural competence for teachers and students.
4. Address issues of inappropriate sexual behavior and sexual harassment, bullying, hazing, menacing and intimidation.
5. Non-violent crisis intervention training.

#### High Risk Youth:

1. RTI tiered system to address at risk youth through behavioral interventions.
2. Improve parental involvement of at-risk youth. (MOM'S Summits)
3. The Public Safety Department, District and School Administrators are the liaisons between the school district and the City of Yonkers Police Department's Gang Prevention Unit, Community Affairs Unit, as well as other agencies providing services.



## Program Development:

1. Expand mentoring activities and programs.
2. Expand after-school programs (in and out of school).
3. Implement peer tutoring for students.
4. Expand summer program.
5. School Wide Positive Behavioral Intervention Support (SWPBIS)

The following are the programs offered in the Yonkers City School District to reduce the risk of potentially violent behavior:

1. Extended Learning Programs - to provide additional enrichment in academic and social skills for students (Grades: K-8).
2. PEACE Program (Program for External, Academic and Civil Engagement) to provide an alternative educational environment for students who have extreme difficulty in the traditional school setting (Grades: 6-12).
3. Guided Discipline - fosters academic, social, and emotional learning and development in each and every student. Teachers learn to create high-performing classrooms that reduce behavioral problems and maximize opportunity to learn. (Grades: 6-12).
4. Group Counseling - to meet with groups of students for the purpose of disseminating information or problem-solving (Grades: K-12).
5. Youth Development Mentoring – provides mentors to assist students at school and in the community to develop positive relationships, self-regulation and problem-solving tools (Grades: 6-12).
6. Restorative Practices - Build healthy relationships between educators and students; reduce, prevent, and improve harmful behavior; repair harm and restore positive relationships; resolve conflict, holding individuals and groups accountable; and, address and discuss the needs of the school community (Grades: K-12)/
7. Mentor Program - to provide an adult support system with an adult from a business or agency outside of the school (Grades: K-12).

8. Visitors Sign-In/Badge Procedures - to monitor visitors in the buildings (Grades Pre-K-12).
9. Non-violent Crisis Intervention is a safe, non-harmful behavior management system designed to aid human service professionals in the management of disruptive and assaultive people, even during the most violent moments. The program has several primary objectives:
  - Training staff with the techniques effective in approaching and reducing the tension of an agitated person.
  - Focusing on the alternatives if a person loses control and becomes violent.
  - Instructing staff in techniques to control their own anxieties during interventions and maintain the best possible professional attitude.
  - Providing nonverbal, para-verbal, verbal, and physical intervention skills to allow the staff to maintain the best possible care and welfare, as well as safety and security, for all involved even during the most violent moments.
10. Bullying Prevention program at different levels, including school-wide, classroom, and individual.

The goals of the program are:

- To reduce existing bullying problems among students.
- To prevent the development of new bullying problems.
- To achieve better peer relations at school.

## Accounting for All Persons

### Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

### Actions

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismissal of students if they have been relocated in the building.
- During certain procedures, teachers will take attendance and report any missing OR additional students to their classroom to the respective HS or Elementary Student Office **by email.**

# Reunification

**Purpose**

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

**Actions**

**Designate Reunification Site**

- Use the table below to designate Primary and Secondary Reunification sites.

**Pre-designated Reunification Sites**

Location		Address	Name and Phone Number
PRIMARY			
SECONDARY			

- PARENTS WILL BE NOTIFIED WHEN IT IS CLEAR TO COME AND GET THEIR CHILD(REN).
- PARENT/GUARDIAN WILL BE REQUIRED TO SIGN OUT STUDENTS
- INCIDENT COMMANDER AND AUTHORITIES WILL OVERSEE THE REUNIFICATION PROCESS

The Building Level ER Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Students will walk with teachers and staff to reunification site(s).
- Notify the contact person at the relocation site(s) to prepare for the arrival of students.
- Assign a Reunification Coordinator
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check

identification.

- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form. Student release forms will be kept at reunification sites.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

# Continuity of Operations Plan (COOP)

## Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

## Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Selecting primary and secondary relocation sites that meet the needs of school (Auxiliary Building or Agriculture Building).
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

# SECTION D

## FORMS AND SAMPLE LETTERS

## ANNUAL WRITTEN INSTRUCTIONS TO STUDENT/PARENTS AND STAFF

The District Emergency Management Coordinator will provide the format for schools and the district to use to disseminate information regarding the Emergency Management Plan.

This format will include but not be limited to the following information:

The school district shall provide written instructions on emergency procedures. Each principal shall supply this information in their respective schools to students and staff. The written instructions shall be distributed by October 1st of each school year in any of the following methods:

- School District Newsletter mailed to all district residents
- Special mailing to student's homes
- Handouts for student's to carry home

At a minimum written instructions shall include the following information:

- Identify alarm warning system
- Various response actions, which may be required - school cancellation, early dismissal, evacuation, and sheltering, with a description of each
- Name of District Emergency Coordinator and the names and role of the members of the Emergency Planning Committee
- Methods of disseminating information during an emergency
- A source for additional information



## Sample Letter for Notification to Staff – ERP

Dear Staff:

In compliance with regulation 155.17 of the Commissioner of Education, our School District has developed written emergency plans to cover several phases of emergency situations:

**School Cancellation** - Before the start of the school day, weather conditions cause the Superintendent to close school.

**Early Dismissal** - After the start of the school day, extreme conditions dictate closing all schools.

**Evacuation** - If an individual school building or area is deemed unsafe, students and staff will be evacuated to a secure area until the emergency is ended.

**Sheltering** - If hazardous conditions occur outside a building and it is deemed safe for staff and students to remain inside, plans will be made for sheltering everyone in the school building.

A letter will be sent to parents of students in Pre-K through Grades 8 informing them of our Emergency Management Plan and requiring them to complete an approval form for dismissing their child before the usual closing of the school day. Parents will be requested to return the form to homeroom teachers. The homeroom teacher will be responsible for receiving a completed and signed card for every student in the class. When all cards have been received, they are to be given to the principal so that a computerized list can be compiled for in case of an emergency.

High School students and parents will receive a letter indicating that, unless the principal is told otherwise, students will be responsible for themselves after early dismissal.

A copy of our plan is available for your review in my office. Staff assignments during an emergency are attached to insure emergency procedures run smoothly in our school.

Sincerely yours,

Principal

## Sample Letters for Notification – Early Dismissal

Dear Students:

Dangerous weather or an emergency may warrant closing school earlier than the normal dismissal time or cause us to evacuate the building. Safety is of prime importance to your parents and our school. Please take time to discuss with your parents instructions to follow for safety in going home.

Grades Pre-K through 8 students will be issued **Emergency Dismissal Approval Information Forms** to complete. Upon completion, please return the form promptly to your teacher. The information on the form will tell the school how your parents want you dismissed during an emergency.

High School students will be responsible for themselves upon dismissal unless their parents indicate, in writing, other procedures to be followed.

Listening to, and obeying instructions is vitally important when emergencies arise. Thank you for your cooperation

Sincerely yours,  
Principal

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Estimados Estudiantes,

Las condiciones del tiempo y/o una emergencia pueden que requieran que las escuelas se cierren mas temprano que la hora normal de despacho o causen que tengamos que evacuar el edificio. La seguridad es de gran importancia para sus padres y en nuestra escuela. Por favor tomen tiempo para discutir con sus padres, las instrucciones que le incluimos para seguridad cuando van a su casa.

Los estudiantes del PreK-8 reciban para que completen el **Formulario de Informacion Aprobando el Despacho de Emergencia**. Cuando lo hayan completada por favor devuelvala enseguida a su maestra. La informacion en este formulario dejara saber a la escuela coma sus padres quieren que se le despache de la escuela durante una emergencia.

Los estudiantes de Escuela Superior seran respansables par ellas mismos una vez que se les despache a menos que los padres indiquen, por escrito, que se utilice otro procedimienta.

Escuchar y obedecer las instrucciones es muy importantes cuando las emergencias surjan.  
Gracias por su cooperacion

Sinceramente,  
Principal

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## Sample Letters for Notification Parents – Emergency Response Plan (Elementary)

Dear Elementary and Middle Years School Parents/Guardians:

In compliance with regulation 155.17 of the Commissioner of Education, our School District has developed written emergency plans to cover several types of emergency situations. Your child's safety is the primary concern of the District. The following procedures are in place:

**SCHOOL CANCELLATION:** Before the start of the day, extreme weather conditions or other emergencies may dictate closing one or more schools.

When inclement weather conditions exist, prior to sending your child to school, please listen to the following radio/television stations for school cancellation information - **WFAS 1230 AM and 103.9 FM, WINS 1010 AM, WCBS 880 AM, WADO 1280 AM, WHUD 100.7 FM, WOR 710 AM, WVOX 93.5 FM, WDMC-TV Ch. 22 Optimum, WYNW Ch. 5 FOX, Channel 12-TV News.**

**EARLY DISMISSAL:** After the start of the day, extreme weather conditions or other emergencies may dictate closing one or more schools.

Emergency Early Dismissal Approval Information: In order to assure the safety of your child during an emergency, the school needs to know your wishes. Please complete the **Emergency Early Dismissal Approval Information** form enclosed and return it to your child's homeroom teacher by next Friday. Please discuss your decision(s) with your child so he/she knows what procedures to follow. Parents must assume responsibility during the school year for updating any information on this card, by notifying the school in writing.

As per your wishes, parents or their designees may pick up their child from school, otherwise all students who ride the buses will be transported home by their regular bus route.

**EVACUATION:** If an individual school building or area is deemed unsafe, students and staff will be evacuated to a secure area until the emergency is ended.

Relocation sites have been designated for each school, our site is \_\_\_\_\_.  
Arrangements will be made at the relocation site for you or your designee to pick up your child. If when the emergency has ended, your child remains in our custody, we anticipate returning to the school for regular dismissal, all students who ride the buses will be transported home by their regular bus route.

**SHELTERING:** If hazardous conditions occur outside a building and it is deemed safe for staff and students to remain inside, plans will be made for sheltering everyone in the school building.

The school will provide a safe environment during the time sheltering is necessary. Although not advised under these circumstances, parents or their designee may pick up their child from school. When the emergency is over, all students will be dismissed following the Early Dismissal Procedures (above).

During any emergency or inclement weather condition, parents are to listen to the above mentioned radio/television stations or call the District's Information Center 914-376-8050. We plan to have drills of our Early Dismissal and Sheltering procedures once during the school year to ensure all students, parents, and staff are familiar with their role insuring the safety of all involved. You will be informed a week in advance of these drills.

Thank you very much for your cooperation in this very serious matter.

Sincerely, Principal

Estimado Padre/Guardian de Estudiantes de Escuela Elemental e Intermedia:

En cumplimiento con la regulaci6n 155.17 del Comisionado de Educacion, nuestro Distrito Escolar ha desarrollado planes de emergencia por escrito para cubrir algunas situaciones de emergencia. La seguridad de su nino/a es la prioridad del distrito. Los siguientes procedimientos han sido implementados:

**CANCELACION DE CLASES:** Antes del comienzo del dia escolar, por causa de condiciones del tiempo el Superintendente pude que cierre las escuelas.

Quando existen condiciones de mal tiempo, antes de usted mandar a su hijo/a a la escuela, por favor de escuchar a las siguientes estaciones de radio para escuchar informacion de cancelacion de escuela - **WFAS AM y 103.9 FM, WINS 1010 AM, WCBS 880 AM, en Espaol WADO 1280 AM, WHUD 100.7 FM WOR 710 AM, WVOX 1460 AM, WDMC-TV Ch. 22 Optimum, WNYW Ch. 5 Fox, Channel 12-TV News.**

**DESPACHO TEMPRANO:** Despues del comienzo del dia escolar, si hay condiciones extremas de mal tiempo y/o otras emergencias pueden causar el cierre de una o mas escuelas.

Aprobacion de Informacion de Emergencia de Despacho Temprano Para asegurar la seguridad de su niuo durante una emergencia, la escuela necesita saber sus deseos. Favor de completar el formulario de Aprobacion de Informacion de Emergencia de Despacho Temprano adjunto y devuelvalo a el/la maestro/a de su niuo antes del viernes. Favor de discutir sus decisiones con su hijo/a para que el /ella sepa los procedimientos a seguir. Los padres deben de asumir la responsabilidad durante el auo escolar de cualquier cambio de informacion en este formulario notificando al principal de la escuela por escrito.

Como sea su deseo, los padres o la persona designada pueden recoger a su niuo/a de la escuela, de lo contrario todos los niuos/as transportados por el distrito escolar se les enviaron a su casa en su ruta de bus escolar regular.

**EVACUACION:** Si un edificio escolar individual o el area se considera inseguro, los estudiantes y personal de escuela seran evacuados para un area segura hasta que la emergencia termine.

Lugares de relocacion han sido designados para cada escuela, El lugar de nuestra escuela es \_\_\_\_\_. Se haran arreglos en los lugares de relocacion para que usted o la persona que usted asigne recoja a su hijo/a. Cuando la emergencia haya terminado su niuo se mantendra en nuestra custodia, y cuando se pueda volveremos a la escuela para el despacho regular, todos los estudiantes que cogen el bus escolar seran transportados a la casa por su ruta regular de transportacion.

**REFUGIO:** Si condiciones peligrosas ocurren afuera del edificio y creemos que es mas seguro que el personal de la escuela y los estudiantes se mantengan adentro, se haran planes para refugiar a todo el que lo necesite en el edificio escolar.

La escuela proveera un ambiente seguro durante el tiempo que sea necesario refugiarse.

Aunque nose prefiere bajo estas circunstancias, los padres o el designado pueden recoger a su estudiante de la escuela. Cuando la emergencia haya terminado, todos los estudiantes seran despachados siguiendo los Procedimientos de Despacho Temprano (arriba).

Durante cualquier emergencia o condicion de mal tiempo los padres deben de escuchar las estaciones de radio y llamen al Centro de Informacion al 914-376-8050.

Nosotros planeamos tener alarmas de nuestros procedimientos de Despachos Tempranos y Refugio una vez durante el auo escolar para asegurarnos que todos los estudiantes, padres y personal de la estan familiarizados con su funcion para la seguridad de todos los involucrados. Usted sera notificado una semana en anticipacion de estos ensayos. Gracias por su cooperacion a este asunto tan serio.

Sinceramente, Principal

## Sample Letters for Notification Parents – Emergency Response Plan (High School)

Dear High School Parent/Guardian:

In compliance with regulation 155.17 of the Commissioner of Education, our School District has developed written emergency plans to cover several phases of emergency situations. Your child's safety is the primary concern of the District. The following procedures are in place for High School students:

**SCHOOL CANCELLATION:** Before the start of the school day, weather conditions cause schools to be closed.

When inclement weather conditions exist, prior to sending your child to school, please listen to the following radio/television stations for school cancellation information - **WFAS 1230 AM and 103.9 FM, WINS 1010 AM, WCBS 880 AM, WADO 1280 AM, WHUD 100.7 FM, WOR 710 AM, WVOX 1460 AM, WDMC-TV Ch. 22 Optimum, WYNW Ch. 5 FOX, Channel 12-TV News.**

**EARLY DISMISSAL:** Severe weather conditions or other emergency situations might necessitate earlier dismissal than the usual time. I anticipate this procedure would be used rarely and only under extreme circumstances.

In such an emergency, it would be most difficult in our schools to track every student for dismissal. Therefore, if an emergency condition arises and school must be dismissed earlier than usual, we will assume you have given permission for your child to leave school on their own. **If you do not wish your child to be dismissed**, please indicate, in writing, to your child's principal what procedures you wish followed. Perhaps when a morning weather report indicates possible inclement weather, students should not drive to school. If your child is transported by the school district, he/she will be sent home on their regular school bus.

**EVACUATION:** If an individual school building or area is deemed unsafe, students and staff will be evacuated to a secure area until the emergency is ended. Relocation sites have been designated for each school, our site is \_\_\_\_\_.

Arrangements will be made at the relocation site for you and your designee to pick up your child. If when the emergency situation has ended your child remains in our custody, we anticipate returning to the school for regular dismissal, all students who ride the buses will be transported home by their regular bus route.

**SHELTERING:** If hazardous conditions occur outside a building and it is deemed safe for staff and students to remain inside, plans will be made for sheltering everyone in the school building.

The school will provide a safe environment during the time sheltering is necessary. Although not advised under these circumstances, parents or their designee may pick up their child from school. When the emergency is over, all students will be dismissed following the Early Dismissal Procedures (above).

If your child is permanently or temporarily handicapped, or has a physical or mental impairment, please inform your child's principal, in writing, of the special procedures you wish to be followed. If your child is transported by the school district, he/she will be sent home on their regular school bus.

For information regarding school cancellations or early dismissal, please use the radio stations, or by telephoning the Information Center, 914-376-8050. Please leave the school lines open!

Sincerely yours,

Principal

Estimado Padre/Guardian de Estudiantes de Escuela Superior:

En cumplimiento con la regulacion 155.17 del Comisionado de Educacion, nuestro Distrito Escolar ha desarrollado planes de emergencia por escrito para cubrir algunas situaciones de emergencia. La seguridad de su niño/a es la prioridad del distrito. Los siguientes procedimientos han sido implementados para los estudiantes de la escuela superior:

**CANCELACION DE CLASES:** Antes del comienzo del dia escolar, por causa de condiciones del tiempo el Superintendente puede que cierre las escuelas.

Quando existen condiciones de mal tiempo, antes de usted mandar a su hijo/a a la escuela, por favor de escuchar a las siguientes estaciones de radio para escuchar informacion de cancelacion de escuela - **WFAS AM y 103.9 FM, WINS 1010 AM, WCBS 880 AM, en Español WADO 1280 AM, WHUD 100.7 FM WOR 710 AM, WVOX 1460 AM, WDMC-TV Ch. 22 Optimum, WNYW Ch. 5 Fox, Channel 12-TV News.**

**DESPACHO TEMPRANO:** En caso de condiciones de mal tiempo y/o otras situaciones de emergencia habra necesidad del despacho temprano a la hora usual. Yo anticipo que este procedimiento sera usado raramente y solo en circunstancias extremas.

En caso de emergencia, sera dificultoso para nuestras escuelas encontrar a todos las estudiantes para despacharlos. Asi que, si una condicion de emergencia llega y la escuela tiene que despedir a los niños/as antes de lo usual, pensaremos que usted le ha dado permiso a su niño/a para irse solo a su casa. Si usted no desea que su hijo/a sea despedido/a, favor de indicarlo por escrito al principal de su niño/a con los procedimientos que usted quiere que el siga. Cuando el informe del estado del tiempo por la mañana indique posible mal tiempo, los estudiantes no deben de guiar o ser enviados a la escuela. Si su hijo/a es transportado por el distrito escolar a el/ella se le enviara a su casa en su bus escolar.

**EVACUACION:** Si un edificio escolar individual o el area se considera inseguro, los estudiantes y personal de escuela seran evacuados para un area segura hasta que la emergencia termine.

Lugares de relocation han sido designados para cada escuela, El lugar de nuestra escuela es \_\_\_\_\_. Se haran arreglos en los lugares de relocation para que usted o la persona que usted asigne recoja a su hijo/a. Cuando la emergencia haya terminado su niño se mantendra en nuestra custodia, y cuando se pueda volveremos a la escuela para el despacho regular, todos los estudiantes que cogen el bus escolar seran transportados a la casa por su ruta regular de transportacion.

**REFUGIO:** Si condiciones peligrosas ocurren afuera del edificio y creemos que es mas seguro que el personal de la escuela y los estudiantes se mantengan adentro, se haran planes para refugiar a todo el que lo necesite en el edificio escolar.

La escuela proveera un ambiente seguro durante el tiempo que sea necesario refugiarse.

Aunque nose prefiere bajo estas circunstancias, los padres o el designado pueden recoger a su estudiante de la escuela. Cuando la emergencia haya terminado, todos los estudiantes seran despachados siguiendo los Procedimientos de Despacho Temprano (arriba).

Durante cualquier emergencia o condicion de mal tiempo los padres deben de escuchar las estaciones de radio y llamen al Centro de Informacion al 914-376-8050.

Nosotros planeamos tener alarmas de nuestros procedimientos de Despachos Tempranos y Refugio una vez durante el año escolar para asegurarnos que todos los estudiantes, padres y personal de la están familiarizados con su funcion para la seguridad de todos los involucrados. Usted sera notificado una semana en anticipacion de estos ensayos. Gracias por su cooperacion a este asunto tan serio.

Sinceramente, Principal

## EMERGENCY EARLY DISMISSAL APPROVAL INFORMATION

In order to assure the safety of your child during an emergency, the school needs to know your wishes. Please complete the information requested below and return it to your child's teacher.

Please discuss your decision(s) with you child so he/she knows what procedures to follow. Parents must assume responsibility during the school year for updating any information on this form, by notifying the school in writing.

Please print all information:

Student \_\_\_\_\_ Grade/Classroom \_\_\_\_\_

Address \_\_\_\_\_

Parent \_\_\_\_\_

Telephone: Mobile \_\_\_\_\_ Home \_\_\_\_\_ Other \_\_\_\_\_  
\_\_\_\_\_

Please check ( ) below the procedure(s) you want followed for your child to be dismissed in the event school is closed *before* regular dismissal time:

- ( ) I give my approval for my child to go home on the school bus.
- ( ) I give my approval for my child to walk home.
- ( ) My child may go home only with me.
- ( ) I give my approval for my child to walk home only if accompanied by his/her brother/sister.

Please list name(s) and class:

( ) In the event that I am unable to pick-up my child, I give my approval for my child to go home ONLY with one of the following people:

Name:

Telephone:

\_\_\_\_\_  
Signature of Parent/Guardian Giving Approval

\_\_\_\_\_  
Date

## INFORMACION SOBRE LA APROBACION DEL DESPACHO TEMPRANO

De manera que podamos asegurar la seguridad de su hijo/a durante una emergencia, la escuela necesita saber cual es su deseo. Por favor complete la informacion que le pedimos abajo y devuelva a la maestro de su hijo/a.

Por favor discuta su decision con su hijo/a para que el/ella sepa los procedimientos a seguir. Los padres son responsables de mantener esta informacion actualizada, notificando a la escuela por escrito.

Por favor use letra de molde:

Estudiante \_\_\_\_\_ Grado/Salon \_\_\_\_\_

Direccion \_\_\_\_\_

Nombre de Padre/Tutor \_\_\_\_\_

Telephone: Mobil \_\_\_\_\_ Casa \_\_\_\_\_ Otro \_\_\_\_\_

Por favor marque el(los) procedimiento(s) que usted quiere que se sigan con su estudiante en caso de que se cierran las escuelas *antes* de la hora regular:

- ( ) Doy permiso para que mi niño/a sea tranportado en el bus escolar.
- ( ) Doy permiso para que mi niño/a camine a la casa.
- ( ) Mi nino/a solamente se pude ir a la casa conmigo.
- ( ) Doy permiso para que mi niño/a camine a la casa solamente si esta acompañado por su hermano/a. Por favor ponga los nombres y las clases en el espacio esta abajo:

( ) En el caso de que yo no pueda recoger a mi niño/a, doy permiso para que mi niño/a sea recogido/a por las siguientes persona:

Nombre:

Telefono:

\_\_\_\_\_  
Firma de Padre/Tutor

\_\_\_\_\_  
Fecha



**Yonkers Public Schools**  
**Student Release Form By Class**

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date of Emergency Dismissal: \_\_\_\_\_

As designated by the parent/guardian, the following students may only be released as noted below:

*(Teacher is to indicate below the parent/guardians' instructions from the Early Dismissal Approval Information. When a child is picked up, have the individual sign the right hand column.)*

Student's Name	Walk Alone	Walk with Siblings	Bus	Designated Individuals	<b>ONLY</b> with Parent	Signature and Time Released

This form should be kept with the teacher's Daily Attendance Record Book and two copies should be on file in the Main Office.

# Medical Alert List

School \_\_\_\_\_

Date Completed \_\_\_\_\_

Student Name	Medical Condition	Parent Name and Telephone	Doctor's Name and Telephone

## FIRST AID QUALIFIED PERSONNEL

This information is annually compiled by the district's medical office and sent to the building Principal and the Chief Academic Officer.

A copy of this information should be kept on file with Building-level School Emergency Management Plan.

## Evacuation Site Agreement

On school letterhead:

Whereas (the Agency) has been requested by the Yonkers Public Schools to make its site located at (address) available for use by (School) in the event of an emergency evacuation of the School, and

Whereas the Yonkers School District Emergency Management Plan requires that agreements to provide emergency evacuation sites be in writing,

It is agreed that (Agency) will permit the use of its facilities located at (address) to be used by (School) in the event of an emergency evacuation.

Notice of such emergency evacuation shall be provided to (Agency) by telephone as soon as possible by calling (Agency telephone number).

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Yonkers Public Schools Administrator

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Agency Representative

# SECTION E

## EMERGENCY MANAGEMENT TERMS

## EMERGENCY MANAGEMENT TERMS

**Activation:** the act of bringing a standby or reserve component and/or system *into* operations.

**Air Pollution:** the present of foreign substances in the atmosphere which pose a serious threat to human life.

**Agency:** any department, division, commission, authority, government, corporation, independent establishment, or other entity of State or Local government.

**Chemtree:** The Chemical Transportation Emergency Center. A public service of the Chemical Manufacturers Association that provides immediate advice for those at the scene of an emergency involving chemicals and then contact the shipper for more detailed assistance and appropriate follow-up. The service is available 24 hours a day by calling 1-800-424-9300.

**Chief Executive:** 1. A County Executive or County Manager; 2. In a county not having a County Executive or County Manager, the Chairman or other presiding officer of the county legislative body; 3. A mayor of a city or village, except where a city or village has a manager, it shall mean such manager; 4. A supervisor of a town, except where a town has a manager, it will mean such manager.

**Civil Disturbance:** An individual or collective acting causing intense interference with the peace, security and normal functioning of a community.

**Crisis Counseling:** assistance provided to victims of disasters by trained personnel to help allay fears brought on by the accident. Usually provided by Social Services and Mental Health Professionals.

**Control Center:** an area designated within a school facility from which key officials will operate an emergency.

**Damage Assessment:** Procedure to assess and describe the nature, and estimate the dollar value of damages resulting from an emergency disaster.

**Disaster:** the occurrence of widespread or severe damage or injury to health, social structure, or processes, or the loss of life or property, resulting from nature of man-made causes.

**Disaster Preparedness Commission {DPC}:** a body created under Article 2-8 of the New York State Executive Law to encourage and promote appropriate planning and management of emergencies both at the state and local levels. Its membership consists of the heads of 17 state agencies and 3 appointees of the Governor.

**Earthquake:** a vibration or breaking of ground caused by sudden release of strain energy within the Earth.

**Emergency Broadcast System (EBS):** a network of commercial radio and television stations that provide emergency information to the public during an actual or impending emergency.

**Educational Agencies:** Public and non-public elementary and secondary schools, public and private nursery schools, approved private schools for the education of pupils with handicapping conditions.

**Early Dismissal:** returning students to their homes or other appropriate locations before the end of the normal school day. Also referred to as “Go Home” activity.

**Emergency:** a situation, including but not limited to a disaster, that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

**Emergency Operations Center (EOC):** a facility with the necessary plans, procedures and equipment from which essential emergency functions can be directed, controlled and coordinated on 24-hour basis.

**Emergency Operations Plan (EOP):** a document containing the operational procedures to be used during an emergency.

**Emergency Services Organization:** a public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

**Energy Supply Loss:** Interruption in the supply and/or distribution of energy.

**Epidemic:** The occurrence of disease to an unusual member of individuals or proportion of the population.

**Evacuation:** the moving of students for their protections from a school building to predetermined location in response to an emergency.

**Explosion:** a rapid and violent expansion of matter emitting noise, heat and/or particles.

**Flash Flood:** a sudden, violent flood, typically occurring during or after a heavy rain or the melting of a heavy snow. Flash flooding may also occur during or after hurricanes, tropical storms and other severe water bearing weather.

**Flood Warning:** a warning that flooding is imminent or in progression and that people in the affected areas(s) should take necessary precautions immediately.

**Flood Watch:** an alert that (flash) flooding is possible. Those in the affected area(s) are urged to be ready to take additional precautions if a flood warning is issued or if flooding is observed.

**Gas Leak:** the presence of vapors from certain gaseous fuels (natural gas, liquefied petroleum (LPG propane) in areas of a building in which high concentrations could cause an explosion if ignition source is present.

**High Wind:** A condition normally indicating that sustained winds of 40 mph or greater are expected to persists for one hour or longer, or that wind gusts of 58 mph or higher regardless of duration, are expected.

**Hurricane:** a warm-core tropical cyclone in which the minimum standard surface is 74 mph or more. When a hurricane loses strength- as measured by its wind speed- it is reduced to “tropical storm” status. This usually happens after the storm hits land/

**Hurricane Warning:** a warning that one or both of the following dangerous effects of a hurricane are expected in a specified coastal area in 24 hours or less:

- Sustained winds of 74 mph (64 knots) or higher
- Dangerously high water or combination of dangerously high water and exceptionally high waves (storm surge), even though expected winds *may* be less than hurricane force.

**Hurricane Watch:** an alert for specific areas that a hurricane or incipient hurricane conditions may pose a threat to coastal and inland communities within 36 hours.

**Hazardous Materials Leak:** the accidental release of elements or compounds which present such properties as flammability, thermal instability, toxicity, corrosiveness and/or combustibility.

**Intrusion:** The entry into areas of the facility by unauthorized individual(s)/

**Local Emergency Management Office (LEMO):** a unit of local government responsible for the coordination of response actions in time of emergencies.

**Local Emergency Planning Committee (LEPC):** a county level organization charged with developing the hazardous materials components of the county emergency plan with particular emphasis on the Superfund Amendment and Reauthorization Act.

**Local Government:** any county, city, village, town, district, municipality, Indian tribe or authorized tribal organization, rural community or unincorporated town or village.

**Major Disaster:** any emergency that, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Disaster Relief Act of 1974, as amended.

**National Oceanic and Atmospheric Administration (NOAA):** a division of the U.S Department of Commerce.

**National Weather Service (NWS):** an office within NOAA. Maintains offices at various locations in each state. Provides notifications of severe weather to the public through various means, e.g. NOAA Weather Radio.

**New York State Police Information Network (NYSPIN):** a computer based state-wide information network which serves police agencies throughout the state. Severe weather watches and warnings are provided directly from the National Weather Service to NYSPIN.

**Occupational Safety and Health Administration (OSHA):** a federal agency mandated to administer safety and health statutes in the workplace. In New York State, the Labor Law supplanted OSHA requirements for the public sector.



**Radio Amateur Civil Emergency Services (RACES):** an organization of licensed amateur radio operators dedicated to providing communication services during emergencies.

**Radiological Incident:** an occurrence involving release of radioactive material which may require community, public, and/or private protective action.

**State Emergency Management Office (SEMO):** the staff arm of the New York State Disaster Preparedness Commission. It coordinates emergency planning and training as well as emergency response on behalf of the Commission.

**Thunderstorm Warning:** A warning that a severe thunderstorm is imminent or in progress and that people in the affected area(s) should take necessary precautions immediately.

**Thunderstorm Watch:** an alert that a severe thunderstorm is possible. Those in the affected areas(s) are urged to be ready to take additional precautions if a severe thunderstorm warning is issued or if such a storm is observed.

**Tornado:** a violent rotating column of air, forming a pendant, usually from a cumulonimbus cloud, and touching the ground. It usually starts as a funnel cloud and is accompanied by a loud, roaring noise. On a local scale, tornadoes are the most destructive of all atmospheric phenomena.

**Tornado Warning:** a warning of an existing tornado or of one suspected to be in existence. People in affected area(s) should take immediate shelter.

**Tornado Watch:** an alert of the possibility of a tornado. People in the affected area(s) should be prepared to take immediate shelter if a tornado warning is issued or if a tornado is observed.

**Weather Radio:** The NOAA Weather Radio System, with New York State related programming transmitted from local NWS facilities in Albany, Binghamton, Buffalo, Burlington (VT), Elmira, Erie (PA), Kingston, New York City, Riverhead, Rochester, Scranton (PA), Syracuse and Watertown.

**Winter Storm:** snow storm, blizzards, ice storms, are encompassed in this category. Usually predicted by the National Weather Service.

# SECTION F

# APPENDICES

## APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response.

*The information disclosed in the building level ERP documents is confidential, privileged and only for the use of the intended administration and staff. Any disclosure to a third party in whole or in part in any manner is expressly prohibited without prior written permission.*



## Building Level Emergency Response Plan

---

(School Name)

(Address)

Westchester County

Office: (914) 376- \_\_\_\_\_

Fax: (914) \_\_\_\_\_

Website: [www.yonkerspublicschools.org/](http://www.yonkerspublicschools.org/) \_\_\_\_\_

# Appendix A – Communications

## Emergency Contact Information:

Definition of Emergency: an abnormal situation which, in order to limit danger to people or damage to property or environment, requires prompt action beyond normal procedures.

In an Emergency, call 911.

## District Wide Safety Team

Enter contact information for important district offices/departments, such as the Superintendent’s office, the Transportation department and others you deem necessary.

Person	Title	Agency/Dept.	Phone Number

## Emergency Responders Non-Emergency Numbers

Agency	Phone Number
State Police	
Sherriff’s Department	
Local Police	
Fire Department	
EMS	

### Building Level Emergency Response Team

Enter contact information for building specific offices, such as Principal, nurse, custodian, and others you deem necessary.

Person	Office/Title	Phone Number

### Other Essential Contact Numbers:

Enter contact information for hotlines such as suicide hotline, poison control, utilities, and others you deem necessary.

Agency	Phone Number

## Appendix B – Incident Command System (ICS) COMMAND STAFF

### Designation of Person-in- Charge

The principal or his or her designee will be known as the person-in-charge and will have full authority within the provisions of this plan in addition to the other responsibilities of his or her office. A predetermined chain of command will be established should the principal not be available to delegate his or her authority.

#### Incident Commander

	Name	Title	Phone number
Primary			
Alternate			
Alternate			

#### Safety Officer

	Name	Title	Phone number
Primary			

#### Liaison Officer

	Name	Title	Phone number
Primary			
Alternate			
Alternate			

#### Public Information Officer

	Name	Title	Phone number
Primary			
Alternate			
Alternate			

#### COMMAND POSTS

	Primary	Alternate	Alternate	Contact Representative
Interior				
Exterior				

## Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

### Emergency Response Team:

Name	Title	Primary Contact #	Alternate Contact #

### Post Incident Response Team:

Name	Title	Primary Contact #	Alternate Contact #



## Appendix D - Memoranda of Understanding (MOU)

[INSERT COPIES OF ANY APPLICABLE MOU HERE]

## Appendix E - Master Class Schedule

[INSERT MASTER CLASS SCHEDULE HERE]

## Appendix F – Building/Grounds/Local Road Maps

8 NYCRR 155.17 (e)(2)(iii) Procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

### Floor plans should include the following:

- All labels typed
- Include school name and address
- Include a key to define any symbols used
- Include a compass indicating North
- Each floor should be a separate page
- Building entrances labeled (including service entrances)
- Windows and interior doors graphically shown
- Rooms labeled with room number
- Common areas and administrative offices labeled by use
- Location of water, gas and electrical shutoffs clearly noted

### Map/Image of grounds should include the following:

- All labels typed
- An overview of campus with all buildings labeled
- Include a key to define any symbols used
- Include a compass indicating North

### Map/Image of surrounding areas should include the following:

- Labeled streets
- Labeled buildings
- Include key to define any symbols used
- Include a compass indicating North

### Formatting:

- PDF File, 5MB Max
- File name should describe content of file. (ie. Ypsfirstfl.floorplan)

[INSERT BUILDING FLOOR PLANS]

[INSERT MAP OF GROUNDS]

[INSERT MAP OF SURROUNDING AREAS]

## Appendix G – Student/Staff/Guest with Special Needs

Student/Staff/Guest

Room #	# With Special Needs	Description of needs

## Appendix H – Evacuation/Reunification

In the event an Evacuation is required, the following information should be pre-assigned:

### Staff with radios or cell phones:

NAME	Radio or Cell Phone Number

### Designated Evacuation Assembly Areas (On School Grounds)

Building, Wing or Location	Assembly Area
IE: "PK-2 <sup>nd</sup> Grade", "South Wing"	"BASEBALL FIELD"

### Evacuation – (Off School Grounds)

Off Site Location		Address	Facility Contact Name and Number
PRIMARY			
SECONDARY			
OUTSIDE			

[Pre-designated Reunification Sites](#)

Alternate Location		Address and description
LOW IMPACT		
HIGH IMPACT		

[Pre-designated Media sites](#)

Location		Address	Name and Phone Number
PRIMARY			
SECONDARY			

## Appendix I – Plan Distribution

Copies of the Emergency Response Plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local Fire Department, local law enforcement office (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by Safety Department.

### Record of Distribution

Distribution of ERP shall be recorded as follows:

Agency	Name of Receiving Party	Date Submitted

### Plan Review and Updates

ERP is to be reviewed annually and updated by September 1<sup>st</sup> as needed.

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

Revision/Update	Name	Date