MIDDLETOWN CITY SCHOOLS

223 WISNER AVENUE, MIDDLETOWN, NY 10940

DISTRICT-WIDE SCHOOL SAFETY PLAN

2025-2026

Revised: June 2025

ACRONYMS

Emergency Management Plan

AFB	Air Force Base
AMS	Aerial Measuring System
ANSIR	Awareness of National Security Issues and Response Program
ARAC	Atmospheric Release Advisory Capability
ARG	Accident Response Group
ARS	Agriculture/Research Service
ATC	Air Traffic Control
ATSD(CS)	Assistant to the Secretary of Defense for Civil Support
BDC	Bomb Data Center
CBIAC	Chemical and Biological Defense Information and Analysis Center
CBRNE	Chemical, Biological, Radiological, Nuclear Material, or High-Yield Explosive
CDC	Centers for Disease Control and Prevention
CDRG	Catastrophic Disaster Response Group
CEPPO	Chemical Emergency Preparedness and Prevention Office
CERCLA	Comprehensive Environmental Response, Compensation, and Liability Act
CHEMTREC	Chemical Transportation Emergency Center
CHPPM	Center for Health Promotion and Preventive Medicine
CIRG	Crisis Incident Response Group
CJCS	Chairman of the Joint Chiefs of Staff
CM	Consequence Management
CMU	Crisis Management Unit (CIRG)
CP	Command Post
CRU	Crisis Response Unit
CSREES	Cooperative State Research, Education and Extension Service
CST	Civil Support Teams
CW/CBD	Chemical Warfare/Contraband Detection
DEST	Domestic Emergency Support Team
DFO	Disaster Field Office
DMAT	Disaster Medical Assistance Team
DMCR	Disaster Management Central Resource
DMORT	Disaster Mortuary Operational Response Team
DoD	Department of Defense
DOE	Department of Energy
DOJ	Department of Justice
DPP	Domestic Preparedness Program
DTCTPS	Domestic Terrorism/Counter Terrorism Planning Section (FBI HQ)
DTIC	Defense Technical Information Center
EM	Emergency Management
EMI	Emergency Management Institute
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
EPA	Environmental Protection Agency
EPCRA	Emergency Planning and Community Right-to Know Act
ERT	Emergency Response Team (FBI)
ERT-A	Emergency Response Team – Advance Element
ERTU	Evidence Response Team Unit
ESF	Emergency Support Function
EST	Emergency Support Team
EU	Explosives Unit
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
FEST	Foreign Emergency Support Team

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FNS	Food and Nutrition Service
FRERP	Federal Radiological Emergency Response Plan
FRMAC	Federal Radiological Monitoring and Assessment Center
FRP	Federal Response Plan
FS	Forest Service
HazMat	Hazardous Materials
HHS	Department of Health and Human Services
HMRU	Hazardous Materials Response Unit
HQ	Headquarters
HRT	Hostage Rescue Team (CIRG)
HTIS	Hazardous Technical Information Services (DoD)
IC	Incident Commander
ICS	Incident Command System
IED	Improvised Explosive Device
IND	Improvised Nuclear Device
JIC	Joint Information Center
JOC	Joint Operations Center
JTF-CS	Joint Task Force for Civil Support
LEPC	Local Emergency Planning Committee
LFA	Lead Federal Agency
LLNL	Lawrence Livermore National Laboratory
LHD	Local Health Department
MEDCOM	Medical Command
MMRS	Metropolitan Medical Response System
MOA	Memorandum of Agreement
MSCA	Military Support to Civil Authorities
NAP	Nuclear Assessment Program
NBC	Nuclear, Biological, and Chemical
NCP	National Oil and Hazardous Substances Pollution Contingency Plan
NDMS	National Disaster Medical System
NDPO	National Domestic Preparedness Office
NEST	Nuclear Emergency Search Team
NETC	National Emergency Training Center
NFA	National Fire Academy
NIMS	National Incident Management System
NMRT	National Medical Response Team
NRC	Nuclear Regulatory Commission
NRT	National Response Team
NSC	National Security Council
NTIS	National Technical Information Service
NYSDOH	New York State Department of Health
NYSED	New York State Education Department
OCDH	Orange County Department of Health
OEP	Office of Emergency Preparedness
OFCM	Office of the Federal Coordinator for Meteorology
OIG	Office of the Inspector General (USDA)
OSC	On-Scene Commander
OSLDPS	Office for State and Local Domestic Preparedness Support
PDD	Presidential Decision Directive
PHS	Public Health Service
POC	Point of Contact
PSI	Pandemic Severity Index
PT	Preparedness, Training, and Exercises Directorate (FEMA)
R&D	Research and Development
RAP	Radiological Assistance Program

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RCRA	Research Conservation and Recovery Act
RDD	Radiological Dispersal Device
REAC/TS	Radiation Emergency Assistance Center/Training Site
ROC	Regional Operations Center
RRIS	Rapid Response Information System (FEMA)
RRT	Regional Response Team
SAC	Special Agent in Charge (FBI)
SARA	Superfund Amendments and Reauthorization Act
SBCCOM	Soldier and Biological Chemical Command (U.S. Army)
SCBA	Self-Contained Breathing Apparatus
SEB	State Emergency Board
SERC	State Emergency Response Commission
SIOC	Strategic Information and Operations Center (FBI HQ)
SLG	State and Local Guide
TERC	Tribal Emergency Response Commission
TIA	Terrorist Incident Appendix
TRIS	Toxic Release Inventory System
UC	Unified Command
UCS	Unified Command System
USC	U.S. Code
USDA	U.S. Department of Agriculture
USFA	U.S. Fire Administration
VA	Department of Veterans Affairs
WHO	World Health Organization
WMD	Weapons of Mass Destruction

District-Wide School Safety Plans
Regulatory Description of Components

Component	Regulatory Description
Acts of Violence	Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence.
Annual Multi-Hazard Safety Trainings	Policies and procedures for annual multi-hazard school safety training for staff and students.
Assistance During Emergencies	A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies.
Building-Level Emergency Response Planning Team	A building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response planning team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.
Contacting Parent, Guardians, or persons in Parental Relation	Policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district or in the event of a violent incident or early dismissal.
Disaster	The occurrence or imminent threat of widespread or severe damage, illness, injury, or loss of life or property resulting from any [natural or manmade causes] incident, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, communicable disease outbreak, war or civil disturbance.
District-Wide School Safety Team	A district-wide team appointed by the board of education, the chancellor in the case of New York City, or another governing board. The district-wide team shall include, but not be limited to, other

	school personnel including bus drivers and monitors. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
Early Detection of Potentially Violent Behaviors	Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
Emergency Response Team	A building-specific team designated by the building-level emergency response planning team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.
Hall Monitors	A description of the duties of hall monitors and any school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity.
Identification of District Resources	The identification of district resources that may be available for use during an emergency.
Implied or Direct Threats of Violence	Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school
Improving Communication with Students	Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence.

Information About Educational Agencies	In the case of a school district, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency.
Informing All Education Agencies	In the case of a school district, a system for informing all educational agencies within such school district of a disaster.
Law Enforcement in Violent Incident	Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident
Local Government Officials	The procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Article 2-B of the Executive Law.
Post-incident Response Team	A building-specific team designated by the building-level emergency response planning team that includes appropriate school personnel, medical personnel, school health personnel, mental health counselors, and others who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such a post-incident response team may be created on the district level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.
Potential Emergency Plans for Response to Specific Emergencies	Identification of sites of potential emergency. A description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering
Prevention and Intervention Strategies	Appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) non-violent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs.
Procedures to Coordinate Use of School District Resources	A description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies.

Responses to Emergencies	The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
School Building Security	Policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.
School Safety Plan	A district-wide school safety plan or a building-level [school safety] emergency response plan.
Serious Violent Incident	An incident of violent criminal conduct that is or appears to be, life-threatening and warrants the [evacuation of] immediate response by students and/or staff because of an imminent threat to their safety or health, including, but not limited to riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
Test Components of the Emergency Response Plan	Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.
Trauma	An emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
Trauma-informed	An understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
Trauma-informed Drills	Avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

INTRODUCTION

Emergencies, accidents, and violent incidents in our School District are critical issues that must be addressed in an expeditious and effective manner. In an effort to address these issues, the Enlarged City School District of Middletown has developed this District-Wide School Safety Plan to prevent or minimize the effects of serious violent incidents, accidents, or emergencies, and facilitate the coordination of the School District with local and county resources in the event of such incidents, accidents, or emergencies. The District-Wide School Safety Plan is responsive to the needs of all schools within the District and is consistent with the more detailed Building Level Safety Plans. We, as a District, stand at risk from a variety of acts of violence, injury, natural and technological disasters. To address increased threat levels as this point in history, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the School District and its schools. **Since the initial version of this Plan, the Office of Homeland Security was established in 2003. This office reports directly to the President and is the authority in regards to nation-wide emergency response.** Also established over the few years is the **Counter-Terrorism Group, Region 4**, which directly governs actions in severe emergency situations which affect the areas of Orange, Rockland, and Sullivan Counties. Recommendations and requirements from these organizations which affect this District will be included in future updates to this plan.

Another valuable source of input to this plan is via annual reviews conducted by our liability insurance carriers as well as annual fire, and visual/structural inspections.

Our original Safety Plan was developed with the assistance of the Orange-Ulster BOCES Risk Management Department, the District-wide School Safety Team, and Building-level School Safety Teams. The information was compiled based on previous safety plans and documents created by the Federal Emergency Management Agency (FEMA) utilizing components from FEMA E362, the Multi-hazard Safety Program for Schools, as well as documents from the FBI Bomb Data Center, NYS EMO, NYS Police, NYS Center for School Safety, and NYS Education Department. Additionally, this Plan complies with Governor Pataki's Executive Order # 26 which requires all agencies, including School Districts, to use the Incident Command System (ICS), as developed by the National Interagency Incident Management System, for all emergencies.

Annual updates to this plan are made based on guidance from the New York State Education Department, New York State Police, New York State Office of Homeland Security and the New York State Emergency Management Office. Through the New York State School Safety Program these agencies have identified "best practices" that are recommended for incorporation into school safety plans.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

HOW DO YOU PREDICT?

While schools can act to minimize the risk of violence, or the possibility of an accident, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk, perform a threat assessment, and maintain a pro-active loss control mentality. Our safety program has been designed to identify and understand risk factors often seen in the form of recurring and escalating accidents or violent actions. We should not attempt to match a situation, student, parent, or staff member to a predetermined "profile" in any assessment.

PURPOSE

The Enlarged City School District of Middletown District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 and the Project Save Guidance Document. At the direction of the Enlarged City School District of Middletown Board of Education, the Superintendent of the Enlarged City School District of Middletown appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan as well as oversight of all Building Level Plans.

ADOPTION AND PUBLIC REVIEW

The District-Wide School Safety Plan was adopted June 28th, 2001 after a 30-day public review period (Board of Education Minutes dated May 16th, 2001, and June 28th, 2001. The Enlarged City School District of Middletown fully supports Project SAVE Legislation and related programs, and will, at a minimum, review this District-Wide Safety Plan on an annual basis. The reviewed and updated documents, by section, will be presented to the Board of Education for their review and approval. The review will be completed and approved no later than July 1st. The Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE and its associated programs.

RELEASE OF INFORMATION

District-Wide Safety Plan:

A current copy of the District-Wide Safety Plan will remain on file in the Incident Command Center at all times. It will be the responsibility of the District to ensure that this copy is as up to date as possible providing the latest information to the Incident Command Team when initiated. An appointment to review the **District-Wide Safety Plan** can be obtained by written request. This request should be forwarded to the Buildings & Grounds office at 223 Wisner Avenue, Middletown, NY 10940

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Building-Level Plans:

While linked to the District-wide School Safety Plan, **Building-level Safety Plans shall be confidential and will not be subject to disclosure** under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

DISTRICT CHIEF EMERGENCY OFFICER

The Chief Emergency Officer (CEO) is responsible for coordinating the communication between school staff and law enforcement/first responders. The CEO is responsible for ensuring that staff understand the district level safety plan and shall be responsible for updating the building level emergency response plans annually.

IDENTIFICATION OF DISTRICT TEAM:

The Superintendent has appointed the Director of Facilities III (Director of Security) as the Chair for the District-Wide Health & Safety Committee consisting of, but not limited to, a representative of the Board of Education, Administrators, Teachers Representative, Assistant Director of Facilities III, Student Representative, Parent/Teacher Organizations (PTO's) Representative, and local Emergency Services Representatives, i.e., fire, police, EMS, bus driver and monitor. In addition, a District Level Behavioral Assessment Team. The current list of team members can be found in appendix "C" of this plan.

School Board Representative

Teacher Representative

Administrator Representatives:

High School

Twin Towers

Monhagen Middle School

Maple Hill Elementary

Presidential Park Elementary

William A. Carter Elementary

Transportation Supervisor

Athletic Director

Local Law Enforcement Agency Representatives:

Middletown Police Department	845-343-3151
Wallkill Police Department	845-692-7846
State Police	845-567-0052

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Fire Department Representatives:

Middletown

Mechanicstown

Pocatello

Town of Wallkill

Mr. George Serrano	Town Supervisor
Mr. John Dauley	Commissioner of Public Works

Emergency Management Office – City of Middletown:

Director	845-346-4100

Parent Teachers Organization Representative:

High School
Twin Towers Middle School
Monhagen Middle School
William A Carter Elementary
Maple Hill Elementary
Presidential Park Elementary
Maple Hill Annex @Truman Moon

Director of Security (Chair)

Director of Facilities III (C0-Chair)

Chair Alternates

Assistant Director of Facilities III

CSEA Representative

MECA Representative

PT Clerical Staff Representative

Nurse Representative

MTA Representative

Student Representative

-Not available at printing

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

CONCEPT OF OPERATIONS

The District-wide School Safety Plan is directly linked to the individual Building-Level Safety Plans. Protocols reflected in the District-Wide School Safety Plan will guide all Building Level Safety Committees in the development, continuous review, and implementation of Building-Level Plans. Building-Level Safety Committees must recognize that a complete copy of their plan must remain on-file in both the District's Incident Command Center as well as Designated Building Level Command Centers. Updates will be provided annually, at a minimum, in order to update the District's Command Center copy.

Building Level School Safety Plans Your Building Level Safety Plan is to be treated as confidential information and may NOT be released to the public. Outside inquiries relating to your Building Level Plan will be directed to the Building Principal.

Building Principals are directed to take a pro-active stance in their Building Level School Safety Committees as well as in the continued development of their Building Level Safety Committees and Building Level Plans.

In the event of an emergency or violent incident, a pre-designated Incident Command Center will be established at the District Level, as well as the Building Level. This Incident Command Center will be the area where all concerned will expect to find the Incident Commander and his team, and where both external and internal communications lines will be established. It is expected that the school's Building Response Team (BRT) will act as first responders to the incident area. Building Response Team members will be identified within the Building Level Plan.

It is important for each Building Level Safety Committee to continually assess its threat levels, expected response strategies, and loss control. This will ensure that when a threat or accident occurs, everyone will know there is a response strategy, or action. Threats can be alarming statements or behaviors that give rise to concern about

subsequent violence all the way through levels of terrorist activities. **The components of a threat assessment are, but are not limited to:**

THE BUILDING-LEVEL THREAT ASSESSMENT TEAM

The Building Level Threat Assessment Team will be assembled, as needed, by the building principal, to assess the credibility and needed response to threats against physical property, personnel, or good order and discipline, which is expected at all times throughout our School District. This building-level team is normally comprised of Building Administrators and personnel from the Building-Level Safety Committee. The team may be assembled when threats have been received, on a post incident basis in order to collect data to safeguard against future threats of a similar nature or to review current response options.

THE DISTRICT-LEVEL THREAT ASSESSMENT TEAM

District Level Membership

Superintendent	845-326-1193
Assistant Superintendent for Instruction	845-326-1158
Director of Facilities III	845-326-1194
Assistant Superintendent for Business & Operations	845-326-1144

Local Law Enforcement Agency Representatives

Middletown Police Department	845-343-3151
Wallkill Police Department	845-692-7846
State Police-Middletown Barracks	845-567-0052
FBI-Goshen Office	845-615-1720

Middletown – City of

Director of Emergency Management	845-346-4100

Building Principals

High School	845-326-1534
Twin Towers	845-326-1631
Monhagen	845-326-1679
Maple Hill	845-326-1741
Presidential Park	845-326-1850
William A Carter	845-326-1711
Maple Hill Annex @ Truman Moon	845-326-1780

Note: Others may be added, as the Superintendent deems appropriate, for the situation under review.

Nature and Scope: Our Threat Assessment Team must evaluate the nature and scope of threats or incidents that should or should not invoke the direct involvement of the Team.

[redacted]

Determination Of Actions: It is the responsibility of all employees and students of this District to report all threats, substantiated or not, to the attention of the Superintendent of Schools, via the appropriate Chain-Of-Command, who will determine any further actions as appropriate or necessary.

Collection of Information: Information developed from the investigation of threats or accidents will be recorded and filed by the Buildings & Grounds office to preserve a history of threats and coordinate this data as necessary.

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Cooperation With Other Authorities: The Enlarged City School District of Middletown will cooperate with all law enforcement and school authorities as necessary in the assessment of threat evaluations and development of response strategies.

Threat Considerations: When a threat has been substantiated, the Threat Assessment Team must consider the costs and benefits of providing increased protection to threatened persons or property. In the event of threats against students or personnel, possible actions may include transferring potential victims to other schools or providing them with additional means to signal distress, such as cell phones or emergency transmitters. Other actions that may be considered could include, requesting additional police patrols, security personnel, secure lockout, lockdown, video monitors, etc.

Accident Considerations: In the event of a major accident, the District Threat Assessment Team must consider actions to be taken to protect personnel, students, and property from further incident. Actions to consider may include those as defined under threat considerations or others as may be determined by the Team.

Victim Notification (Threats): Once a threat has been evaluated and determined, potential victims will be notified by appropriate means as soon as possible.

Victim Counseling (Threats): Appropriate Administrators will counsel potential victims about known options available to them. An example might be to recommend a restraining order. The potential reactions of the offender(s) should always be considered. Additional security precautions should be considered if the offender is likely to respond negatively to the intervention chosen, especially during the period immediately following the initial application of that intervention.

MEDIA RELEASE/PUBLIC AFFAIRS **No employee of the Enlarged City School District of Middletown will address the press, or a public forum, regarding release of any emergency action or threat-related information without permission of the Superintendent. Consequences of doing so may negate the overall mission of this Safety Plan. Press, or like agencies, requesting information about an emergency action or threat will be forwarded to the District Superintendent/Public Affairs Officer, for review and response if appropriate.**

SUSPICIOUS PACKAGES At this point in our nation's history, suspicious packages must always be investigated and handled as possible explosives or biological material. Should a suspicious package be discovered, an immediate attempt to secure the area should be made, and in addition, immediately notify the on-site Incident Commander and Superintendent. The on-site Incident Commander will respond as appropriate, situation dictating.

SECRET SERVICE THREAT ASSESSMENT SUGGESTIONS

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

To identify threats, District personnel are advised to:

- Focus on the individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.
- Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in "attack-related" behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

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

- What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- What has the individual communicated to anyone concerning his/her intentions?
- Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
- Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
- Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?

- How organized is the individual? Is he/she capable of developing and carrying out a plan?
- Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
- Corroboration--What is the individual saying, and is it consistent with his/her actions?
- Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
- What factors in the individual's life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

PREVENTION-THE ROLE OF OUR ADMINISTRATORS, TEACHERS, AND STAFF

To be effective, violence prevention programs require community-wide collaborative efforts that include students, parents, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. Our administrators will make every attempt to bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While our Board of Education and Administrators set the climate of health and safety within our schools, Teachers especially must be directly involved and supported in all stages of development and implementation of programs to achieve safer and healthier schools. Teachers establish the first line of school health and safety because they have the most direct contact with students. Often, they have the greatest insight into the potential problems and realistic solutions applicable to their school or situation.

SCHOOL SECURITY

The level of physical security required to maintain building integrity, as well as personal security, must be assessed constantly, in order to lower our schools' vulnerability to accidents and violent behaviors both internal and external. Different strategies will be required to address needs specific buildings, situations, and grade levels.

Facility Safety Inspection Checklist:

Appendix "E" to this Safety Plan is a Facility Safety Inspection Checklist. It is directed that all Building Level Safety Committees, at a minimum of annually, use this or an equivalent checklist, to review the safety aspects of their buildings. This survey will be conducted with the assistance of police, fire, and building committee personnel, considering physical design, health and safety policies, and in-place emergency procedures. The completion of this annual requirement will be documented in the Building Level Safety Committees meeting minutes with a summary being provided to the Buildings & Grounds Department.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

It is recommended that this assessment be the mission of at least one of the Building Level Safety Committee Meetings. Using the conclusions of that survey, Building Level Safety Plans will be updated as necessary.

Possible considerations while you are conducting comprehensive security assessment reviews:

a. The use of School Resource Officers, who may be provided by local law enforcement. SROs often provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged so that students and SROs develop rapport.

b. Consider seeking one or more probation officers for use on campus to help supervise and counsel students. This would be especially appropriate for high schools with a significant caseload of juveniles on probation.

c. Utilize paid, trained personnel hired specifically to assist teachers and administrators in monitoring student behavior and activities. Continuity of monitors within schools should be encouraged to facilitate good rapport with students. The number of monitors used should be based on the number of students, the extent of problems at the school, and the space and layout of school grounds.

d. Encourage screened and trained parents/guardians and other volunteers to provide monitoring of students. Ensure volunteers have adequate training and guidelines outlining their duties.

e. Develop and enforce restrictions about student loitering in parking lots, hallways, bathrooms, and other areas. Publish restrictions in the student handbook/code of conduct.

f. Consider the use of metal detectors only in special circumstances to deter weapons on campus.

g. Adopt policies for conducting searches for weapons and drugs. Publish policies in the student handbook/code of conduct.

h. Require visitors to sign in and sign out at the school office and to wear visible visitors' passes. Post prominent signs at all school entrances instructing visitors where to sign in and out. Publish the policy in the student handbook/code of conduct.

i. Encourage school personnel to greet strangers on campus and direct them to sign in if they have not. Also, instruct school personnel to report visitors who have not signed in.

j. Require students and staff to carry with them and/or wear their school photo IDs during school and at all school-related activities.

k. Establish a closed campus policy that prohibits students from leaving campus during lunch.

l. Establish a cooperative relationship with law enforcement and owners of adjacent properties to the school that allow for joint monitoring of student conduct during school hours. Encourage neighboring residents and businesses to report all criminal activity

and unusual incidents. Establish a protocol within the school to handle calls from the neighborhood.

m. Consider providing and making use of alarm, intercom, cell phone, building paging, two-way radio, and mounted and hand-held camera monitoring systems on buses and school campuses.

n. Develop a school bus rider attendance checklist for each bus and use it daily.

o. Consider the need for employing outside security personnel during school functions.

p. Patrol/monitor school grounds, especially in areas where students tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards.

NOTE: Please understand that manpower and budget restraints may have a bearing on many aspects of Health & Safety Programs. These are issues that must be taken into consideration as we continue to advance and update our health & safety posture.

REPORTING THREATS OR ACTS OF VIOLENCE

It is paramount that not only the District Level Safety Committee, but the Building Level Safety Committees work in unison to establish a climate that encourages and enables students, teacher, and parents or guardians to report threats and acts of violence.

ITEMS TO ALWAYS CONSIDER

a. Maintain confidentiality within the limits of legal guidelines and statutes.

b. Adequate communication reporting procedures considering input from both District officials as well as local public safety agencies. Standard procedures will include definitions of pertinent information and how and where information can be distributed.

c. Consider establishing a properly staffed, confidential hotline for reporting issues of harassment, safety, vandalism etc. If answering machines are used, calls need to be retrieved in time to effectively address threats of violence. Aggressively advertise the hotline number to students and parents/guardians in student handbooks, on posters throughout the school, on pencils, student IDs, lockers, etc. Parents and students should also be advised when to use 9-1-1 rather than the hotline.

d. Incident Commanders and their immediate assistants must be trained to recognize whether reports of threats or acts of violence are false and/or malicious. Should there be any question, utilize proper authorities to assist in your assessment, i.e., police authorities.

PLAN REVIEW AND PUBLIC COMMENT

This District-Wide Safety Plan will be reviewed and maintained in coordination with the District-Wide Safety Committee. Although minor changes to this plan may take place throughout its life cycle, the plan will be reviewed at least once per school year completely

and presented to the Board of Education for their approval. This requirement must be completed no later than the 1st of July. Normally only pages with noted changes will be presented for review and approval unless a major re-write of the Plan has occurred, at which point, the entire document will be submitted for review and approval.

Pursuant to Commissioner's Regulation 155.17 (e) (3), the original plan was adopted by the Board of Education on June 28th, 2001 with a thirty-day comment period being provided to the public prior to that date.

The District-Wide Safety Plan was reviewed by the State Education Department during February 2002 with an on-site review of Project Save related programs conducted on April 16th, 2002. Amended/revised plans were submitted for review to SED on July 1, 2002 and then again April 1st, 2003.

COMPLIANCE

The State Education Department, in conjunction with the New York State Center for School Safety, the Coordinated School Health Network, and the BOCES Health and Safety Coordinators in our region, completed a review of this Safety Plan as of April 14th 2003. The review found that the Enlarged City School District of Middletown's Initial Safety Plan includes all of the components required by SAVE Law and Regulations and is in compliance. A copy of their checklist and Compliance Letter is on file with the Buildings & Grounds Department.

LARGE SCALE MEDICAL EMERGENCIES

Incidents and or accidents that can result in large scale medical emergencies, although infrequent, can happen. Generally, these types of situations will be managed using the Incident Command System in a similar fashion to other emergencies or as a component element of an already existing Incident Command.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

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

PREVENTION/INTERVENTION STRATEGIES

Listed below are documents, programs and activities the Enlarged City School District of Middletown has developed and utilizes in support of the prevention of violence, as well as attempted early intervention to prevent escalation of deteriorating personal or group problems.

STUDENT RULES (CODE OF CONDUCT)

The Enlarged City School District of Middletown has revised the student Code of Conduct, which was approved by the Board of Education on October 19, 2023. This document clearly defines the long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. This Code of Conduct identifies possible consequences of unacceptable conduct, and ensures that discipline, when necessary, is administered promptly and fairly.

ANTI-BULLYING PROGRAMS

Bullying is a range of behaviors both verbal and physical that intimidate others and often lead to antisocial and unlawful acts. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a "kids will be kids" occurrence nor accepted as a way of life. Programs to aid in the prevention of bullying type actions by students are included below under programs. Twin Towers Middle School and Middletown High School have begun student clubs based on a program called “Rachel’s Challenge”. These clubs utilize a variety of techniques and resources to help promote an environment of tolerance, acceptance and caring for fellow students and the community.

ANTI-GANG PROGRAMS

Gang affiliation is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence. The NY State Police, Troop F, along with local police will be utilized to provide information and training of both staff and student populations in matters related to gang activities. SRO’s assigned to the district have also been a valuable asset in the development of gang awareness and prevention programs. SRO’s have been conducting training sessions for both students and staff throughout the District on gang related subjects which has aided in the recognition of gang related gestures and dress. The district has also, in cooperation with Middletown Police, utilized recognized gang experts to provide awareness presentations for staff and local community members. The district has begun utilizing local

police to conduct an education program called GREAT, Gang Resistance Education and Training. This program is targeted for elementary and middle school students and is designed to keep children from becoming involved with gang activities.

SUICIDE PREVENTION

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

a. Develop a plan that specifies how to identify students at risk, how to handle threats, and what actions to take in the event of a suicide.
b. Ensure that students have, and are aware of, easy ways to get help, such as access to suicide hotlines, counselors, and written/visual materials.
c. Educate students, parents/guardians, teachers, and other school personnel on how to identify and get help for troubled students before they become victims of suicide. Include how to get immediate help to prevent or respond to suicide attempts.

Following is the Enlarged City School District of Middletown's policy/procedure for responding to threats by students against themselves:

----------START OF POLICY/PROCEDURE----------

2005 7540
Students

SUBJECT: SUICIDE

The suicide of a student has an extremely disturbing effect on students, school personnel and members of the local community. Unfortunately, there has been a significant increase in the number of adolescents who choose suicide as a way to resolve their problems. According to national statistics, suicide is the third leading cause of death among young people.

It is the policy of the Board to enact clear guidelines for prevention, intervention and post-intervention of suicide, reflecting the District's concern for this serious mental health issue. Accordingly, the Board directs the Superintendent or Superintendent's designee(s) to incorporate suicide prevention into the curriculum so as to educate students about counseling and other intervention options, without glamorizing suicide.

In addition, District personnel who obtain information or make personal observations tending to indicate that a particular student may be having suicidal thoughts are expected to promptly report any such information and/or observations to the District's counseling staff, who in turn shall in turn notify the student's parent or guardian and shall make referral, as necessary, to appropriate counseling resources within and outside the District.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

It is the Board's further desire to assure that school counselors and other personnel who are involved with suicide prevention and intervention have access to training and professional development regarding this problem. To the greatest extent possible, the Superintendent or Superintendent's designee (s) shall foster interagency cooperation to enable school personnel to access appropriate resources to address the growing problem of adolescent suicide.

The Superintendent or Superintendent's designee (s) shall establish a District crisis intervention team whose members shall be charged with responsibility for developing a suicide response plan to be deployed in the event that a student who is enrolled in the District attempts suicide or tragically, commits suicide. This response plan will be integrated into the existing school safety plan. The plan will include procedures for intervening to help other students and the school community cope with the aftermath of a student suicide or suicide attempt.

Suicide prevention will be incorporated into the curriculum to make students aware of this growing problem. This will be done in a manner so as not to glamorize the situation but to educate students in regard to this policy. The Superintendent or Superintendent's designee(s) shall be responsible for informing staff of regulations and procedures pertaining to suicide prevention, intervention, and post-intervention.

Adopted: 6/2/05
Revised and Approved 12.01.11

----------END OF POLICY/PROCEDURE----------

SUBSTANCE ABUSE

The importance of reducing and preventing substance abuse by students is apparent when the impact to the entire school is considered. Substance abuse directly impacts school gang activity, violence, academic performance and medical concerns. The district has initiated Project Success and Schools Using Coordinated Community Efforts to Strengthen Students, which utilize counselors in middle and high school to prevent and reduce substance abuse among adolescents. The district also initiated Life Skills Training designed to reduce risks of alcohol, tobacco, drug use and violence. This program has been implemented in grades 3, 4 and 5.

PROGRAMS UTILIZED BY OUT DISTRICT TO PREVENT VIOLOENT BEHAVIORS AND DEVELOP BETTER CHARACTER TRAITS

No Putdowns - This new and exciting program will have an impact on our school community and within the homes of each student. The goal of this ten-week project is to teach children to recognize and understand the effects of putdowns. Children will develop strategies for reducing their own use of putdowns and responding to others putdowns appropriately.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

Two weeks will be devoted to each of the following:

- Think About Why
- Stay Cool
- Shield Myself
- Choose A Response
- Build Up

Peer Mediation - The use of mediation in schools has emerged across the nation and in other parts of the world as an alternative means of dealing with student conflicts. It has been recognized that certain components of the mediation process such as communication, neutrality, empowerment, and confidentiality, are useful in allowing students to resolve their own problems. The district has been utilizing the services of the Dispute Resolution Center to conduct training for students to sustain a peer mediation service.

After School Programs - These programs are designed to assist students who are in need of academic assistance. A structured routine provides a safe, caring and supportive environment. After School Programs are an integral part of each principal's program. (EDI – Extended Day Institute)

MAC (Middletown Athletes Care) - This program is a multi-modal approach to drug prevention through education and peer leadership training. High School students are tasked with forming a team of role models to raise awareness of positive life choices through outreach activities and advertising campaigns. The peer leader's high level of social competency and decision making skills will bring to the community (at large and intra-school) a message of encouraging drug free life styles and choices.

General Character-Building Initiatives – Throughout the district, schools are utilizing a variety of methods and tactics to improve and build character in students through the use of classroom instruction and the recognition of students caught in the act of doing good deeds. The district has initiated a program called PBIS Positive Behavioral Interventions and Supports. This program develops school wide systems that assist staff in teaching and promoting positive and appropriate behavior in all students.

Safe Schools/Healthy Students Grant – The district was recently awarded a federal grant that focuses on improving the safety, security and general well-being of the students in the district through a variety of programs and initiatives. Using on site assistance, student education, and agency referrals, students are given access to a variety of community based public service organizations. These organizations include:

- The Alcoholism & Drug Abuse Council
- Big Brothers Big Sisters of Orange County
- Occupations Inc.
- Dispute Resolution Center
- Middletown Cares Coalition
- Middletown Parks & Recreation Dept.
- Orange County Probation Dept.

TRAINING REQUIREMENTS AND EXERCISES

All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the district's multi-hazards emergency plans on an annual basis. The orientation will focus on the district's policies and procedures for fire evacuations and emergency response procedures, emergency communications and the district's incident command system. (Substitute Teachers and Teacher Aides will receive a fact sheet on the district's policies and procedures upon initial assignment). Building Administrators will be responsible for compliance.

1. Emergency response procedures will be practiced as follows:

a. Lock Down/Lock Out
b. Emergency Response Plans
c. Medical Emergency
d. Suspicious Package Threat (Bomb Threat)
e. Violence Prevention
f. Mental Health

2. The district is required to conduct 12 drills in a school year. Eight Drills must be conducted between September 1st and December 31st.

   a. **Building evacuation procedures** will be practiced a minimum of **eight times per school year**. Four of these shall use the fire escapes in buildings in which they are provided or through the use of identified secondary means of egress. Building Level Safety Committees will ensure that all rooms have evacuation routes posted; this not only includes classrooms but also all other rooms utilized by staff or student personnel.

   b. Lockdown Drills will be conducted a minimum of four times per school year.

      I. Requires that drills be: (1) conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill; (2) occur after annual training and emergency procedures have been provided to students and staff; and (3) be completed on different days of the week and different times of the school day.

   c. Schools will establish procedures regarding notification of parents or persons in parental relation regarding drills. Schools will give a 7-day notification prior to a drill.

   d. Require that: (1) drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner; (2) drills and training not included props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and (3) students and staff be informed when a school is conducting a drill.

   e. Provide requirements for schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or

other tactics intended to mimic a school shooting or other act of violence or emergency and may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation.

3. The district will conduct **one early go-home drill** to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis. These drills have historically been attached to an evaluation of our emergency contact system through Orange-Ulster BOCES.
4. **The emergency plan for sheltering** in the event of a severe weather threat such as a tornado or thunderstorm will be practiced on an **annual basis** to test alerting and warning procedures. These include communications procedures, staff procedures and the movement of students to designated areas within the school building. The drills will be conducted by individual schools and evaluated by members of the Building Level Safety Committee. The drill will be documented within their Safety Committee Meeting Minutes.
5. The district will conduct **one drill and/or table-top** exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.

Following a program orientation, drill and/or exercise, participants are encouraged to forward their observations to their Building Level Safety Committee representative for further review and/or discussion. If immediate action is needed, the Building's Principal will be notified in order to take corrective action. The Building Level Safety Committee will review after-action reports and forward their findings, recommendations and suggestions, in writing, to the District-Wide Safety Committee, via the Director of Facilities III.

SECURITY PERSONNEL

The district recently converted a number of monitor positions to School Security Aide positions. The information below provides a general overview of duties, hiring and screening practices, and required training.

SCHOOL SECURITY AIDE

The position of School Security Aide was created by the district to provide schools with a trained security professional who can conduct security operations in a more efficient and effective manner in order to help create a safer and more secure environment for students, staff and visitors to our schools. The creation of these positions also meets current state requirements as imposed under the NYS Security Guard Act and addresses concerns brought forth by a recently conducted district wide security audit.

Minimal Hiring Requirements: Prior to employment as a full or part time School Security Aide, candidates must take and pass a School Security Aide Exam administered by the Middletown Civil Service Department. In order to be eligible for this exam, all candidates

must have taken and passed the NY State 8 Hour Pre-Employment Security Guard Course.

Upon appointment to the position all personnel must take and pass the NY State 16 Hour "On the Job Training" Course for Security Guards. They must also submit an application for their NY State Security Guard License. Those personnel denied a Security Guard License by NY State will no longer be eligible for employment.

Duty Requirements: All School Security Aides are issued a "School Security Aide Handbook" designed specifically for School Security Aides employed by the Enlarged City School District of Middletown. This book provides information on a variety of security related duties and requirements. Following are the contents of this handbook:

----------START OF HANDBOOK----------

MIDDLETOWN CITY SCHOOLS
SCHOOL SECURITY AIDE HANDBOOK

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I. MISSION STATEMENT

The mission of full and part-time School Security Aides is to promote a safe, orderly, friendly and helpful environment throughout the building by maintaining a strong security presence.

II. PERFORMANCE EXPECTATIONS

The presence of School Security Aides in schools helps to create and maintain a positive learning environment for the students of Middletown. In addition to providing a secure and safe environment, School Security Aides are placed in highly visible positions and in many cases can be viewed as role models. In order to foster the best possible professional attitude and behavior the following guidelines will be followed:

1. All students, staff, and visitors will be greeted in a professional, positive and friendly manner.
2. Interaction with students will be in a helpful and considerate manner. Students needing to have behavior corrected or modified will be dealt with in a firm, fair, consistent and professional manner.
3. Pleasantly assist other School Security Aides and other staff members when called upon to do so.
4. Communicate with administration immediately and directly when there are work related issues needing to be resolved.
5. All scheduled training sessions will be attended unless properly excused by an appropriate administrator.
6. Demonstrate excellent attendance and punctuality.
7. Actively patrol assigned hallways, cafeterias and other assigned areas. Patrolling School Security Aides are more effective than static ones.

8. No books, magazines, radios, or other recreational/therapeutic use materials are authorized while on duty.
9. Security personnel shall receive training on and familiarize themselves with all written regulations and memos which apply to their assigned tasks. (e.g., Code of Conduct, District and Building Level Safety Plan, etc..)
10. School Security Aides are responsible for knowing floor plans, building layout and traffic patterns of their assigned school and grounds.
11. School incidents are not to be discussed outside of work. School Security Aides must be discreet with the public, regarding names of persons involved and descriptions of incidents.

III. STAFF, VISITOR & STUDENT INTERACTIONS

1. STAFF INTERACTION:

Each staff member, in the Middletown City School District, plays an important role in the education of our students. Whether providing quality student instruction, ensuring a clean and safe environment, or providing a hot, nutritious meal, each member contributes to the educational process.

School Security Aides will deal with all staff members in a courteous and professional manner. Should a situation arise involving a difference of opinion or questioning of instructions by another staff member, School Security Aides should:

- Continue with the task at hand.
- Keep a calm voice when dealing with the staff members.
- Inform the staff member that this may not be the proper time and place to discuss the issue.
- If warranted, report the situation to a building administrator.

All staff members are professionals and should model appropriate behavior at all times.

2. VISITOR INTERACTION:

FRONT DESK

All visitors to our schools will be treated in a polite and professional manner. Visitors who cannot produce an ID or who cannot be assisted due to the lack of an appointment or other reason will be turned away.

If a visitor becomes upset or angry, every attempt will be made to keep the situation from escalating. At no time will a School Security Aide become confrontational. A building administrator should be contacted as soon as possible if a visitor becomes upset.

If a visitor should attempt to proceed past the front desk, without being properly cleared, they should be informed to stop. If they proceed after being told to stop, a call should be made via radio immediately to the building principal and or designee. A general call of assistance should also be made via radio to School Security Aides in the area.

IN THE BUILDING

Visitors inside the building will be treated in a polite and professional manner. Visitors inside the building should have already processed through the front desk and have a visitor ID in their possession. Visitors who may be lost should be politely directed to their proper destination. Visitors who do not have an ID should be considered an intruder. (See “Challenging Unauthorized Visitors” on page 15)

Visitors to the building could include: parents and family members, vendors, repairmen, staff from other schools and state or local officials.

3. STUDENT INTERACTION:

School Security Aides will be interacting with students on a daily basis. As a general rule, remain calm and professional when dealing with students. Caution should be taken not to make loud or demanding requests. Do not get too close to a student when speaking or put hands on a student.

An effective means of interacting with students is to model the behavior you desire from them. Using words like please, thank you, and good morning can often set the tone for future interactions.

There may be times when students will be non-compliant with a request. Remember, it is the obligation of the student to honor reasonable requests of staff members. If there is defiance and the student is with peers, try to get him/her to step away from them. It may be easier to have a successful resolution of the problem when the student is not among friends. When dealing with students who may not want to comply with your directives you should:

- Inform the student of the corrective actions to be taken
- Inform the student of the consequences of non-compliance
- If warranted, follow through calmly and professionally with appropriate notifications to a building administrator.

School Security Aides shall not fraternize with any enrolled student or transport students in their privately-owned vehicle for any purpose.

IV. CHAIN OF COMMAND
(Fill in based upon building assignment and current position holders)

Immediate Supervisor……._____

Building Administrator……. _____

Building Administrator……. _____

District Administrator……._____

Superintendent of Schools……. _____

NOTE: There may be times when no building administrator is in the building. The supervisor in this case would be the teacher left in charge of the facility. The extent of this supervision is limited to the time when no building administrator is in the facility.

V. ENTRY CONTROL TO SCHOOLS

The most effective method of deterring unauthorized persons from entering schools is through implementing proper entry control measures. Strict enforcement of entry control procedures coupled with limited building access and tight perimeter control not only keeps unauthorized personnel from entering the building, it also helps maintain an accurate list of who is in the building. In the event of an emergency this information could be extremely important.

1. CHECKING CREDENTIALS

All persons seeking to enter our schools must have some form of picture ID. The type and variety of picture IDs available today are numerous. In order to determine the validity of someone's identification we first must determine which forms of ID are acceptable.

When checking IDs be sure to look for obvious signs of tampering such as inked in alterations to data, obscuring of photo, peeling of ID's outer plastic cover and raised areas of ID possibly indicating data alteration.

Any current ID issued by the NY State Dept. of Motor Vehicles constitutes a valid form of ID. However, since transfers of new students into our schools could come from a variety of locations throughout the country, any ID currently issued by any state or federal agency will suffice as a form of valid ID.

To assist in determining the validity of an ID, each school has a copy of the ID Checking Guide. This guide contains a variety of IDs and or licenses currently being issued throughout the country, including military IDs and immigration IDs. When confronted with an unfamiliar ID, this guide can be used to verify its legitimacy. If an ID is presented and is not listed in this guide, the visitor should be denied entry.

If a visitor is denied entry due to lack of ID, a building administrator should be notified. The building administrator may authorize a visitor without an ID.

2. PROCESSING VISITORS

a. Visitors will show a valid form of ID.
b. The ID will be examined and verified as legitimate.
c. The visitor will be asked the reason for their visit.
d. The visitor will be asked if they have an appointment.
e. A call will be made to the person or area to be visited in order to verify an appointment or clear the visitor. They will then be asked to come escort the visitor or arrange for an escort for the visitor.
f. Once cleared for a visit, the visitor will be asked to wait until an escort comes for them. Visitors will be logged into the school either manually (Visitor Log Book) or electronically (Visitor ID System) and be issued a temporary ID.
g. Visitors may not proceed into the school without an escort unless approved by the building principal.
h. All visitors will proceed directly to the area of their visit and upon conclusion of their business immediately return to the front desk.
i. Prior to leaving, all visitors will turn in their temporary ID and sign out.
j. Visitors to the building should not be allowed access during changing of classes or other student movements.

3. DELIVERIES

All vendors or delivery persons will be stopped at the front desk and asked to produce a valid form of ID. After checking their ID, they will be asked to present a delivery invoice or school addressed package to be delivered. Vendors who stock vending machines may not be able to produce an invoice but should have a noticeable supply of stock to be delivered. After the vendor has been checked he will be signed in and given a temporary school ID. All vendors going into the school must be accompanied by an escort. Vendors will be processed out the same way as other visitors.

4. MAINTAINING SURVEILLANCE

Although the proper clearing of visitors is their primary function, School Security Aides posted at the front desk must be able to perform a variety of functions. In addition to dealing with visitors they must also watch the main entrance and keep an eye on adjacent hallways.

5. USING PROPER TELEPHONE ETIQUETTE

Personnel posted at the front desk will be responsible for making phone calls to a variety of areas throughout the school. They may also, at times, receive calls to the desk. All personnel using district phone lines will use proper telephone etiquette. All calls will be handled politely and professionally. If a

caller needs further assistance they will be directed to someone who can assist them. If at any time a caller becomes angry or irritated and begins to use crude or profane language they should be warned not to speak this way. If this should continue the call should be ended.

If a call is received indicating some type of threat, an attempt should be made to keep the caller on the line as long as possible. Even if the call is not for a “Bomb Threat” the “Bomb Threat Response Form” can be used to collect certain pieces of information. As soon as is practical a building administrator should be notified of any threats.

VI. CAFETERIA DUTIES

1. ASSISTING STUDENTS

In any environment that mixes students and staff there exists an opportunity for positive interaction. School Security Aides, by the nature of their employment, are placed in positions of high visibility. With this high visibility comes much responsibility. Any interactions between School Security Aides and students should be handled in an open, honest and consistent manner. Students who approach School Security Aides may need assistance for a variety of reasons. Whether interceding in a minor altercation or directing a student to the appropriate assistance it is important to keep lines of communication open.

2. STUDENT TRASH PROCEDURES

Each student is responsible for cleaning up his or her trash after lunch. School Security Aides will take an active role in ensuring this happens. Students will be asked to clean up if they attempt to leave trash on the table.

In order to maintain a safe and clean facility, no food or drinks will be allowed out of the cafeteria unless appropriate administrative permission is granted.

3. MAINTAINING AN ORDERLY ENVIRONMENT

While posted in the cafeteria it is expected that School Security Aides will actively patrol the area. While walking, School Security Aides should look for unauthorized materials such as dice, cell phones, or other contraband. They should also keep an eye out for signs of potential violence such as arguments, fight posturing, and crowds. If any students should approach a School Security Aide with information regarding inappropriate activities or behavior in the cafeteria the School Security Aide should immediately investigate the report and inform a building administrator of the result. Over time, School Security Aides will be able to see patterns to certain types of student behavior such as seating areas, conversation levels, travel patterns, social interactions, etc. Paying attention to these typical patterns may help to predict potential problems before they arise.

4. INTERCEDING IN STUDENT ALTERCATIONS

In an environment such as a cafeteria the likelihood of student altercations increases. Although precautions are taken to mitigate these types of activities, inevitably they will occur. If it becomes necessary to intercede in a student altercation there are several guidelines that need to be followed: (These guidelines will also be used outside of the cafeteria.)

- As soon as an altercation has been identified stern verbal commands should be issued to the students involved telling them to stop fighting or cease the inappropriate behavior. The use of de-escalation techniques should be applied.
- It may be prudent to ask for assistance from a fellow staff member or administrator if needed.
- As soon as is practical, School Security Aides must notify via radio appropriate school staff that a problem exists and assistance is needed.

- If a student altercation involves fighting or other violent acts and the student will not follow verbal commands, it may become necessary to use physical force to intervene. When physical force is used the following should be considered:
    - Use the amount of force needed to de-escalate the situation, no more.
    - Use physical restraint techniques that are appropriate to the age, size and physical condition of the student.
    - Never hit, punch or strike a student in any manner.
    - Never thrown a student into a wall, locker, or other object.
    - Never use a foreign object to strike, subdue or threaten a student.

- Students involved in a physical altercation will be taken, as directed, to the appropriate building administrator for disciplinary processing. While transporting a disruptive student be sure to maintain positive control over his or her actions. If needed, ask for assistance in transporting a student.
- Once delivered to the appropriate building administrator, it may be necessary for the School Security Aide to watch the student while he or she is processed.
- Any School Security Aide applying physical force during a student altercation must document the incident in their personal log book. Additionally, they may need to provide a statement pertaining to what they did or witnessed. They may also have to testify at a future hearing or in some cases criminal court.

VII. PARKING LOT PATROL

1. DIRECTING TRAFFIC

Personnel assigned to the parking lot may at times need to perform traffic control duties in order to ensure a safe environment. Due to the number of new drivers entering and exiting the parking lot combined with the high volume of pedestrian traffic, it is important to keep an eye out for hazardous situations. If a hazardous traffic condition is noticed every effort should be made to rectify the situation.

2. ASSIGNING PARKING SPACES

Parking spaces may or may not be assigned. If assigned parking is mandated, School Security Aides may be used to assist in the assignment of these spaces. Personnel assigned to parking lot patrol will need to ensure all students and staff park in the correct areas.

If any areas of the parking lot are reserved, only the appropriate person or persons are allowed to park in these spaces. Additionally, there is no parking authorized in fire lanes. These areas should be kept clear at all times for emergency response personnel.

3. REPORTING UNSAFE DRIVERS / CONDITIONS

It is important that all people driving on school property obey all the rules of the road and follow all posted signage. Any drivers who show blatant disregard for safety or who violate traffic rules will be reported to the building administrator.

In addition to unsafe traffic conditions, any unsafe physical conditions present in parking lots must be reported. Some examples of unsafe conditions are: ice, large pot holes, debris, missing/broken traffic signs, etc…

4. OBSERVING PARKING LOT ACTIVITY

Personnel assigned to parking lot patrol are responsible for actively patrolling and observing the parking lot for signs of illegal or unauthorized activity and maintaining a strong visible presence as a deterrent. Areas to consider while patrolling are:

- Suspicious persons observing the school from off school property.
- Persons entering school property for no valid reason.
- People walking around the parking lot looking into parked vehicles.
- Delivery vehicles parked in the wrong place.
- Passenger vehicles driving through the parking lot for no apparent reason.
- Unauthorized persons on school grounds.

Any activities that seem suspicious should be recorded in a note pad and reported to the building administrator. As much information as possible should be captured relating to suspicious activity such as; plate numbers, make and model of vehicles, times, exact locations and descriptions of persons. Keep in mind it may be possible to capture suspicious activity on the buildings security camera.

5. KEEPING STUDENTS ON SCHOOL GROUNDS

One of the most important functions of a School Security Aide is to ensure that students do not leave school property during the instructional day without proper permission. Any students leaving school grounds prior to the end of the day must have some form of written permission from the school to do so or be escorted by a parent or guardian.

Any students attempting to leave school grounds, either on foot or in a vehicle, prior to the end of the school day will be asked to provide a permission slip. Any students who cannot provide this slip will be directed to head back to the building. The main office should immediately be notified when a student has been caught attempting to leave school grounds without permission.

VIII. GENERAL DUTIES

1. MAINTAINING A VISIBLE PRESENCE

School Security Aides must project a strong visible presence in order to deter unauthorized activities and establish a safe environment. Security Aides must actively patrol the halls, common areas, restrooms and grounds in order to be effective. Security Aides should also maintain a high degree of professionalism and should act and behave in a manner which we would want the students to mirror.

2. PERFORMING SECURITY RELATED CLERICAL DUTIES

At times, School Security Aides may be asked to perform light clerical duties that may be linked to safety or security. The types of clerical duties are wide ranging and may include writing witness statements, assigning lockers, collecting attendance forms, issuing parking permits, or posting informational bulletins.

3. REPORTING AND INVESTIGATING UNUSUAL OCCURRENCES OR BEHAVIOR

One of the most important functions of a School Security Aide is to report and investigate unusual occurrences or behavior. An unusual occurrence would be anything observed that falls outside the scope of normal operations within the facility. If under normal circumstances a particular section of the building is normally a low traffic area and then suddenly becomes more congested, with no increased instructional activity in the area, this could be considered an unusual occurrence and should be investigated and reported. As the school year progresses, School Security Aides may start to see certain student behavior patterns change that could indicate something may happen. By maintaining a high degree of vigilance and quickly investigating unusual occurrences or behavior it is possible to head off trouble before it starts. The range of unusual behavior or occurrences is very broad and could include a variety of situations or circumstances. Areas of typical concern are;

- The distribution, sale or use of alcohol, tobacco, or drugs
- Vandalism to school property
- Indicators of gang activity

- Bullying
- Signs of impending physical altercations

Anytime an unusual behavior or occurrence has been identified, it must be reported to a building administrator. If the behavior warrants immediate action by the School Security Aide in order to stop an incident that could jeopardize the health, safety and/or welfare of students, staff or visitors in the building, then appropriate measures should be taken to stop the inappropriate behavior or condition.

4. MAINTAINING AN ORDERLY ENVIRONMENT

In order for the educational process to work it is imperative that students focus on school work with minimal distractions and or disruptions. By maintaining an orderly environment, we can minimize incidents that could potentially impact student learning.

While classes are in session hallways should be clear of traffic with the exception of other staff or students who have permission to go to other locations. Any disruptive behavior such as loud talking, running, stopping at classroom doors or other types of behavior that could impact instruction should be stopped.

Although it may be difficult to maintain absolute order while students are traveling between classes, it is possible to monitor the traffic flow and control certain behaviors that may create problems. Running, jumping and “horseplay” are not allowed and should be stopped. Additionally, students who slow the traffic flow by stopping to converse with friends should be moved along as soon as a problem is identified.

If altercations between students are observed, they need to be dealt with quickly and effectively. The same procedures previously outlined in “Interceding in Student Altercations” on page 7, should also be followed during altercations in other parts of the building.

The flow of visitors into our schools can sometimes be quite high. It is important to keep an eye on all visitors in order to prevent either intentional or accidental disruptions. Visitors must follow the same rules as students and staff when it comes to appropriate behavior. Any visitors becoming disruptive should be asked to cease the inappropriate behavior. Those visitors who do not comply will be asked to leave school grounds.

5. RESPONDING IN ACCORDANCE WITH SCHOOL SAFETY PLANS

There may be times when an emergency warrants the implementation of the school’s safety plan. When this occurs, there are certain actions which must be taken by School Security Aides. When implemented, directions to the School Security Aides will be provided by the building administrator regarding emergency actions and response.

6. DETECTING, DETERRING AND REPORTING CRIMINAL ACTIVITY

By maintaining a high level of professionalism and vigilance, detecting, deterring and reporting criminal activity should be second nature to a School Security Aide. Regardless of where the Security Aide is posted or assigned, they must always be aware of their surroundings. As soon as any criminal activity is suspected or observed it should immediately be reported to the building administrator.

When detecting criminal action in progress, it may or may not be prudent to take steps to intervene. The actions taken during a criminal act in progress should be based on a number of conditions such as:

The type of crime being committed: A non-violent crime such as trespass, smoking on school grounds, or vandalism can usually be handled with verbal interaction. However, if the crime happens to be violent such as a stabbing, shooting, or assault, or involves the use of a weapon in any fashion, then consideration should be given to the security aides ability to successfully intercede without being injured.

The number of security available to assist: A security aide assigned to the midnight shift may run into a crime in progress but due to the lack of immediate security support the intervention options available may be limited to issuing verbal commands or warnings and contacting the local police. The opposite situation would be working in the school during the school day. Security aides confronted with a crime in progress during the school day would have a number of security personnel to assist in a relatively short time span.

The number of persons involved in the crime: A crime being committed by an individual, whether violent or nonviolent, is very different than one committed by groups. Even a nonviolent crime may become difficult to deal with when it involves a group which can easily intimidate a single security person.

The location of the crime: A crime in progress, in the parking lot, may not have the same immediate concerns as one committed inside the building. If responding to a crime in progress would cause the degrading of security inside the building, thought should be given to waiting for police or more security to arrive.

The level of physical ability of the security aide: Personnel performing duties as School Security Aides range in size, age, experience and physical ability. If confronted with a crime in progress a security aide should consider his or her ability to safely intervene without becoming injured in the process. It may be prudent to wait for assistance from other security staff before making any physical intervention.

The crime involves a threat to a student: The primary purpose of the School Security Aide is to safeguard students. If a crime in progress should involve an act of violence toward a student, the need to intervene to stop the violence becomes more important.

NOTE: When considering actions to take during a crime in progress, the information provided in this section must be taken in its entirety. A single piece of information should not guide your decision. The crime in progress must be quickly assessed and evaluated against all the conditions impacting your decision on what actions to take.

7. PROPER USE OF HAND-HELD RADIOS

School Security Aides are required to carry and use hand held radios as a primary means of communication. In order for these radios to be effective it is important to utilize them properly.

When speaking on the radio you should clearly identify who you are, and who you are calling.

Always speak in a clear and steady voice. Try to avoid panic or yelling on the radio.

When transmitting information, it should be done using “clear speech radio procedures”. Simply put, say what you need to say without using codes or other confusing information. If a fight is breaking out and you need assistance, make sure that is the message sent. Do not simply say “I need assistance”. Not providing accurate information could mean the difference between an immediate response for assistance and a casual response to a non-emergency request. ***Remember, always make emergency calls in a clear, concise and complete manner.***

If the information needing to be transmitted is overly lengthy or may contain information that is sensitive and should not be transmitted openly, try to use a phone or have the intended receiver meet you in person.

When using a radio certain words or phrases are used to help clarify or transmit information:

SAY AGAIN…….. This means repeat your transmission.
COPY…….. This means you understand the transmission.
I SPELL…… This is used to inform the receiver you will be spelling a name.
BREAK……. This is used when radio transmissions are being sent and you need

to break in on the conversation due to an emergency or to provide important information.

When a transmission includes the name of a person or place it may be necessary to spell the name. If the transmission is not very clear the spelling may need to be done using a "Phonetic Alphabet". An example of this is:

A=ALPHA	N=NOVEMBER
B=BRAVO	O=OSCAR
C=CHARLIE	P=PAPA
D=DELTA	Q=QUEBEC
E=ECHO	R=ROMEO
F=FOXTROT	S=SIERRA
G=GULF	T=TANGO
H=HOTEL	U=UNIFORM
I=INDIA	V=VICTOR
J=JULIET	W=WHISKEY
K=KILO	X=X-RAY
L=LIMA	Y=YANKEE
M=MIKE	Z=ZULU

The radio is a tool to help Security Aides perform their jobs more effectively and efficiently. Personnel should refrain from making unnecessary transmissions and should at no times use inappropriate language.

IX. EXTERIOR BUILDING SECURITY CHECKS

1. INSPECTING WINDOWS AND DOORS

School Security Aides may be assigned to check the perimeter of the school to ensure doors and windows are locked. As a general rule there should only be one entrance to the school. All other doors should be kept closed and locked at all times. If doors are found open, they should be secured and reported to the building administrator. Although windows may be left open during the day, there may be times when a Security Aide is instructed to ensure they are also secured.

Windows and doors should also be checked for signs of tampering or damage which could indicate an attempt to enter the building illegally. Anything unusual should be reported.

2. INSPECTING LIGHTING

If a School Security Aide is assigned to an evening or early morning post they may need to conduct a lighting check of the area. If lights are found to be out or there is inadequate lighting found in certain areas, it should be reported to the building administrator in a timely fashion.

3. INSPECTING PARKING AREAS

Schools that do not have a School Security Aide assigned to their parking lot may occasionally have to perform a sweep of the parking lot. When this happens follow the guidelines printed in Section VII. "Parking Lot Patrol"

4. INSPECTING EQUIPMENT

School Security Aides assigned to exterior building checks should check all school owned equipment on the grounds for signs of tampering, theft, vandalism or other criminal activity. Some of the areas and or items to inspect are sheds, playgrounds, fencing, cameras, etc….

X. INTERIOR BUILDING PATROLS AND POSTS

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

1. RESPONDING TO ASSISTANCE CALLS

In order to keep the building safe and secure it is important for School Security Aides to react quickly and effectively to neutralize incidents. There may be times when incidents do not occur in your presence and you will hear calls for assistance. Whenever a call for assistance is heard it is imperative that any School Security Aides in the area respond to the scene. The determination of which School Security Aide will respond to a call will be dependent upon several factors:

- How close are you to the caller?
- What did the caller say was happening?
- Are you performing a task that merits your complete attention for safety or security reasons?
- Are you currently involved in an altercation or incident?
- As a general rule, if you can assist then do.

As personnel arrive on the scene they should perform a quick assessment of the situation. This assessment should include:

- What is the nature of the incident? Fight, protest, intruder, other emergency.
- How many people are involved in the incident?
- Are there adequate personnel on hand to deal with the situation?
- Is there a large crowd of spectators to deal with?
- What are the immediate safety or security concerns with this incident?

As stated earlier in this handbook, any calls made for assistance should be clear, concise and complete. It is important to let other School Security Aides as well as administrators know what they may be walking into.

2. OVERSEEING GROUP OR CROWD ACTIVITIES

Some of the most difficult situations to deal with are large crowds. At times the school may have an event or activity that involves a large number of students and staff in one location.

One group or crowd activity that occurs on a regular basis is the arrival and dismissal of students. When overseeing arrival activities attention should be paid to keeping students on school grounds and ensuring they are ushered into the building at the appropriate time. At dismissal, ensuring students are not involved in unauthorized activities and keeping watch for unauthorized persons mingling with students are major concerns.

When dealing with school sanctioned events such as concerts and assemblies, there are typical concerns of ensuring students don't "" slip out" or become overly rowdy. However, when dealing with crowds it should always be remembered that the dynamics of a well-behaved crowd can change very quickly and have the potential to become out of control. In these circumstances it is important to act quickly to de-escalate the situation. As soon as a crowd becomes unruly a call should go out for as much support as possible, to include police officers if needed. If possible, the crowd should be confined to a certain area. If a main instigator or cause for the incident has been identified, he/she should be removed from the crowd as soon as is practical.

3. CHALLENGE UNAUTHORZED VISITORS

All visitors to our schools must process through the main entry point into the building. As such, all visitors will have in their possession some type of visitors pass. If during the course of the day a visitor is encountered who does not appear to have a visitor pass, they should be challenged. When challenging:

- Inform an administrator you are approaching someone who apparently has no ID. Remember to give your location. ***This is extremely important because it may be the only time you have to sound the warning to others.***
- Politely ask the visitor if he has a visitor pass.
- If the visitor has a pass, ask them to display it at all times. Then escort the visitor to the area they need to go.
- If the visitor cannot find their pass escort them to the main entrance in order to get a new one. Once there, confirm that they did indeed process in before giving them a new pass. If they did not have a pass immediately notify an administrator and do not allow the person to enter the building.
- If a visitor does not listen to your requests or tries to get away from you, immediately contact an administrator and inform them that you have an intruder in the building.
- If a visitor begins to show signs of violence or emotional instability immediately contact an administrator and inform them that you have an intruder in the building.
- Do not try to challenge an already hostile or violent unauthorized visitor. ***The most important thing to do is sound a warning by contacting an administrator.***

4. INSPECT LOCKED AREAS AND "HOT SPOTS"

An easy way to help maintain a safe, secure and orderly environment is by randomly patrolling certain areas of the building to ensure no unauthorized or illegal activities are occurring.

School Security Aides should randomly check the following areas throughout the day:

- Rest Rooms – Look for illegal/unauthorized activities and vandalism.
- Custodial closets - Should be locked.
- Mechanical rooms - Should be locked.
- Vacant classrooms – Should be locked when empty.
- Vending machines – Look for tampering or vandalism.
- Supply closets – Should be locked.
- Fire extinguisher boxes – Look for tampering and vandalism.
- Out of the way stairwells and exits - Look for illegal/unauthorized activities and vandalism.
- "Hot Spots" – These areas can be determined as they pop up based on frequency of incidents and evaluation of other collected data.

XI. SPECIAL DUTIES

1. DETECTING AND REPORTING HAZARDS

In addition to performing typical security related functions and tasks, School Security Aides must also be aware of different types of hazards that could threaten the health and safety of students and staff. While on duty all personnel should be aware of and report:

- Open electrical boxes or outlets.
- Extension cords used continuously to supply power to an area or item.
- Portable heaters without a tip over shut off feature.
- Broken stairs, ladders, curbs or other substandard pedestrian paths.
- Wet floors or noticeable leaks.
- Strange fumes or smells.
- Blocked emergency exits.
- Fires- ***Immediately pull the nearest fire alarm if a fire is observed.***
- Icy surfaces.
- Any other noticeable condition that could impact the health and safety of students or staff.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

2. ESCORTING AND OVERSEEING VENDORS

There may be times when a School Security Aide is asked to escort a vendor in the building. While conducting an escort every effort should be made to keep the vendor away from students. While the vendor is on school grounds they are to proceed directly to the areas needing servicing and then return to the main entrance to process out upon completion of their task. Vendors will never be allowed in a classroom, rest room or other room alone with a student.

Normally vendors should be escorted by the department or section requesting or paying for the desired services.

3. PARTICIPATING IN MEETINGS

At the start of each day School Security Aides may need to participate in a daily "Stand Up" meeting. The purpose of this meeting is to ensure that all personnel have arrived for work in the proper attire, with the proper equipment and to share information pertinent to the day's activities. As the need arises School Security Aides may occasionally be asked to attend other meetings. It is expected that all personnel involved in meetings play an active role by listening and providing feedback when appropriate.

4. COMPLETING REPORTS

The proper documentation of incidents cannot be understated. Whether used in a criminal prosecution, Superintendent's Hearing, or other disciplinary case, a well written report or narrative can play a critical role in determining guilt or innocence.

All School Security Aides will be required to carry a notepad and pen. Any incidents, altercations, unusual observations or other noteworthy information should be logged. If a Security Aide is involved in an incident they may need to supply a written statement to an administrator or in some cases a police officer. When completing a statement always try to be clear, concise and complete. Try to stick to the facts surrounding the incident as you know them. Do not speculate or determine guilt.

It may be possible that a School Security Aide could be asked to complete an incident report. If this should occur, the same guidelines should be followed as in writing a statement. Keep the report clear, concise and complete. Include only facts as they relate to the incident and do not determine motive or guilt.

5. RENDERING AID TO INJURED PERSONS

Part of the training for School Security Aides is CPR, First Aid and AED.
Although the school nurse is the preferred person to render aid, there may be times when School Security Aides must act. The following guidelines should be followed when determining what type of aid is needed:

- Notify the main office that an injury has occurred and a school nurse is needed.
- Clear the immediate area of students and staff that may be in the way of responders.
- Wait for the arrival of a school nurse and assist as needed.
- If no school nurse is available:
  - Render aid commensurate with training level.
  - If needed, call for ambulance.
  - Call to get items to your location that you may need. AED, first aid kit, water, etc…
  - Keep the building administrator informed.
- When professional assistance arrives;
  - Brief them on all the actions you have taken.
  - Provide them with as much information as possible regarding what may have happened.
  - Get the location of the hospital they are taking the injured person to.
  - If a student, make sure personnel items not taken on the ambulance are secured in the main office.
  - Keep the building administrator informed.
- Document the incident.

6. USING SECURITY CAMERAS

One of the best tools available to assist School Security Aides in the performance of their duties are Video Surveillance Cameras. These cameras can be used to augment available security personnel by covering a large visual area with a minimal amount of people.

School Security Aides may be required to have a working knowledge of these systems. Some of the tasks that may be performed are:

- Surveillance.
- Reviewing old data for evidence.
- Retrieving data.

As systems are brought into service, applicable training will be provided.

7. MAJOR EMERGENCIES OR DISASTERS

In most cases, it is impossible to predict when and what type of major disaster or emergency may hit a certain area. In an emergency, quick and effective action must be taken to help ensure the safety of as many students and staff as possible.

During an emergency or disaster, the schools will initiate actions based on their School Level Emergency Plan or as directed by higher authorities. This plan may involve the use of School Security Aides to assist in managing the crisis. As situations develop the building administrator, acting as the Incident Commander, will provide instructions that could include:

- Securing all exterior doors
- Getting students and staff into classrooms
- Searching the building for suspicious items
- Evacuating the building
- Rendering aid
- Distributing supplies
- Sheltering students

If an emergency should arise prior to a scheduled lunch break, it may be necessary for the School Security Aide to remain on school grounds and assist in response to the incident.
Missed lunch breaks will be rescheduled when the emergency is over.

Some School Security Aides may find themselves assigned to a Building Response Team and may play a more detailed role in responding to a crisis.

DRILLS: In order to be prepared for an emergency, drills are sometimes conducted. School Security Aides are expected to participate seriously and professionally. This is an opportunity to practice actions that are expected during an emergency as well as test plans. Report any problems or possible barriers to implementation of plans or directives as soon as they are discovered.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

XII. DRESS CODE AND EQUIPMENT

1. DRESS CODE

In the performance of their duties, School Security Aides interact with students, staff and visitors on a daily basis. In many cases it is the School Security Aide who will be setting the first impression of the district or school.

In order to ensure a consistently professional image, all School Security Aides will adhere to the following dress code:

- French blue uniform shirt (District issued)
- Black slacks
- Black boots or shoes

Clothing worn to work should be clean and serviceable. No extra accoutrements will be added to the uniform without the permission of the building administrator. Staff ID cards are the only item authorized to hang from the uniform. Hanging earrings, long necklaces and other dangling jewelry may present a physical risk to security aides while performing their duties and must not be worn. If religious chains are worn they must be tucked into the shirt.

2. EQUIPMENT

Each school may opt to issue different types of equipment such as flashlight, rubber gloves, or CPR shields. These school issued items must be carried at all times while on duty. If, at any point in the future, the District opts to issue equipment, it will also become mandatory to carry.

As a minimum, School Security Aides must possess and carry, at all times, a pen or pencil and a notepad.

School Security Aides entrusted with keys shall keep them safe and return them at the end of the school year or as dictated by the building policy. At the end of employment, security personnel must return emergency plans, floor plans, note books, district ID and any other district issued clothing and equipment.

3. FITNESS FOR DUTY

School Security Aides are responsible for observing the actions and behavior of students and visitors to the building. They must also continuously watch for threats to the building occupants from a variety of sources and locations. As such, it is imperative that School Security Aides adhere to the following:

- School security personnel shall not consume intoxicating beverages while on duty, in uniform or out of uniform, or use (inject, ingest or inhale) any illegal drugs in any form. Security personnel shall not report for duty exhibiting the odor of intoxicants, or any of the elements or appearance of intoxication, no matter the source.
- Intoxicants, in any form, shall not be brought into any district facility or onto district grounds.
- Federal and state law prohibits the use of tobacco products on school grounds and at school events.

---------- END OF HANDBOOK----------

Training Requirements: Training for School Security Aides must have a certain degree of fluidity in order to meet new developments in security and to adapt to security related trends and threats and cannot always be put into the category of ancillary training. However, there are some core competencies that must be maintained through a regularly scheduled training program. Although not necessarily conducted on an annual basis, the following training topics have been identified as requirements for a successful School Security Aide training program:

- 8 Hour NYS Pre-Assignment Security Guard Course (acquired prior to employment)
- 16 Hour NYS "On the Job Training Course" (completed one time.)
- 8 Hour NYS Security Guard Refresher Course (annual requirement by NYS)
- Basic First Aid, CPR and AED operation.
- Use of Force
- Bomb Threat Awareness
- Terrorism Awareness
- Crime Scene Awareness
- Gang Awareness
- Drug Awareness
- District Wide Safety Plan Awareness
- Hazardous Communications
- Exposure Control
- Fire Safety and Extinguisher Use

SCHOOL MONITOR

Currently the Enlarged City School District of Middletown utilizes **School Monitors** to assist teachers in routine non-teaching duties, including pupil supervision, the following **job description** is provided:

General Statement of Duties: Helps School Teachers by assisting in routine non-teaching duties, including pupil supervision; does related work as required.

Distinguishing Features of the Class: This work of ordinary difficulty involving responsibility for assisting teachers by performing routine tasks including the supervision and care of children. Since there are definite limits on the type and complexity of assignments, the class of School Monitor differs in that respect from Teacher Aide, which usually involves duties of greater difficulty generally requiring specific skills or abilities.

Examples of Work (Illustrative Only):

- Assists teachers in supervising recreation and lunch periods and study halls;
- Guides children safely across streets and intersections;
- Maintains order in gymnasiums, locker rooms, and swimming pools;
- Oversees students passing between classes and in locker rooms, and on premises before and after school;
- Issues athletic supplies and equipment;
- Helps children in lower grades with wearing apparel;
- May perform simple clerical duties under close supervision;
- May render elementary first aide treatment.

Required Knowledge, Skills and Abilities: Good general intelligence; ability to get along well with children and command their respect; some knowledge of first aide methods; clerical aptitude; neat personal appearance; familiarity with classroom routine; good powers of observation; tact; courtesy; good judgment; good physical condition.

Acceptable Training and Experience: None Required.

IMPLEMENTATION OF SCHOOL SECURITY

School building security measures already implemented include: Entrance restrictions: all main entrances are posted with security staff, and visitor sign-in procedures established.

Perimeter Security: All exterior doors in schools will be kept closed at all times and only one visitor entrance utilized per building. All buildings should be conducting interior and exterior checks of their building in order to deter and detect unauthorized activity.

Emergencies: Handheld metal detectors have been purchased by the District to assist law enforcement if a threat is leveled against our schools and the need to conduct random searches should arise. School Security Aides are positioned at various locations around the district and in the schools based on identified needs. School Resource Officers, if provided, in addition to providing additional security for their assigned building, also have the ability to quickly respond to emergency security needs in our other schools as directed by their police supervisory staff.

Security Cameras: The District recently installed a comprehensive video surveillance system that provides camera coverage for all buildings. This system is designed to be used to deter and detect unauthorized activity as well as to provide documentation for both criminal and civil actions.

Staff Identification Badges: All staff personnel are issued a picture type identification badge. These ID badges must be worn at all times while on-site to identify them as District Employees. Currently this program is managed under the cognizance of the Director of Security.

DISTRICT RESOURCES

Personal Protective Equipment Supply Cabinet (PPE): All school buildings, as well as the Board Office and Special Services, have been provided with an "PPE" Supply Cabinet, which includes the following: Masks, Gloves, Hand-Sanitizer, wipes along with SDS, Asbestos and Emergency Building Management Plans.

Emergency Supply Cabinets: All school buildings, as well as the Board Office and Special Services, have been provided with an Emergency Supply Cabinet, which includes the following initial inventory:

KEYS: CABINETS ARE TO REMAIN UNLOCKED

SUPPLY LIST:

Caution\Safety Tape	2 Rolls
Duct Tape	2 Rolls
Respirator	2
Respirator Cartridge 4/pack	1
Rescue Blanket	10
Reflective Vest	2
Bulk First Aid Kit	1
Marking Paint – Orange	1
Fire Blanket	1
Cabinet 36w X 18d X 42h	1
Cabinet Wheel Kit	1
Vinyl Gloves – 100 pack	1
Leather Palm Gloves	2
Polypropylene Yellow Rope – 100 Feet	1
General Purpose Bolt Cutter	1
Adjustable Wrench	1
Hacksaw – High Tension	1
Linesmen's Pliers	1
Double Face Sledge Hammer	1
Flashlight	2
Battery "D Cell"	8
Zip Ties 18"	1 Package

Notes:

(1) Caster frames have been provided for the easy movement of these cabinets about the building or site.

(2) Building Administrators will ensure inventory of these cabinets will become part of their Building Level Safety Plan. Requests for replacement or additional items will be forwarded to the Superintendent of Buildings and Grounds for his review.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

Emergency Grab & Go Bags are school emergency bags that are filled with supplies that might need to be taken in an emergency. A minimum of two bags are kept in each school building. The bags contain the following inventory:

Item	Quantity Per Bag
Golf Pencils	5
Pens	2
Sharpies	2
First Aid Kit	1
CPR Mask	1
Notepads	1
Flashlight	1
Duct Tape	1
AM/FM Hand Crank Radio	1
Garbage Bags	3
Hand Sanitizer	2 bottles
Wet Wipes	10
Disposable Gloves	10 pairs
Face Masks	15
Safety Vest	1
Whistle	1
AA Batteries (for radio)	3

Buildings & Grounds

Manpower

Trucks

Portable Power

Heavy Equipment

Nurse's Offices (Throughout District School Buildings)

Medical Supplies

Pre-authorized Student Medications

Personnel Resources (Nurses, AED, CPR, First Aid Qualified):

Appendix B is provided as a listing of current personnel who have met and/or maintained their certifications for Nursing, Psychology or AED/CPR/First Aid. This list may prove invaluable when searching for qualified personnel during an emergency.

District-Wide AED Protocol:

Purpose:

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

Location of AED's:

AED's will be located in each of the student instructional school facilities and selected additional buildings of the Enlarged City School District of Middletown. The specific location of the AED in a building will be communicated to all staff and the County of Orange 911 Center located at 22 Wells Farm Road, Goshen, NY 10924.

Training Requirements:

District personnel who become AED qualified must forward a copy of their current certification in CPR and use of the AED from an American Red Cross CPR/AED, American Heart Association program or other nationally recognized training organization, to the Buildings & Grounds Office. With the exception of the School Nurse, certification is currently voluntary.

***NOTE**: In regard to Incident Command, AED certified personnel **must** be considered when establishing Building Level Response Teams.*

District staff members, who do become AED qualified, must re-certify on a biennial basis as a minimum.

AED Operation:

(Note: The following instructions apply to the AEDs currently in service in the district. The use of AEDs may be slightly different depending on the manufacturer and model. It is imperative that you follow the directions for the AED being used.)

To prepare for ECG analysis and defibrillation: (Taken from Cardiac Science AED Manual)

1. Assess the Patient. Determine that the patient is over 8 years of age or weighs more than 55 pounds and is both unresponsive and not breathing. Do not delay therapy to determine the patients exact age or weight. See the directions for use accompanying pediatric pads to replace adult pads with pediatric pads. **Call Emergency Medical Services!**
2. Prepare the Patient. Open the AED lid, wait until the LEDs illuminate and follow the voice prompts.
3. Place Pads. Follow the AED prompts to place defibrillation pads on the patient.
4. Analyze the ECG. During the analysis phase do not touch the patient. Wait for the next prompt.
5. Deliver a Shock. Follow the AED prompts and ensure that no one is touching the patient. The AED may deliver a shock on its own if no cardiac rhythm is detected, or the user may be prompted to press the shock button depending on the AED model.

6. Administer CPR. After the AED delivers a shock or detects a non-shockable rhythm, it enters CPR mode.

Quality Improvement Program:

An AED Reporting Form, located in appendix "B" of this plan, must be completed for each use of the AED. The Emergency Health Care Provider will review this form prior to its submission to Hudson Valley EMS. Additionally, the rescue data should be reviewed for appropriate treatment and improvements in the district program.

Basic Maintenance:

Weekly: A weekly sign-off log will be utilized to perform checks of the units at each building. A copy of this weekly check-off sheet is attached. The building administrator will appoint a person, and two alternates in the event of the primary's absence, to check each AED on a weekly basis. Nurse and Nurse's Office staff are highly recommended for this task. Weekly basis will be defined as each week, or any part thereof, the building is open for business. When the indicator LED near the handle is green, the unit is ready for use. If the indicator is red, contact the Buildings & Grounds Department immediately to correct the problem.

Other: Once notified of a problem, maintenance issues will be the responsibility of the Buildings & Grounds Department and will be completed in accordance with the Operating Instructions provided with the current AED model in use.

Reporting: An AED reporting form, located in appendix "B" of this plan, will be utilized upon the use of any District AED. Upon completion, the AED Reporting Form will be emailed to the Nurse Practitioner. The Buildings & Grounds Department will then coordinate with the District Nurse Practitioner for review of the form prior to its submission to Hudson Valley EMS.

AED Impound: Upon completion of administering an AED, the unit must be taken out of service for use by medical personnel in order to assist with either patient diagnosis or for forensic purposes. The District Nurse Practitioner should be contacted in order to impound the device and make arrangements for transportation to the appropriate medical facility and also provide a replacement unit to the school.

Responding to Opioid Overdose (Narcan):

As permitted by New York State law, the district will maintain stock supplies of life-saving emergency intranasal Naloxone (Narcan). The District will, upon suspicion of illicit drug impairment, ensure that the overdosed individual can access treatment from a Narcan trained personnel. The District will keep at least one Narcan kit in the school nurse office. Additional kits will be kept securely by each AED unit. See Appendix S for Community Nalaxone Usage Form.

Emergency Health Care Provider Direction:

The District Nurse Practitioner will provide Emergency Health Care Provider direction for the Enlarged City School District of Middletown. Development and review of District policy, training, and documentation will be constantly monitored by the District Nurse Practitioner.

VITAL FACILITY INFORMATION

Student Populations:

High School: [redacted]

Twin Towers: [redacted]

Monhagen: [redacted]

Maple Hill: [redacted]

William A. Carter: [redacted]

Presidential Park: [redacted]

Maple Hill Annex at Truman Moon: [redacted]

*Central Registration updates the enrollment statistics monthly.

Busing Requirements:

High School: [redacted]

Twin Towers: [redacted]

Monhagen: [redacted]

Maple Hill: [redacted]

William A. Carter: [redacted]

Chorley: [redacted]

Maple Hill Annex at Truman Moon [redacted]

Private and Parochial Schools:

[redacted]

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

Requirements:

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

[redacted]

[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]

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[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

HAZARD IDENTIFICATION

Faculty and/or staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed, to control any potential hazards associated within their work area. All concerns will immediately be reported to the immediate supervisor or building principal for required corrective action as needed.

The Enlarged City School District of Middletown will continue to work with outside emergency response agencies and Orange-Ulster BOCES Risk Management Department to evaluate potential hazards that may affect our District population. Building Specific Hazards will be identified by the Building Level Safety Committee/Threat Assessment Team and listed within the Building Level Safety Plan. As required, the Director of Facilities III will be responsible for reporting to the District-Wide Committee as well as Building Level Committees, threats that are reported by outside agencies. Building level committees will be notified through communication with building level administrators.

[redacted]

NOTIFICATION AND ACTIVATION

In the event of a violent incident, the on-site Incident Commander will immediately implement appropriate procedures, as outlined in the "Administrators Quick Reaction Checklist". As soon as possible the Incident Commander will advise 911 and the District Superintendent by best means, such as phone or radio. If the pre- established Incident Command Center is compromised by the incident, the pre-designated alternate center will be established as per the "Building Level Response Plan". In the event of an area wide emergency, (i.e., severe weather), The Board Office will alert District Personnel and other educational agencies within the school district, by radio, established telephone chain, and/or fax. "Building Level Safety Plans" will be followed to alert faculty, staff, students and guests as designated within each plan.

EARLY DISMISSAL

Should an emergency situation result in the early dismissal of students, the District Superintendent will advise building administrators when to commence early dismissal procedures. Each building's procedure can be found within each Building Level Plan.

BUILDING LEVEL PLAN

[redacted]

Annexes focus on critical operational functions and courses of action developed to carry them out. In New York State to ensure consistency, schools are provided with standardized definitions and suggested best practices of the following functional annexes:

- Shelter-in-Place/Shelter
- Hold-in-place/Hold
- Evacuate
- Lockdown
- Secure Lockout

NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)

Internal:

Should an incident that will affect our security posture begin within District buildings or grounds, the Superintendent, or direct representative, will be contacted by the On-Site Incident Commander, normally a building Principal, and apprised of the situation. The District Superintendent, will then contact appropriate district personnel in order to initiate District level response and support services to the emergency.

External:

Should the information that will affect our security posture be received from an outside source, such as the BOCES DS or local authorities, the Superintendent will direct Administrators to set appropriate security conditions within appropriate buildings for the protection of staff, students, and visitors. Although it is recognized that the actual event will dictate who will be able to notify appropriate outside authorities, such as fire, police, etc., the Incident Commander will normally be the only authorized person to contact outside agencies.

AVAILABLE COMMUNICATION METHODS

a. **District Phone System:** [redacted]

b. **Email:** The District-Wide E-mail System may also be utilized as a communications tool, although it must be recognized that all personnel are not monitoring their email on a continuing basis.

c. **NOAA Weather Radio:** All district manned buildings have been provided with a NOAA Weather Radio which may be helpful in determining the status of external weather conditions within our area.

d. **FAX:** All district manned buildings have fax machines available. These machines, although not continually manned or monitored, can be used as a communications method if necessary.

Fax Machine Numbers

[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]		[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	
[redacted]	[redacted]	

e. TV: The Enlarged City School District of Middletown operates Middie TV via our website www.middletowncityschools.org. This channel is under control of the Asst. Supt. for Business & Operations and can be utilized at any time to inform the public of emergency situations affecting our District.

Other TV Stations for Messaging:

WRNN TV: (914) 417-2799

WABC TV Channel 7: (917) 441-1291

WNYW TV Fox 5: (212) 452-3695

WNBC TV Channel 4: (866) 243-2076

f. Radio: The following radio stations are available for emergency notifications to the public.

Cumulus Media of Poughkeepsie

WPDH (101.5, 106.1, 106.3 FM)
WRRV (92.7, 96.9 FM)
Radio Disney (1340 AM, 1390 AM)
Mix 97 (97.7, 97.3 FM)
94.3 The Wolf (94.3 FM)
WKNY (1490 AM)

Calling hours and phone numbers:

(845) 485-1390 5:00 AM – 8:30 AM Monday through Friday
(845) 471-1500 8:30 AM – 5:30 PM Monday through Friday
(845) 454-2914 All other hours including weekends and holidays

Sunrise Broadcasting (845) 561-2131 ext 301

WGNY (103.1 FM, 1220 AM)
WDLC (1490 AM)
WTSX (96.7 FM)

Clear Channel Radio of Tri-State Log on to: http://clearchanneltristate.com/cc-common/closing/login

WNNJ (103.7 FM, 1360 AM)
WHCY (Max 106.3 FM)
WSUS (102.3 FM)

Clear Channel of the Hudson Valley (845) 471-2300 ext 1900

WBWZ (99.3 FM)
WELG AM (1370 AM)
WRNQ (92.1 FM)
WRWD (99.3FM, 107.3 FM)
WPKS (96.1 FM)

Watermark Communications (845) 794-9898

WSUL (98.3 FM, 95.7 FM)

Pamal Broadcasting (845) 838-6000

WHUD (100.7 FM)
WLNA (1420 AM)
WTBQ (1110AM) (845) 651-1110
WBNR (1260AM)
WSPK (104.7 FM)

PARENT NOTIFICATION PROCENDURES

Once appropriate security measures are set within the District, parent notification procedures will be initiated via local radio, MiddieTV, and the school website. Additionally, building administrators will initiate parent phone contacts by utilizing the appropriate listing contained within the building Rapid Response Crisis Kit, should an early release be initiated. Should time allow, a parent informational letter will be initiated by the Superintendent for all children to take home to their parent or guardian.

Emergency Notifications: The district possesses an emergency notification system capable of performing a variety of emergency notification tasks simultaneously. This system would be used to provide vital information to parents, guardians and the community through the use of phone calls, e-mails, and text messages. The protocols for using this system in an emergency can be found in Appendix "Q".

INCIDENT COMMAND (DISTRICT LEVEL)

Chain of Command:

General Staff

[redacted]

Command Staff

[redacted]

NOTE: The above may be modified at the direction of the Incident Commander, at any time, to allow for situational tailoring.

SECTION III: RESPONSE

District Emergency Telephone Numbers:

Title	Name	Business
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
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[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

SECTION III: RESPONSE

District Command Post

The district level command post will be utilized during an area wide crisis that affects multiple school buildings or when the scope and severity of the incident dictates a district wide response. The district command post may also be utilized as a district emergency operations center to provide resource support to district buildings during a crisis.

Location:

The **primary command post** for district wide emergencies or incidents will be located in the Buildings & Grounds conference room at the Central Administration Building. The **alternate command post** will be located in the Presidential Park Elementary Technology conference room.

Resources:

The primary command post will have access to all Building Level Safety Plans, District Wide Safety Plan, land line communications, computers, transportation, radio and television broadcasts and emergency supplies. This area will also typically maintain adequate cell phone signal for use with district cell phones.

Operations:

Access to the command post during an emergency will be strictly limited to those personnel either on the Incident Command list or who play a role in managing the crisis and have a need for access.

Access to the command post from non-district personnel, such as police, fire and EMS representatives, will be through the Buildings & Ground delivery entrance behind the Central Administration Building.

Building Response Teams

The key to a successful response to an emergency is by providing well trained and motivated personnel to act as a Building Response Team. In order to meet the emergency needs of the students and staff in the District each school will establish and maintain a Building Response Team. This team should be comprised of a cross functional group of staff members who will perform certain functions and tasks during an emergency. The Building Response Team will be comprised of seven smaller elements referred to as “units”. Each unit performs specialized tasks as dictated by the nature and or scope of the emergency. The following units make up the Building Response Team:

Communications Unit
Supply Unit
Medical Unit
Shelter/Release Unit
Search & Accountability Unit
Buildings & Grounds Unit
Safety Unit

Appendix “K” contains basic operational instructions for each unit. These operational instructions should be used to conduct training for team members and as guides during

drills or actual emergency situations. Appendix “L” contains forms that could be useful in helping team members perform their assigned unit tasks.

[redacted]

Coordination with Local and County Agencies

Coordination with local and county agencies is an on-going effort through events like table-tops and District and/or Building Level Safety Committees. This District-Wide Safety Plan has been distributed to all concerned Police and Fire Agencies throughout our District. Due to confidentiality, Building Level Plan specific items are covered with these agencies at Building Level Safety Committee Meetings.

ALL EMERGENCIES
FOR FIRE, POLICE & AMBULANCE
DIAL 911 on-campus; 911 off-campus

FIRE DEPARTMENT

Middletown:	343-4000
Mechanicstown:	343-1016
Silver Lake:	343-2311
O.C. Fire Coordinator:	374-0100
Pocatello:	469-4911
Fire Police:	343-5887

POLICE DEPARTMENT

Middletown:	343-3151
Town of Wallkill:	692-6757
State Police:	344-5300
FBI:	615-1700

TRANSPORTATION

Mid-City Transit:	343-4702 Dan Higbie (W); 649-4800 (C)
District Liaison:	326-1144 Asst. Supt. Business & Operations (W)

BOCES

District Superintendent:	294-5341
Risk Management:	781-4887 Kevin Sullivan (W) 590-9609 (C)

DEPARTMENT OF PUBLIC WORKS

343-3169

WEATHER

877-447-6699

RED CROSS

294-9785

HOSPITAL

Orange Regional Medical Center

707 East Main St.

Middletown, NY 10940

(845) 333-1000

POISON CONTROL

914-366-3030

GAS LEAK

800-533-5325

ORANGE & ROCKLAND

986-1191

NON-PUBLIC SCHOOL DIRECTORY

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

SECTION III: RESPONSE

[redacted]

SECTION III: RESPONSE

[redacted]

SECTION III: RESPONSE

SECTION III: RESPONSE

SECTION III: RESPONSE

----------START OF BOMB THREAT RESPONSE FORM----------

BOMB THREAT RESPONSE FORM

Be Alert! Get Specifics! Be Responsive!

Person receiving call: _____

Exact time of call: _____

Exact words of call

_____

_____

Questions to Ask

When is bomb going to explode?

Where is the bomb?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why?

Where are you calling from?

What is your address?

What is your name?

Caller's Voice (circle)

Accent	Crying	Giggling	Normal
Squeaky	Angry	Deep	Lisp
Sincere	Stressed	Broken	Disguised
Loud	Slow	Stutter	Calm

Remarks:

_____

Person receiving call: _____

Telephone number call received at: _____

Date: _____

Report call immediately to:_____

SECTION III: RESPONSE

(refer to bomb incident plan)

Background Sounds (circle)

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

Threat Language (circle)

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

Remarks: _____

Date: _____

Name: _____

Position: _____

Phone Number: _____

----------END OF BOMB THREAT RESPONSE FORM----------

SECTION III: RESPONSE

[redacted]

SECTION III: RESPONSE

[redacted]

----------START OF POTENTIAL VIOLENCE INCIDENT SUMMARY FORM----------

POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

Student's Name: _____ **Date:** ___/___/___
DOB: ___/___/___ **Grade**_____
Name/Title of Person Completing Form:_____
Parents' Name:_____
Address:_____
Home Phone: _____ **Work Phone:** _____

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

_____
_____
_____
_____
_____
_____
_____

Actions Taken & Recommended Follow Up:

_____
_____
_____
_____
_____

Notification (names, titles dates):
Police: _____
Student's Parents: _____
Potential victim(s) and potential victim(s)'
Parents: _____
Others: _____
Referrals (names, titles, dates): _____
Psychiatric evaluation: _____
Community Services: _____
In-school Services: _____
Discipline specify): _____
Other: _____

SECTION III: RESPONSE

Imminent Warning Signs for the Potential of Violent Behavior

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

Early Warning Signs for the Potential of Violent Behavior

1. Social withdrawal/lacks commitment or connection to a group or persons.
2. Excessive feelings of isolation and being alone.
3. Excessive feelings of rejection.
4. Often the victim of aggression, bullying, or other violent acts.
5. Feelings of being picked on/persecuted.
6. Low school interest/poor academic performance.
7. Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior.
8. Regularly involved in behavioral/discipline problems.

Behavioral difficulties at an early age - the earlier the problems, the higher the likelihood of serious problem in adolescence.

9. Past history of violent and aggressive behaviors.

----------END OF POTENTIAL VIOLENCE INCIDENT SUMMARY FORM----------

SECTION III: RESPONSE

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SECTION III: RESPONSE

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SECTION III: RESPONSE

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SECTION III: RESPONSE

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SECTION III: RESPONSE

[redacted]

SECTION III: RESPONSE

POST CRISIS RESPONSE

1. Assess the degree of support needed.
2. Notify BOCES in order to activate County Crisis Plan (if necessary).
3. Designate a person/staff to handle crowd control.
4. Gather staff together before dismissal for the day in order to provide an update. Plan for deployment of support staff for the next day.
5. Meet with Central Office (and Board members, if appropriate) to review incident and plan for the next day.
6. Assign a district spokesperson to deal with the media.
7. Assess the needs of community. e.g. community meetings to disseminate information. Contacting PTO's to provide food and babysitting services for affected families.
   - Pay particular attention to family and friends of deceased, and persons with recent or a history of suicide threats or attempts.
   - If needed, set up a support systems using counselors.
   - Review and implement Sudden Child and Adolescent Death procedures outlined in the Recovery section of this publication. (Use these procedures relative to your needs)
8. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff.
9. Assign counselors to buildings.
10. Assign staff members to visit hospitals; e.g. nurses.
11. Provide a press release (if appropriate). Monitor needs as the day progresses and modify accordingly. (e.g. If a student is critical and should die during the school day.)
12. Assess the need to bring in additional experts, determine need for ecumenical services.
13. Determine need to designate individuals to attend funerals.
14. Continually update key people of the status of the situation as it changes.
15. Hold an end of day session with counselors and staff to assess needs for the next day. Repeat this process of holding meetings in the morning and at the end of the day. Hold meetings until it is determined that the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crises may give you an inaccurate read of the needs of your district since people are in shock.

PROCEDURES FOR OBTAINING ADVICE AND ASSITANCE FROM LOCAL GOVERNMENT OFFICIALS:

The District can readily obtain advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law through the County of Orange Emergency Operations Center which operates 24 hours a day. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies include the following:

Superintendent or his designee, in an emergency situation will be the School's Emergency Management Coordinator and works with local/county/state government officials at the County of Orange Emergency Operations Center for obtaining advice and assistance.

DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY:

In an emergency, the Superintendent/Designee will be the Schools' Emergency Management Coordinator and works with local/county/state government officials at the County of Orange Emergency Operations Center for obtaining resources, such as facilities, buses and trucks. Further discussion of District Resources is available in Section II, page 21.

PROCEDURES TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES

In any emergency, the Superintendent/Designee will be responsible for the distribution of manpower and district resources.

PROTECTIVE ACTION OPTIONS:

The Superintendent may take the following actions in response to an emergency where appropriate: A. school cancellation, B. early dismissal, C. evacuation, and D. sheltering. Examples of actions include the following and are made in cooperation with local emergency responders:

A. School cancellation

1. The Superintendent/Designee will monitor any situation that may warrant a school cancellation.
2. The Superintendent/Designee will make determination.
3. The Superintendent/Designee will contact local media.

B. Early dismissal

1. The Superintendent/Designee will monitor situation.
2. If conditions warrant the Superintendent/Designee will close school, contact Transportation Supervisor to arrange transportation, and contact local media to inform parents of early dismissal.
3. Set up an information center for parents to make inquiries.

4. Retain appropriate personnel until all students have been returned home.

C. Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

1. The Superintendent/Designee will determine the level of threat.
2. Contact Transportation Supervisor to arrange transportation.
3. Clear all evacuation routes and sites prior to evacuation sites.
4. Account for all student and staff population. Report any missing staff or students to Superintendent.
5. Make determination regarding early dismissal.
6. If determination was made to dismiss early, contact local media to inform parents of early dismissal – *Incident Reporting Form.*
7. Ensure adult supervision or continued school supervision/security.
8. Set up an information center so that parents may make inquiries as to the situation.
9. Retain appropriate district personnel until all students have been returned home.

D. Sheltering sites (internal and external)

1. The Superintendent/Designee will determine the level of threat.
2. Determine location of sheltering as depending on nature of incident.
3. Account for all student and staff population. Report any missing staff or students to designee.
4. Determine other occupants in the building.
5. Take appropriate safety precautions.
6. Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
7. Make appropriate arrangements for human needs:
    i. Maximum of 3 days shelter should be considered.
    ii. Conduct an inventory of on-hand food and beverage items and prepare for possible distribution to schools based on school population.
    iii. Control the use of rest room facilities during emergencies involving water restrictions. Be prepared to establish hygiene areas for cleaning and waste control if bathrooms become unusable. Use of trash baskets and plastic bags may be necessary.
    iv. Control the use of hot water during emergencies involving water restrictions. Be prepared to use water in hot water heaters for drinking.
    v. Restrict access to the high school pool and be prepared to use pool water for hygiene purposes.
    vi. Plan and organize recreational activities for students. Limit access to media sources if the nature of the incident may create undue stress and panic.
8. Retain appropriate district personnel until all students have been returned home.

SECTION IV: RECOVERY

INTRODUCTION

The Enlarged City School District of Middletown's resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) by supplying trained Health & Safety technical support and other professionals as needed. Assistance is also available via the Risk Management Office of Orange/Ulster BOCES at 781-4887.

The District Superintendent's office, in coordination with the Director, Special Services, will coordinate Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s) by requesting implementation of the County of Orange County-Wide Response Plan if necessary.

Two appendices follow this page in the Recovery Section of this document. The first document appended is from the Federal Emergency Management Agency (FEMA) Multi-Hazard Program For Schools. It asks the thought provoking-questions which need to be considered *before* an incident occurs. It lists 4 steps to be taken that have been formulated after numerous school tragedies occurring around the country have been analyzed by Trauma Psychologists. The second is the County of Orange document entitled "County-Wide Response Plan To Sudden Child/Adolescent Death". The County-wide Response Plan was developed to provide guidelines for school administrators and clinical personnel in preparing for and reacting to the sudden death of a student, faculty member or staff member. This plan provided strength and guidance during events on a large scale; specifically, the tornado at East Coldenham Elementary School, Valley Central School District, and a Monroe-Woodbury bus accident which resulted in the death of a student. Following these events, the knowledge and insights gained by the individuals who dealt with the aftermath of these tragedies were incorporated into the County-wide Response Plan. These documents have been incorporated in the BOCES –wide Safety Plan to help administrators to learn from the painful experiences of the past and serve to guide staff, students and families through crises which may arise in the future.

PLANNING FOR THE PSYCHOLOGICAL AFTERMATH OF SCHOOL TRAGEDY

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

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

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

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

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PRINCIPLES OF POSTVENTION

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

Reduce Fear

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

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

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

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

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

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

While exercising sensitivity, we reduce fear by providing students and staff factual information about what happened, the deaths, and the grieving process to be

expected in the days ahead by organizing the school day with as few changes as possible and by providing an open, accepting atmosphere allowing the "secret" fears, questions, and feelings of students and staff to come out.

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Facilitate Grieving

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

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

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

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

The initial response of most people to learning that someone they know has died is shock. Shock is usually a numbness, feeling like in a fog or spacey during which the full impact of

What's happened may not have sunk in. People in shock usually don't talk a lot and mostly need friends to be patient and not assume that they're unaffected just because they're not emotional.

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

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

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

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

Promote Education

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

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

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

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

1. Selection of the Crisis Response Team. A crisis response team of perhaps three to five members with authority to make decisions in the time of crisis needs to be chosen. The team is responsible for both planning and implementation of postvention. Among its members should be staff who have some respect in the school, are sensitive to student and faculty needs, are committed to personal involvement in a crisis response, are able to be decisive, and who are relatively calm under fire. The crisis response team would conduct planning for the remaining tasks and, along with the building principal if he or she is not on the team, be responsible for carrying out the school's response to a suicidal death on the days succeeding it.

2. Identification of Media Liaison Person. One person within the school district should be designated to handle all contact with newspaper, television, radio, and magazine reporters and shield school personnel from media intrusion. Media

personnel should not be allowed in school. All school students and staff should be firmly instructed to refer any phone or personal contact, whether in school or at home, to the media liaison person whose phone number should be readily available and who should receive instructions on what information to release from the crisis response team. A press release should be prepared to serve as a basis for talking with the media. In general, the less publicity death receives the better.

3. Identification of Family Liaison Person. The crisis response team should designate a representative of the school to initiate immediate and appropriate contact with the family of the dead student, to express the empathy and concern of the school, to answer parents' questions regarding school plans; to ascertain family wishes and plans regarding funeral, wake and memorials; to discretely obtain the information about the death and the circumstances surrounding it; and to offer to help the family with support, contact with community resources, or perhaps tangible help like driving, food, babysitting, or talking with siblings. The family liaison person should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy, and use intuition about maintaining some contact with the family during the weeks ahead. The crisis response team may choose one family liaison person for all situations or a different one may be designated for each crisis based on the person's relationship to the deceased student or his/her family.

4. Organization of Staff/Telephone Network. A telephone network or tree should be developed wherein each school staff member is called as soon as possible after the incident has occurred, given the brief basic facts, and notified of the time and place of the emergency staff meeting to be held usually before the next school day. Care should be taken to reach not only faculty, but all auxiliary and related personnel as well. Furthermore, selected staff members in schools throughout the district should be notified, particularly in schools attended by siblings or schools from which support staff may be borrowed to help during the crisis.

COUNTY OF ORANGE COUNTY-WIDE RESPONSE PLAN TO SUDDEN CHILD/ADOLESCENT DEATH

I. Introduction

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

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

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

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

II. Specific Response to Sudden Child/Adolescent Death

A. Preparatory (before sudden/adolescent death)

1. School districts designate which in-district clinical support staff (psychologist, social workers, guidance counselors, etc.) will be assigned, as Crisis Team Members, to each building in the district should a crisis occur.
2. School Principals designate the potential locations of crisis centers.
3. School districts should project the extent of their need for support from the county-wide crisis team prior to a crisis situation.
4. School districts designate a primary spokesperson to deal with the media.

5. School principals designate, in advance, which building staff member will serve as an assistant organizer/decision maker during the time of crisis.

B. Procedural (after sudden child/adolescent death)

Alert Day

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

C. Day One (In School)

1. Early morning faculty meeting is held with several purposes:
   a. Principal reviews the known facts of the case, in order to establish a common reference base and to dispel rumors.
   b. Principal introduces crisis team members; reviews special schedule for day; and communicates the location of the “crisis centers.”
   c. Crisis team members describe the feelings which students may be experiencing and suggest how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
   d. Guidelines are provided for helping any students who are upset and for having them escorted to one of the “crisis centers” set up in the building (guidance office, etc.). Faculty should identify close friends of the deceased and other high need students for potential follow-up.
   e. Teachers are encouraged to allow students in their classes free expression of grief. <u>The guiding principle is to return to normal routine as soon as</u>

possible within each class and within the school. School-wide assemblies or memorial activities are discouraged. Students (individually) should be allowed time needed to express grief. Not all students will recover at the same rate, even those who have no close relationship to the individual.

f. The teachers are asked to dispel rumors wherever possible, and to discourage any "glorification" of the event. For example, if a student is heard to say, "I wouldn't have the guts to kill myself," the teacher can respond, "We all care for the individual and his/her family, but suicide is not really a brave act! It is far more courageous to go on living and to face your problems each day as you and I do.

g. The principal and/or guidance counselors and clinical staff may meet with each grade, either by individual homerooms or by total grade (if possible) in order to:

- Review the known facts and to dispel rumors.
- De-mythologize the act. (This is not heroism or a media event. It is a real concern for the family.)
- Inform students and staff of the location and role of the crisis center.
- Encourage students to express their reactions in whatever way is appropriate for them. (All responses are acceptable, from severe upset to no reaction whatsoever).
- Discuss possible feelings of guilt or feelings of responsibility.
- Discuss possible fears for their own safety and that of their siblings and peers.
- Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.
- Reassure students that any adult in the building is available to help.

h. Telephone calls are made to parents of individual students who are particularly upset during the day. The crisis team will collaborate to determine which parents are called. The telephone contact is ideally handled by clinical staff that can explain the student's reactions to the parents. This person should give appropriate advice as to how the parents should handle their son/daughter. Some parents may be asked to pick up the student at the school.

i. All building staff are assembled after school to:

- Allow for the expression of feeling and mutual support. (After a full day of dealing with their own emotional responses and that of their students, the teachers are generally quite drained).
- Review the events of the day.
- Review the characteristics of high-need students (those who seem especially upset or depressed or show other signs of not dealing well) and compile a list, based on staff observations, of individual student reactions during the day.
- Announce funeral arrangements and encourage staff to attend, in order to provide support to students and their families.

SECTION IV: RECOVERY

Follow-Up Activities

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

A. Outside consultants may be called upon. At this point, it may be helpful to have "outside" professionals because they are not emotionally involved and can, therefore, provide objective support and direction. Some of the services they can provide are:
    - Recommend to parents private evaluations for "high-risk" students.
    - Speak at a general faculty meeting on the issue of adolescent suicide, identification, prevention, response.
    - Conduct evening informational meetings for all concerned community members.
B. Guidance and clinical staff continue meeting with individual students and small groups to provide support, and to further identify "high risk" students and faculty.
C. Contact all parents of students identified as "high risk" to express concern and to suggest possible follow-up evaluation by informing parents of community and Orange and Ulster County resources available.
D. Outside consultant and school staff may conduct an evening meeting of all concerned parents to answer questions and allay concerns.
E. Guidance and clinical staff continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff.
F. The principal and superintendent of schools will determine whether letters should be sent to parents of "high risk" students reminding them to seek a private or community professional evaluation, in order to insure the health and safety of the child. (Return receipt mail is suggested.)
G. "School/Community Steering Committee" can be formed and can plan a meeting of the teenagers of the town.
H. "Front-line" staff that has been dealing directly with the crisis should meet with a consultant for expression of feelings and mutual support. (This is a very necessary ingredient).

Closing Comment

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

ADDENDUM-EVENT WITH MULTIPLE CASUALTIES

I. Introduction

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

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

II. Specific Response to an Event with Multiple Casualties

A. Pre-crisis Planning

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

1. Each school district should develop, review and annually revise a district-wide Emergency Management Plan and a Crisis Response Plan. Building administrators should annually review with staff the main components of these plans, including personnel assignments.
2. Key district and building personnel should receive professional in-service training, as identified below:
    a. Key administrators and crisis coordinators should be trained in how to prepare for disasters and in procedures for responding to disasters;
    b. Key administrators, pupil personnel service staff and other designated responders should be trained in crisis intervention techniques; and
    c. Key administrators, pupil personnel service staff and other designated responders should be trained to provide grief counseling and long-term clinical services for Posttraumatic Stress Disorder.

3. District administrators should plan a communication mechanism to maintain control of the communication process. Methods and time frames should be established to convey information to various audiences: staff, students, parents, board members, State Education Department, physicians, clergy, general public and media.
4. District administrators should develop lists of resources which may be called upon in the event of a crisis, e.g., volunteer service agencies, physicians, clergy, private security companies, State and County resources, insurance contacts, press contacts.
5. District administrators and/or pupil service personnel should develop a library of crisis-related materials for parents, teachers, counselors, clinical personnel and community members.

B. <u>The Day of the Disaster</u>

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

1. Notify emergency services, e.g., police department, fire department, mutual aid, and ambulance.
2. Assess the damage and the amount of support needed.
3. Notify the District Superintendent to activate the county-wide Response Plan. The District Superintendent will need to know:
   a. the nature and extent of the disaster (numbers of students involved);
   b. the approximate number of Crisis Team members needed (assess high); and
   c. the type of Crisis Team members needed, e.g., school psychologists, social workers, nurses.
4. Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to

   a. Coordination
   Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services.

   b. Notification of Parents
   Assign personnel to a calling committee to inform parent(s) or Guardians about the disaster and related procedures. (E.g., bussing, pick up of children, school closing and support services that will be provided.)

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

   d. Counseling and Direct Intervention
   Assign staff and temporary personnel, assigned through the County-wide Response Plan to provide direct intervention to affected individuals. A team leader from the district should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.

e. Media Control

Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and/or videotaping.
Note: The area may need to be secured for police or insurance purposes.

f. Coordinate Volunteers

Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations and to maintain lists of volunteers and services provided.

g. Notification of Other Individuals

Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals (e.g., club members or non-public students) who may need to be informed of available support services.

5. Designate an Official spokesperson (usually the Superintendent of Schools) to deal with the press.

6. Obtain additional crisis intervention support personnel from sources such as County, State and State Police, if needed.

7. If students or staff are hospitalized, assign Crisis Team members to the hospital(s) to work with families, students, faculty and staff, as needed.

8. Close school in the affected building or district-wide, if needed. Notify media of closing, following established district procedures.

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

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

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

10. To promote continuity and structure, develop and distribute the following materials:

    a. Crisis Team assignment rosters which lists name, organization, home phone, work phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators;
    b. A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team;
    c. Building floor plans should be distributed to the volunteer workers and the Crisis Team;
    d. Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers;
    e. Copies of materials describing reactions and how to cope with crisis should be available for faculty members and parents;

f. Copies of clinical materials about crisis, expected reactions, Post-traumatic Stress Reaction, etc. should be made available to counselors and the Crisis Team; and

g. Copies of forms to be used to identify "high risk" individuals who appear to be suffering traumatic reaction should be distributed to the Crisis Team.

C. The Day(s) After the Disaster

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

1. Cancel regular classes on the day(s) following a disaster, if needed. The Crisis Team should be available to meet with parents, students and staff at the affected site or another designated site. Provide childcare services. Teachers should be available (in their classrooms, if possible) to provide a sense of "normalcy" and support.
2. Develop press releases, as needed.
3. Maintain complete rosters of:
   a. Crisis Team members—name, district or agency affiliation, address, home and work phone numbers and the length of time available; and
   b. Volunteer Workers—name, home and work phone numbers, service provided and date. These rosters can be used later to generate thank you letters.
4. Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.
5. If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised.
6. Determine the need, nature, content, timing and location of public meeting(s) to review the disaster; describe crisis intervention, insurance and other responses; and allow structured community comment. Obtaining an outside expert on disaster or trauma may be advisable; a "neutral" expert may help to diffuse some of the emotion surrounding the incident
7. Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
8. Conduct regular briefing meetings with all administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff (this should be continued daily throughout the crisis phase). The focus of these meetings should be to:
   a. Provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan;
   b. Distribute materials (items b, e, f and g, above), as needed;

c. Announce daily Crisis Team assignments;

d. Review organization and communication chain;

e. Provide daily contact with coordinating agencies to define needs and roles of support personnel;

f. Determine a need for teacher substitutes.

g. Share information about perceived student, staff and community needs; and

h. Provide a mechanism for interaction among teachers, support personnel and clinical staff.

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

Also Note: Personnel who have been directly involved in the disaster may be traumatized; additional support and/or temporary relief from decision making processes may be needed.

9. Provide follow-up counseling sessions for staff, faculty and transportation personnel, emergency workers (e.g., police, rescue squads or hospital staff) and Crisis Team members, as needed.

10. Obtain a trained trauma counselor to debrief traumatized teachers, students, support personnel and community members.

D. <u>Long-term Response</u>

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

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

SECTION V: PANDEMIC PLAN

INTRODUCTION

A pandemic is an epidemic that spreads rapidly around the world with high rates of illness and death. Although people are exposed to different strains of the flu virus and other viruses every year, history has shown that several times each century, entirely new viral strains develop. Because no one has had a chance to develop immunity to the new strains, it can spread rapidly and widely. If the changed virus causes serious illness and easily spreads from person to person, a pandemic can occur.

Pandemics are different than seasonal flu outbreaks. Seasonal flu outbreaks are caused by small changes in influenza viruses that people have already been exposed to. A new flu vaccine is developed each year to protect people against the expected changes in existing viruses. That's why annual flu shots are needed and are effective. But since a pandemic is caused by an entirely new strain of virus, preparing a vaccine in advance is not as simple as it is for seasonal flu.

The outbreak of a pandemic can cause major disruptions throughout the community and the nation. Although potentially devastating, through proper planning and response the effects of an outbreak can be dealt with in a timely and efficient manner. The purpose of this section is to help minimize the impact of a pandemic upon the operations of the district. Additionally, through timely notification and education for students, staff and parents of the district, it is hoped that the impact upon the community can also be lessened.

[redacted]

COMMUNICABLE DISEASE NOTIFICATION

Due to the nature of how a pandemic would start, its spread could possibly be tracked. With this said, there may be warning signs that the pandemic is getting nearer. In order to accurately time the proper action steps for a pandemic, it is imperative that the school district work closely with the local health department to determine if a pandemic has reached our area. It is possible that a pandemic could initially be mistaken for some other type of illness or it could hit our area in the first wave. In any case, it is important that any notification of a communicable disease be responded to and evaluated by proper authorities in order to determine the proper course of action relative to the disease.

The following checklist should be used whenever a notification is received from any source regarding a communicable disease outbreak:

CONTAGIOUS DISEASE OUTBREAK

SEQUENTIAL RESPONSE ACTIONS: This checklist is to be used to assist school officials to respond to a notification of a communicable disease. **(If notified by the Orange County Department of Health about a pandemic outbreak in the area utilize the district's "Pandemic Outbreak Plan" outlined in this section.)**

1. Upon notification of a communicable disease from any source, confirm the report with the:
    - Orange County Department of Health (845) 291-2332
    - The physicians' office or hospital (If written notice is delivered by student or parent.)
        a. If confirmed by the physician or hospital, contact the Orange County Department of Health.
2. Notify the following district officials:
    - Superintendent
    - Director of Pupil Personnel & Special Services
    - Nurse Practitioner
    - Building principals or designees (see **Emergency Telephone List**)
3. Assemble a team to evaluate the situation and determine plan of action. Team should include; Building Administrator, School Nurse, Nurse Practitioner, and Orange County Health Dept. Official. (Based on the scope and nature of the disease, a Health Department Official may not be able to physically attend a meeting and will provide guidance via telephone.) The team will identify:
    - Source of contagion
        - Airborne or direct contact spread.
        - How contagious is the disease?
        - How many people are affected at this time?
        - What is the incubation period?
        - Will there be more cases expected?
    - This will determine if:
        - School will remain open during this period.
        - School will be closed until contagion is identified or still at risk of spreading.
        - If mass vaccination or testing will be performed on students/faculty/staff.
4. Letters to parents/faculty and staff that identify the contagious condition of a student or students at the school should be distributed. Indicate that direction is taken from the County Health Department, and give an outline of the school district's plan. Provide telephone numbers and web sites to families regarding further information related to the communicable disease. Include an information sheet on the applicable

communicable disease. This information can be found at http://www.health.state.ny.us/diseases/communicable/index.htm

5. Give clear concise directions to the custodial staff in the affected building. Take direction from the county regarding disinfection efforts. Make sure efforts for cleaning is throughout the entire building and not targeted to one classroom or location.
6. Prepare a press release and anticipate calls or visits from news agencies. Ensure a single point of information release is maintained, preferably through the designated district PIO (Public Information Officer).
7. If deemed necessary, schedule community meetings to answer questions and update information as needed.
8. It may be necessary to activate the critical incident counseling team in response to loss of life or other trauma brought on by the incident.
9. Upon conclusion of the incident a debriefing should be conducted and the checklist reviewed and revised as needed.

HOW TO USE THE PANDEMIC PLAN

Step One:

Prior to any reports of increased pandemic activity, review all information contained in this plan in order to designate key personnel and or teams for support roles and to become familiar with actions to be taken during increased alert levels. Particular attention should be paid to the section entitled **Pandemic Response Planning Considerations.**

Step Two:

As the threat of a pandemic begins to develop, review the **World Health Organization (WHO) Alert Phase Chart** on page 122 for a short description of the current alert phase.

Step Three:

As cases of pandemic increase based on current information from NYS health officials, the Orange County Department of Health and the World Health Organization, a decision will be made by the superintendent of schools, in consultation with the Orange County Health Department, on the appropriate **District Pandemic Alert Level** (**Green**, **Orange**, **Yellow** or **Red**). The district alert level would typically fall in line with the current WHO Alert Phase.

Step Four:

After determining the appropriate District Pandemic Alert Level (**Green**, **Orange**, **Yellow** or **Red**) the applicable **Pandemic Response Actions** will be initiated as directed. Additionally, all administrators will review the section of this plan entitled **Pandemic Response Planning Considerations** and implement applicable actions.

WORLD HEALTH OGRANIZATION (WHO) PANDEMIC ALERT PHASES

The World Health Organization (WHO) established six influenza response alert phases as part of its Global Influenza Preparedness Plan. The information below shows the six phases along with the public health goals associated with each phase. This guidance would apply to any contagious disease outbreak.

W.H.O. PANDEMIC ALERT PHASE CHART

PHASES	PUBLIC HEALTH GOALS
Interpandemic phase	
Phase 1. Low Risk of Human Cases No new virus subtypes have been detected in humans. A virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.	Strengthen pandemic preparedness at the global, regional, national and local levels.
Phase 2. Higher Risk of Human Cases No new virus subtypes have been detected in humans. However, a circulating animal virus subtype poses a substantial risk of human disease.	Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.
Pandemic alert	
Phase 3. No or very limited human-to-human transmission Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.	Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.
Phase 4. Evidence of increased human-to-human transmission Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.	Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.
Phase 5. Evidence of significant human-to-human transmission Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	Maximize efforts to contain or delay spread, to possibly avert a pandemic, and to gain time to implement pandemic response measures.
Pandemic period	
Phase 6. Efficient and sustained human-to-human transmission Pandemic: increased and sustained transmission in general population.	Minimize the impact of the pandemic.

WORLD HEALTH ORGANIZATION / MIDDLETOWN SCHOOL RESPONSE ALERTS

The Enlarged City School District of Middletown will use the WHO Pandemic Alert Phases as its basis for implementing a District Pandemic Alert Level. The district will then combine this information, along with information from the local health department regarding the types of transmission currently affecting the population and the location of outbreaks, in order to implement the correct district response level.

Although it may be possible to track the general course of a pandemic, there are too many variables to predict the exact nature of when and how a pandemic will strike our area. **In order to ensure the latest information is factored into any district decisions, it is imperative that the district maintain communication with the local health department and be prepared to implement changes to the alert levels based on their advice and guidance.**

DISTRICT PANDEMIC ALERT LEVEL CHART

Alert Phases	Phase Description	WHO Alert Phases	District Pandemic Alert Level
Inter-pandemic phase	Low risk of human cases	1	Planning and Preparation
New virus in animals, no human cases	Higher risk of human cases	2	
Pandemic alert	No or very limited human-to-human transmission	3	
New virus causes human cases	Evidence of increased human-to-human transmission	4	1
	Evidence of significant human-to-human transmission	5	2
Pandemic	Efficient and sustained human-to-human transmission	6	3

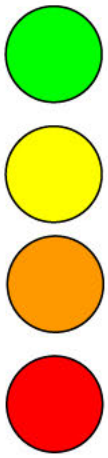
DISTRICT PANDEMIC ALERT LEVELS

In addition to using the WHO Pandemic Alert Phases to help determine the District Pandemic Alert Level, the district will also utilize current local information gathered from local health department sources.

Based on the established District Pandemic Alert Level, the district will perform certain activities as dictated by the following tables. These activities will be relative to the current threat.

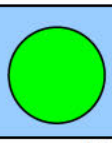
LOCAL PANDEMIC INFORMATION CHART (County Health Dept. Information)

What type of transmission is confirmed?	Where are the cases?	Are there cases in New York or Orange County?	District Pandemic Alert Level
Person-to-person transmission	Anywhere outside North America	No	Planning & Preparation
Person-to-person transmission	Anywhere inside North America (except New York)	No	1
Person-to-person transmission	In New York State	Yes	2
Person-to-person transmission	In Orange County	Yes	3



PANDEMIC RESPONSE ACTIONS

PANDEMIC RESPONSE ACTIONS
Planning & Preparation Level



- Monitor national situation through communication with County of Orange and NYS Departments of Health.
- Communicate with other districts, BOCES, police, health services, media relations and other departments for planning efforts.
- Brief the superintendent on a regular basis and identify essential staff that can maintain the district's facilities operations during an emergency.
- Meet and coordinate activities with County of Orange DOH Public Health Officials.
- Review the plan for the districts response to Pandemic outbreak.
- Develop a policy for suspension of classes due to a Pandemic outbreak.
- Determine the roles and the responsibilities of faculty and staff to prevent the spread of virus.
- Decide how and when to encourage or require students, faculty & staff to stay home when they are mildly ill.
- Ensure that standardized surveillance/disease recognition procedures are in place and implemented.
- Educate students, faculty and staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of influenza such as covering coughs and sneezes, washing hands and staying home if you're sick.
- Work with County of Orange DOH Public Health Officials to determine whether the schools should be cleaned differently or more often if a pandemic occurs.
- Consider alternate learning strategies such as collaborative agreements with public television or local cable access stations, teleconferencing, lessons on CDs or online for children with Internet access at home.
- Review the health needs of students. Some students may have a greater risk of infection. Encourage those families to talk to their health care provider. Some may need to be more cautious in keeping children at home.
- Acquire HEPA Air Filter Units and N-95 respirators for Health Offices and School Nurses, surgical masks, disinfecting wipes for B&G staff to sanitize door knobs and other surfaces and waterless hand sanitizer systems for faculty, staff, students and visitors.
- Train nurses, faculty and staff in viral symptom recognition.
- Remember that a person who is infected doesn't show symptoms right away. Children who are getting ill may exhibit different behavior than usual, such as eating less or being irritable.
- Educate staff, students and parents about the differences between annual/seasonal flu, bird flu, COVID-19 or any flu-like illness, and what could occur in a pandemic.

PANDEMIC RESPONSE ACTIONS
Level 1
Anywhere inside North America (Except New York)

- Essential Health Office staff will receive N-95 respiratory protection training and fit testing.
- Provide updates to the BOE on a periodic basis and discuss what information is being given to District Wide Health and Safety Committee.
- Meet to discuss methods to provide regular updates to staff, students and parents on preparedness and response activities. The team should meet approximately once a month.
- District Wide Health and Safety Committee will meet with BOCES Risk Management to be informed of the provisions of New York State Executive Law 2-B and NYS Public Health Laws which authorize officials to order certain actions (i.e. The County Commissioner of Health has the authority to suspend mass gatherings or to order schools to close for a specific period of time).
- Begin Heightened Surveillance Reporting.
- Send out Parent Letter #3 initial Outbreak, informing parents that schools remain open; include tip sheets and informational resource list.
- Work with County of Orange DOH Public Health Officials to issue a press release announcing that schools remain open but parents need to prepare.
- Post viral infection prevention signs throughout school facilities and administrative offices.
- Encourage all students, faculty and staff to wash their hands thoroughly with soap and water before eating, after bathroom use and after sneezing and coughing. When hand washing is not possible, school should consider providing hand sanitizing rubs that contain at least 60% alcohol. Alcohol- based sanitizers cause skin dryness, irritation and rashes so provide an emollient, lotion or cream for moisturizing.
- Make sure any additional cleaning is carried out throughout the building and not targeted to one classroom or site.

PANDEMIC RESPONSE ACTIONS
Level 2
Anywhere in New York (In addition to Level 1 actions)

- Distribute N-95 respirators and surgical masks to Health Offices for issuing to district community as specified by the Orange County Commissioner of Health.
- Consider possible restrictions to athletic events, vendors, visitors and conferences/group activities.
- BOCES Risk Management will review the situation with the Orange County Health Department as the pandemic progresses (or at least weekly) and provide updates to the BOE and superintendent.
- Prepare for calls to the schools from parents seeking information. Be prepared to direct parents to the proper source for more information. All schools should have information on a variety of pandemic, educational, and health resources.

PANDEMIC RESPONSE ACTIONS
Level 3
In Orange County(In addition to Level 2 actions)

- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE of the suspension of certain activities, including sporting events, field trips, fine art performances and other large group activities as specified by the Orange County Commissioner of Health.
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE that activities at district cafeterias, dining and other rooms i.e. (faculty rooms) be suspended as ordered by the O. C. Commissioner of Health.
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details of the order to BOE to close school as a means to prevent the further spread of virus. Issue parent letter #4
- BOCES Risk Management, after consultation with the Orange County Department of Health, will explain details to the BOE of the order to re-open schools. Issue parent letter # 5.
- Return to Heightened Surveillance Reporting.
- Continue monitoring the national situation through communication with County of Orange and NYS Departments of Health.
- If students show signs of illness start Level 3 procedures again.

PANDEMIC RESPONSE PLANNING CONSIDERATIONS

In order to effectively deal with the negative impact of a pandemic upon the operations of the school district, it is imperative that plans are developed that encompass a variety of actions and circumstances. Through proper planning it is possible to identity potential pitfalls and develop appropriate mitigation methods.

Pandemic Awareness Education:
Prior to, and throughout the course of a pandemic, there is information that needs to be shared with students, staff, faculty and families that will help them prepare for and or respond to the effects of an outbreak. At certain points, depending on the current District Pandemic Alert Level, there will be requirements to provide education on pandemic related topics.

STUDENTS

Students (Planning and Preparation Level) GREEN

- Educate students on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of virus through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate students about the differences between annual/seasonal flu, bird flu, COVID-19 or any like illness, and what could occur in a pandemic.
- Educational Media:
    - Classroom instruction
    - Handouts

Students (Level 1 Alert) YELLOW

- Continue student education through the posting of viral infection prevention signs throughout all buildings.
- Continue student education by encouraging and mirroring acceptable hygiene methods. Highlight the importance of frequent hand washing, particularly before eating, after bathroom use and after coughing or sneezing.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- Educational Media:
    - Faculty reinforcement of learned hygiene skills.
    - Handouts
    - Posters (General hygiene and communicable disease topics.)
    - PA announcements (General hygiene and communicable disease topics.)

Students (Level 2 Alert) ORANGE

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of respiratory viruses.

- Educational Media:
  - Faculty reinforcement of learned hygiene skills
  - Handouts
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Students (Level 3 Alert) RED

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of respiratory viruses.
- If schools are closed, provide alternative instruction methods. (See page XX)
- Educational Media:
  - Faculty reinforcement of learned hygiene skills.
  - Handouts
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

FACULTY/STAFF

Faculty/Staff (Planning and Preparation Level) GREEN

- Educate faculty and staff on their roles and responsibilities in helping to prevent the spread of respiratory viruses.
- Educate faculty and staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate faculty and staff about the differences between annual/seasonal flu, bird flu, COVID-19 or any like illness, and what could occur in a pandemic.
- Train staff in respiratory viral symptom recognition.
- Educational Media:
  - Faculty and staff meetings
  - Handouts
  - Staff newsletters

Faculty/Staff (Level 1 Alert) YELLOW

- Continue faculty and staff education through the posting of viral prevention signs throughout all buildings.
- Encourage good hygiene practices, particularly frequent hand washing.
- Provide informational updates to faculty and staff as they become available.

- Educational Media:
  - Faculty and staff meetings
  - Handouts
  - Staff newsletters
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Faculty/Staff (Level 2 Alert) ORANGE

- Provide informational updates to faculty and staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Faculty and staff meetings
  - Handouts
  - Staff newsletters
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Faculty/Staff (Level 3 Alert) RED

- Provide informational updates to faculty and staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Faculty and staff meetings
  - Handouts
  - Staff newsletters
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)
  - Mailings

NURSES

Nurses (Planning and Preparation Level) GREEN

- Educate nurses on how to recognize the signs and symptoms of viral infections.
- Educate nurses on the proper means to maintain surveillance of respiratory viral cases.
- Train nurses on the proper use of N-95 respirators (include fit test) and surgical masks.
- Educational Media:
  - Staff meetings
  - Classroom instruction (Conference days or other training days.)
  - Handouts
  - Health bulletins

Nurses (Level 1 Alert) YELLOW

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Memorandums
  - Health bulletins
  - Staff meetings
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Nurses (Level 2 Alert) ORANGE

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Memorandums
  - Health bulletins
  - Staff meetings
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Nurses (Level 3 Alert) RED

- Provide informational updates to nursing staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Memorandums
  - Health bulletins
  - Staff meetings
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

CUSTODIAL STAFF

Custodial Staff (Planning and Preparation Level) GREEN

- Educate custodial staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of respiratory disease through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate custodial staff about the differences between annual/seasonal flu, bird flu, COVID-19 or any like illness, and what could occur in a pandemic.
- Train custodial staff in respiratory infection symptom recognition.
- Train custodial staff in the proper way to perform disinfection as a means to control the spread of viral illness. Include information about the importance of PPE.

- Educational Media:
  - Classroom instruction
  - Staff meetings

Custodial Staff (Level 1 Alert) YELLOW

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Staff meetings
  - Memorandums
  - Handouts
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Custodial Staff (Level 2 Alert) ORANGE

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Staff meetings
  - Memorandums
  - Handouts
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

Custodial Staff (Level 3 Alert) RED

- Provide informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
  - Staff meetings
  - Memorandums
  - Handouts
  - Posters (General hygiene and communicable disease topics.)
  - PA announcements (General hygiene and communicable disease topics.)

SECTION V: PANDEMIC PLAN

PARENTS/GUARDIANS

Parents/Guardians (Planning and Preparation Level) GREEN

- Educate parents/guardians on pandemic related concerns such as how to control the spread of infection through implementing good hygiene practices in the home and the difference between seasonal flu and pandemic viral infection.
- Educational Media:
    - Mailings
    - Student carry home handouts
    - Middie-TV
    - District web site
    - School newsletters

Parents/Guardians (Level 1 Alert) YELLOW

- Provide updated information to parents/guardians on pandemic causing virus as dictated by the current threat.
- Educational Media:
    - Mailings
    - Student carry home handouts
    - Middie-TV
    - District web site
    - School newsletters

Parents/Guardians (Level 2 Alert) ORANGE

- Provide updated information to parents/guardians on pandemic causing virus as dictated by the current threat.
- Educational Media:
    - Mailings
    - Student carry home handouts
    - Middie-TV
    - District web site
    - School newsletters

Parents/Guardians (Level 3 Alert) RED

- Provide updated information to parents/guardians on pandemic virus as dictated by the current threat.
- Educational Media:
    - Mailings
    - Student carry home handouts
    - Middie-TV
    - District web site
    - School newsletters

OPERATIONAL CONTINUITY

Buildings & Grounds Operational Continuity

An inherent part of planning for the effects of a pandemic outbreak is to consider the operational aspects of the district during normal operations and periods of mandated school closures. This section will provide general information related to buildings & grounds activities and operations.

Normal Operations (Planning and Preparation Level) GREEN

- Acquire training as outlined under the Pandemic Awareness Education section on page 128.
- Ensure surface areas are cleaned regularly. Utilize disinfectant hand wipes on heavily used areas such as door knobs and light switches.
- Maintain appropriate staffing levels in all buildings and respond to increased viral outbreaks by increasing frequency of surface disinfection.
- Acquire stockpiles of hand sanitizers, surgical masks, N-95 respirators, and non-latex examination gloves. Keep additional stores of disinfectant on hand in order to respond to increased outbreaks.
- Meet with Orange County Health Department officials to determine proper cleaning and disinfection protocols during increased pandemic alert levels.

Normal Operations (Level 1 Alert) YELLOW

- Continue normal disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Maintain stockpiles of items identified above.

Normal Operations & School Closures (Level 2 Alert) ORANGE

- **NOTE: School may be closed at this stage.**
- Increase cleaning and disinfection frequency.
- Distribute stockpiled material to schools as needed and or directed.
- **School Closures**:
    - Assign custodial staff to their normal locations.
    - As staffing levels fall due to illness, redistribute staff as appropriate. If needed redistribute buildings & grounds staff based on needs not job title.
    - Ensure adequate staff is available to maintain facility mechanical systems.

Normal Operations & School Closures (Level 3 Alert) RED

- **NOTE: School may be closed at this stage.**
- Increase cleaning and disinfection frequency.
- **School Closures**:
    - Assign custodial staff to their normal locations.
    - As staffing levels fall due to illness, redistribute staff as appropriate. If needed

redistribute buildings & grounds staff based on needs not job title.
- Ensure adequate staff is available to maintain facility mechanical systems.

Food Service Operational Continuity

Although food service operations are not needed during periods of school closure, there may be times during a pandemic when schools remain open. During these times it is important for food service to develop contingency plans.

- Food service department should prepare for periods of staff shortages.
  - Consider reducing the number of items being served.
  - Serve cold lunches only.
  - Redistribute staff based on shortages.
- Food service department must plan for minimizing exposure of students to illness.
  - Consider distributing packed bag lunches for eating in classrooms rather than cafeteria.
  - Consider serving food bulk style to classrooms.
  - Consider providing bottled water for use in the schools in order to minimize use of fountains.
  - Consider the use of masks for server

Nursing Operational Continuity

During certain phases of a pandemic, school nurses play an integral part in helping to reduce its effects by identifying infection in students and staff, tracking and reporting cases, and providing care for the sick until they can be turned over to the appropriate care taker. In order to operate effectively under the adverse conditions of a pandemic, school nurses must implement certain measures.

Normal Operations (Planning and Preparation Level) GREEN

- Implement and or review procedures for the standardized surveillance/disease recognition.
- Review the health needs of students. Some students may have a greater risk of infection. Encourage those families to talk to their health care provider.
- Be prepared to answer general questions from parents/guardians regarding pandemic causing virus.
- Identify additional rooms for use as auxiliary health offices. If large enough, consider using as the main health office.
- Identify areas that must be handled by a registered nurse and train other staff to perform certain medical support tasks. (Building Response Team personnel should be the first choice.)
- Coordinate methods of communication between the nurses' office and attendance in order to track illnesses. Include methods for both staff and student attendance information.

SECTION V: PANDEMIC PLAN

Normal Operations (Level 1 Alert) YELLOW

- Continue standardized surveillance/disease recognition. Begin heightened reporting.
- Ensure N-95 respirators and additional supplies of surgical masks, non-latex examination gloves and hand sanitizer have been received. (Stored by Buildings & Grounds in district warehouse.)

Normal Operations & School Closures (Level 2 Alert) ORANGE

- **NOTE: School may be closed at this stage.**
- Continue surveillance/disease recognition and heightened reporting.
    - Prepare to issue N-95 respirators and surgical masks as directed by health department officials.
    - Prepare for increased phone calls from parents/guardians. Have additional resource information available.
    - Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
    - Open auxiliary health office or move operations to the auxiliary office as needed.
    - Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team.)
- **School Closures**:
    - Report to work if directed.

Normal Operations & School Closures (Level 3 Alert) RED

- **NOTE: School may be closed at this stage.**
- Continue surveillance/disease recognition and heightened reporting.
    - Prepare for increased phone calls from parents/guardians. Have additional resource information available.
    - Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
    - Open auxiliary health office or move operations to the auxiliary office as needed.
    - Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team.)
- **School Closures**:
    - Report to work if directed.
    - As school reopens, prepare to continue level 3 alert protocols. In particular, attention should be paid to surveillance in order to identify additional response actions.

Surveillance and Reporting Protocols

In order to assist in determining the size and scope of a pandemic as it finds its way into the local area, it is important that Orange County Health Department officials are provided with the latest information on respiratory viral illnesses. A component of this early

detection and notification are the school nurses. The Middletown School District will work closely with the Orange County Health Department to track the progress of pandemic and its impact on the attendance of students and staff.

School Level Monitoring & Reporting: (Nurses)

- Teach students, staff and parents healthy habits to prevent illness.
- Teach procedures of care to provide for those who are ill.
- Teach staff, students and parents measures to limit the spread of the respiratory virus.
    - Hand, cough and sneeze hygiene
    - Social distancing
    - Other measures as directed by CDC (Center for Disease Control) ie. face coverings.
- School Nurses will report any flu-like illnesses and absences to the Nurse Practitioner. This includes any fever of more than 100 degrees Fahrenheit **and** cough and/or sore throat (in the absence of a known cause). Other symptoms may include nasal congestion, muscle aches and fatigue.
- In the event that there is an increased risk of pandemic (District Pandemic Alert Level 1) such as during flu season, the monitoring of student and faculty symptoms and absences will be done twice a week. If the Orange County Health Department determines that there is person-to person transmission of the new virus within New York State (District Pandemic Alert Level 2), heightened surveillance monitoring will be changed to daily reports of flu-like illness and absences for both staff and students.

District Level Monitoring & Reporting: (Nurse Practitioner)

- Conduct training for district nurses on contagious disease recognition/surveillance procedure.
- Teach students, staff and parents healthy habits to prevent illness.
- Teach procedures of care to provide for those who are ill.
- Teach staff, students and parents measures to limit the spread of the respiratory illness.
    - Hand, cough and sneeze hygiene
    - Social distancing
- Staff or students with any flu-like illness (fever of more than 100 degrees Fahrenheit **and** cough and/or sore throat (in the absence of a known cause) will be required to stay home. If symptoms occur while at work or school, they will be excluded and referred for appropriate medical care.
- At District Pandemic Alert Level 1 (person to person transmission of new virus anywhere inside North America, but none within New York), twice weekly monitoring reports of students and staff illness and attendance will be reviewed and shared with the Superintendent of Schools and the Nurse Practitioner. The

information will also be forwarded to the Orange County Health Department who will monitor it along with the statistics for the entire county.

- If the District Pandemic Alert Level rises to level 2, heightened surveillance monitoring will be changed to daily reports and this information will be forwarded to the Superintendent of Schools, the Nurse Practitioner and the Orange County Department of Health.

Bus Service Operational Continuity

Normal Operations (Planning and Preparation Level) GREEN

- Acquire training material from the district outlined under the Pandemic Awareness Education section on page 128.
- Ensure buses are cleaned regularly. Utilize disinfectant hand wipes on heavily used areas such as door knobs and hand rails.
- Provide Pandemic Awareness training material to employees.
- Consider training additional office staff as drivers in order to cover shortages due to illness.

Normal Operations (Level 1 Alert) YELLOW)

- Continue normal bus disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Post informational flu prevention signs throughout the offices and garages.
- Track driver call outs (sick) and review list of on call drivers.
- Be prepared to use back up drivers, such as qualified office staff, if call outs effect student transportation.
- Notify the district if call outs will impede student transportation.

Normal Operations & School Closures (Level 2 Alert) ORANGE

- **NOTE: School may be closed at this stage.**
- Increase bus cleaning and disinfection frequency.
- Use back up drivers as warranted due to call outs.
- Inform the district if driver illness may effect student transportation.
- **School Closures**:
  - Communicate with district officials to determine length of closure.
  - Maintain adequate staffing levels and vehicle maintenance levels to ensure school re-opening is conducted in a timely manner.

SECTION V: PANDEMIC PLAN

Normal Operations & School Closures (Level 3 Alert) RED

- **NOTE: School may be closed at this stage.**
- Increase cleaning and disinfection frequency.
- Use back up drivers as warranted due to call outs.
- Inform the district if driver illness may affect student transportation
- **School Closures**:
    - Communicate with district officials to determine length of closure.
    - Maintain adequate staffing levels and vehicle maintenance levels to ensure school re-opening is conducted in a timely manner.

Administrative Operational Continuity

The continuity of administrative services could be greatly impacted during a pandemic. However, there are typical administrative functions that must be considered critical and plans developed to ensure important tasks are performed.

In the event of mandatory (Department of Health ordered) **school closure**, and or the number of illnesses in the district become burdensome, the following functions of the district must remain operative in order to perform critical services or tasks:

- Payroll/Finance
    - In preparation for a pandemic, the business office should encourage all staff members to sign up for direct deposit.
    - The Assistant Supt for Business and Operations should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.
        - In the event of a pandemic it will be vitally important for staff, whether working, ill or home due to school closure, to receive a paycheck. Additionally, district generated bills for materials and services must continue to be paid in a timely fashion.
- Buildings & Grounds
    - *See Buildings & Grounds section for tasks and responsibilities.*
    - The Director of Facilities III will designate work locations and redistribute staff based on the progress of the outbreak.
- Personnel
    - In the event of a pandemic there may be a variety of administrative tasks that are time sensitive and or regulatory in nature. Additionally, there may be employee benefit related tasks as a result of the outbreak.
    - The Director for Personnel should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.
- Technology
    - In the event of a pandemic, the technology department will need to provide a variety of services in order to keep the district operational. Some of these may include:
        - Maintaining technology infrastructure.
        - Updating information on the district web site.

        - Updating and maintaining MiddieTV broadcasts.
        - Maintaining critical communications infrastructure.
        - Preparing informational handouts for distribution.
    - The Director of Technology should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.
- District Command and Control
    - During a pandemic when schools are closed and a high volume of staff members are ill, it is not unreasonable to assume that this will also affect key leadership positions in the district.
    - It is imperative that the district maintain effective leadership throughout the duration of a pandemic.
    - For command and control purposes during a pandemic outbreak, the chain of command is:
        - Superintendent of Schools
        - Asst Supt for Business and Operations
        - Asst Supt for Instruction

Resources for Distribution:

A comprehensive assortment of information related to hygiene, pandemic, COVID-19, bird flu and other related topics is stored with the district reproduction center. This information will be maintained at that location until it is needed based on the current Pandemic Alert Level. This information will be reproduced and distributed as directed in accordance with this plan.

STUDENT EDUCATION CONTINUITY

As a result of increased pandemic activity, it may be necessary to close schools for a period of time, possibly up to 12 weeks. During this time the continued education of students must be considered. At this time there are no concrete plans for the continued education of students during a school closure. District staff responsible for student educational needs are currently determining the proper course of action to be taken in the event of a pandemic school closing.

Although not fully determined at this time, there are several methods to consider as possible education resources for home bound students:

- Internet based courses.
- Middie-TV broadcasts.
- Correspondence courses.
- Pre-determined work assignments (Based on marking periods and relative to the current pandemic flu progress).
- Phone “hot line” question and answer sessions.

In the event of district wide school closings consideration must be given for appropriate teacher staffing levels to accommodate the method or methods of student education selected. As with staffing levels for other critical components for the district during a pandemic, appropriate teacher staffing levels must be determined and plans made for acquiring and maintaining these levels.

Consideration may also to be given for possible reduction or elimination of scheduled spring and summer recess in order to accommodate educational needs.

SAMPLE MESSAGES, LETTER, AND GENERAL INFORMATION

During a pandemic the community will need to get as much information as possible on how it will affect them. Whether this information is regarding the education of their children, the proper planning recommendations for a pandemic or the care of sick family members, the district can play a critical role in educating the community. The following information is contained in this plan and should be utilized as needed during the appropriate pandemic alert level:

- Sample School Closing Message
- Sample Press Release: “Schools Remain Open”
- Sample Press Release: “Schools Closed”
- Parent Letter #1: Prevention Letter
- Parent Letter #2: First Bird Case
- Parent Letter #3: First Pandemic Outbreak
- Parent Letter #4: School Closure
- Parent Letter #5: School Reopens

Handout “A”: Pandemic Planning Tips for Parents

Handout “B”: Pandemic Planning Checklist for Families

Handout “C”: Red Cross Home Care for Pandemic (English and Spanish)

Handout “D”: Seasonal and Pandemic Comparison

Handout “E”: Pandemic Influenza Historical Information

SAMPLE SCHOOL CLOSINGS MESSAGE
(Announced by the School District)

- Orange County health officials have ordered the closure of school as a result of the pandemic outbreak in our country.
- School may be closed for an extended period of time.
- We know this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.
- Because pandemic is easy to spread from person to person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection.
- During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise that people should not gather in other locations such as homes, shopping malls, movie theaters and community centers.
- Parents can help protect their children and prevent the spread of pandemic as they would colds and other respiratory viral illness by taking the following precautions:
    - Teach children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow.
    - Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
    - Teach your children to stay at least three feet from people who are sick and stay home from school or work if you are sick.
- Recommendations may change during the course of the pandemic. We will make public announcements through the media and parents can call their school in order to get more information.
- You can get more information form the Orange County Department of Health:
    - Online: www.co.orange.ny.us/
    - Health Information Line (845) 291-2332

SAMPLE PRESS RELEASE: SCHOOLS REMAIN OPEN
(Typically released by OCDH)

For release (DATE) Contact (PIO name and number)

Orange County Schools are open but parent should prepare

Orange county schools remain open despite the pandemic outbreak in the country but parents are asked to prepare for possible closures if the virus continues to spread.

School and county health officials are working together to monitor the situation and parents will be updated with any important information.

"At this time, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our children and families who are affected." said (applicable health or district official)

If the pandemic continues to spread and more people become ill, health officials say they may need to order schools closed for a period of time. They urge parents to begin planning now for children in their home.

Health officials say parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:

- Teach children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow.
- Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet from people who are sick and stay home from school or work if you are sick.

Health officials point out recommendations may change during the course of the flu pandemic. For school updates, parents can call their school in order to get more information. For additional local pandemic health information parents can call the Orange County Health Information Line at (845) 291-2332.

For more information on pandemic flu visit the Orange County Health Services web site at www.co.orange.ny.us/ or the federal government website at www.pandemicflu.gov.

SAMPLE PRESS RELEASE: SCHOOLS CLOSED
(Typically released by OCDH)

For release (DATE) Contact (PIO name and number)

Health officials order closure of schools in Orange County

Orange County health officials have ordered the closure of school as a result of the pandemic flu outbreak in our country.

Schools may be closed for a period of time – days or even weeks. Because the virus is easily spread from person to person, the Orange County Department of Health has also ordered colleges, day care centers and preschools to close. Because it is unsafe for large groups of people to gather, health department officials warn people to stay away from shopping malls, community centers, and other places were germs can be spread.

We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with the schools to deal with the situation and will keep parents updated with any important information.

According to (local health official), the purpose of closing schools is to limit contact among children to decrease their risk of getting sick and to limit the spread of infection.

Because so many people are sick with the flu, health officials acknowledge that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. The health department has provided the following tips for caring for those who are sick with the flu:

- Have them drink plenty of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not aspirin in children or teenagers; it can cause Reye's syndrome, a life threatening illness.
- Keep tissues and trash bags within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the flu away from the people who are not sick.

More information on pandemic flu is available on the Orange County Department of Health website at www.co.orange.ny.us/ or the Health Information Line at (845)291-2332

PARENT LETTER #1 – PREVENTION LETTER

(Use this letter to help prepare parents for pandemic flu.)

Dear Parent or Guardian,

This letter will help your family prepare for an influenza pandemic that could make many people sick.

A pandemic is a global disease epidemic. Pandemics happen when a new virus emerges that is able to spread rapidly from person to person and make a lot of people sick. Currently there are concerns about the H5N1 "bird flu" that has caused human illness and death in other parts of the world. Right now, this virus does not spread easily from person to person, but it is possible it could mutate and be able to do that. It is also possible that a new flu virus will turn up. Three influenza pandemics occurred in the 20th Century, and experts worry that another could happen at any time.

Public health officials want people to protect themselves from pandemic flu now by learning healthy habits that help reduce the spread of germs.

- People who are sick should stay home from work or school and avoid contact with other people until they are better.
- Teach your children to wash their hands often. Washing with soap and hot water for at least 20 seconds is ideal. That's about as long as it takes to sing the "Happy Birthday" song twice.
- Teach your children to keep their hands away from their face and avoid touching their mouth, nose or eyes.
- Teach your children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow. Cough or sneeze into your sleeve-not your hands!

Enclosed with this letter is a checklist to help families get ready for an influenza pandemic. This information can also help your family get ready for any kind of emergency.

Please stay informed and be prepared. You may get additional information online at www.pandemicflu.gov or www.nyhealth.gov . You can also get information from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.

PARENT LETTER #2 – FIRST BIRD CASE

(Use this letter to help prepare parents for pandemic flu after the first bird flu case is found.)

Dear Parent or Guardian,

Birds infected with the highly pathogenic H5N1 avian flu virus have been identified in the United States. You may have heard that this "Bird Flu" virus has caused death in many parts of the world. It is important to note that most people who got sick had close contact with infected birds. Therefore, even though this bird flu is in the Unites States, it does NOT mean that a lot of people here will get sick. At this time, there are no known cases of human bird flu in the United States. There are simple things we can do to protect ourselves.

To reduce the risk of bird flu, please make sure all your family members take these precautions:

- Do not touch sick or dead birds.
- If you must pick up a dead bird (for example, if one is on your doorstep). Never use your bare hands. Pick up the bird with a shovel, or wear gloves. Wash your hands immediately after removing your gloves.
- Regularly clean bird feeders and birdbaths while wearing gloves.
- Wash your hand immediately after coming in contact with bird droppings.
- Use a shovel to pick up droppings and wear gloves. Never touch dropping with bare hands.
- Try to avoid contact with dirt or grass that is soiled with bird droppings.
- Teach children to always wash their hands after playing outside.
- After being outside where droppings are present, take off shoes or other footwear before entering the home.

You may also have heard that some scientists are worried that the H5N1 bird flu virus might someday cause an influenza pandemic in humans (a worldwide epidemic). To cause a pandemic, the virus would have to mutate so that it could spread easily from one person to another. Bird flu does not do that right now. Bird flu is hard for people to catch. Still, it makes sense to be prepared.

Enclosed with this letter is a checklist to help families get ready for an influenza pandemic. This information can also help your family get ready for any kind of emergency.

Please stay informed and be prepared. You may get additional information online at www.pandemicflu.gov or www.nyhealth.gov . You can also get information from the Orange County Department of health at www.co.orange.ny.us/ or call the Health information Line at (845) 291-2332. For general emergency preparedness information you can also access the American Red Cross website at www.redcross.org.

PARENT LETTER #3 – INITIAL PANDEMIC FLU OUTBREAK

(Use this letter to let parents know schools are still open.)

Dear Parent or Guardian,

This letter will give you information about a flu outbreak in Orange County. Every year, people get sick with the flu during the fall and winter months. This year, there is a new flu virus that is making many people in Orange County sick. So many people are sick in Orange County and the United States that health officials call it a pandemic.

Many teachers and students in our school are sick with the flu. We hope they will all get better quickly.

At this time, the county health department tells us that students who are not ill can safely come to school. The school will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep your sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your families from pandemic flu. Here are some ways to stop the spread of germs and sickness:

- Keep sick children home. Do not send them to school.
- Teach your children to wash their hands often with soap and water for at least 20 seconds. Be sure to set the example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissue or by coughing into the inside of their elbow. Cough or sneeze into your sleeve-not your hands!
- Teach your children to stay at least 3 feet away from people who are sick.
- People who are sick should stay home from work or school and stay away from other people until they are better.
- Stay away from shopping malls, movie theaters, or other places where there are large groups of people.

Enclosed with this letter are tips on how to care for your family if they are ill.

If you have any questions, please contact your school nurse or healthcare provider. You may also contact the school. You can get more information from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools is to keep more children from getting sick. If schools are closed, children should stay at home. You should begin planning now for children in your home.

Keep in mind that recommendations may change during the course of a pandemic flu outbreak, so it is important to pay attention to the latest information.

PARENT LETTER #4 – SCHOOL CLOSURE

(Use this letter to let parents know schools are closed.)

Dear Parent or Guardian,

Health officials have advised that all schools in Orange County should be closed immediately until further notice and children should stay home. School may be closed for as long as 12 weeks to reduce contact among children and stop the spread of the pandemic influenza virus that is causing such a serious health impact.

We know many people are sick and others are very worried. We greatly appreciate your cooperation in this difficult time for our community.

Because this virus is easily spread from person to person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in crowded locations such as shopping malls, movie theaters or community centers.

We know it may be hard to get to a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. The health department has provided the following advice for helping those who are sick with the flu:

- Have them drink plenty of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not give aspirin to children or teenagers; it can cause Reye's syndrome, a life-threatening illness. CAUTION: If you think there may be a medical reason to not use these products (such as an allergy), please check with a healthcare provider.
- Keep tissues and trash bags within reach of the sick person.
- Be sure everyone in your home washes their hands frequently with soap and water. If you go out in public carry hand sanitizer and use often. Rubs, gels or wipes are all effective, as long as they contain at least 60% alcohol. Always dispose of hand wipes properly. Use hand sanitizer according to label instructions.
- Keep the people who are sick with the flu away from the people who are not sick.
- Keep your hands away from your face and avoid touching your mouth, nose or eyes. The flu virus can live for a long time on hand rails and door knobs and can easily be transferred onto your hands.

We will contact you as soon as we have information about when school will reopen. Please stay informed by paying attention to media reports.

You may also get information at www.pandemicflu.gov or www.nyhealth.gov . Information is also available from the Orange County Department of Health at www.co.orange.ny.us/ or call the Health Information Line at (845) 291-2332.

PARENT LETTER #5 – SCHOOL REOPEN

(Use this letter to inform parents schools are re-opened)

Dear Parent or Guardian,

Health officials have declared the influenza pandemic is under control. Our school will reopen again on (DATE). At this time, students may safely return to class if they have no flu like symptoms.

Because the flu can still affect others and is easily spread from person to person, please keep children who have flu like symptoms at home. Symptoms include: fever of more than 100 degrees and cough or sore throat. Don't send sick children to school – they will be excluded from class and sent home.

Even though school is re-opening, there are still some people who are sick. Health officials say that influenza pandemics sometimes happen in waves. This means more people could become sick in the months or weeks ahead. If more people do get sick, schools may need to close again. We will continue to give you any important information.

We are looking forward to seeing your children again.

Handout "A": PANDEMIC PLANNING TIPS FOR PARENTS: If Our Schools are Closed

During a flu pandemic, schools may be ordered closed by state or local health authorities. Your children may have to stay home for possibly up to 12 weeks. You may not be able to go to work due to company closures and you may have to stay home to take care of your children because they should not be exposed to groups of other people.

You and your children may not be able to go to places of public assembly such as arenas, athletic events in schools, places of worship, restaurants, shopping malls, or theatres.

Websites for Ideas for Further Educating your Children at Home

www.amnh.org/kids/?src=toolbar
www.computer**learning**.org/
www.education.noaa.gov/coolsites/html
www.loc.gov/families
www.vtnea.org/vtnea12.htm
http://nasadln.nmsu.edu/dln/
www.nea.org/parents/ppower.html
www.nps.gov/webrangers
www.smithsonianeducation.org/students/idealabs/smithsonian_kids.html
www.whitehouse.gov/kids

HANDOUT "A"

Pandemic Flu Planning Checklist for Individuals & Families

You can prepare for an influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

1. To plan for a pandemic:

- ❑ Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- ❑ Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- ❑ Have nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- ❑ Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- ❑ Volunteer with local groups to prepare and assist with emergency response.
- ❑ Get involved in your community as it works to prepare for an influenza pandemic.

2. To limit the spread of germs and prevent infection:

- ❑ Teach your children to wash hands frequently with soap and water, and model the current behavior.
- ❑ Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- ❑ Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.

HANDOUT "B"

3. Items to have on hand for an extended stay at home:

Examples of food and non-perishables	Examples of medical, health, and emergency supplies
❑ Ready-to-eat canned meats, fish, fruits, vegetables, beans, and soups	❑ Prescribed medical supplies such as glucose and blood-pressure monitoring equipment
❑ Protein or fruit bars	❑ Soap and water, or alcohol-based (60-95%) hand wash
❑ Dry cereal or granola	❑ Medicines for fever, such as acetaminophen or ibuprofen
❑ Peanut butter or nuts	❑ Thermometer
❑ Dried Fruit	❑ Anti-diarrheal medication
❑ Crackers	❑ Vitamins
❑ Canned juices	❑ Fluids with electrolytes
❑ Bottled water	❑ Cleansing agent/soap
❑ Canned or jarred baby food and formula	❑ Flashlight
❑ Pet food	❑ Batteries
❑ Other nonperishable foods	❑ Portable radio
	❑ Manual can opener
	❑ Garbage bags
	❑ Tissues, toilet paper, disposable diapers

PandemicFlu.gov AvianFlu.gov

HANDOUT "B"

American Red Cross

Home Care for Pandemic Flu

What is Pandemic Flu?

A "pandemic" is a disease that spreads all over the world and affects a large number of people. If you are caring for a loved one during a pandemic, it's important to take steps to protect yourself and others. Always follow the most current advice of the U.S. Department of Health and Human Services and your local health department.

Prevent the Spread of Pandemic Flu

These healthy habits will help keep you and others from getting and passing on the virus.

- Clean your hands often with soap and water or alcohol-based hand sanitizer.
- Cover your mouth and nose with a tissue when you cough or sneeze and clean your hands afterward. Put used tissues in a wastebasket.
- Cough or sneeze into your upper sleeve if you don't have a tissue.
- Keep your hands away from your eyes, nose and mouth to prevent germs from entering your body.

Also, a person with signs of the flu should:

- Stay home from work, school and errands and avoid contact with others.
- Consider wearing a surgical mask when around others. There may be benefits.

When a Household Member Is Sick

The flu virus is spread when contaminated droplets exit the mouth and nose of an infected person and the virus comes in contact with others. So, follow these tips to protect yourself and others in your home:

- Keep everyone's personal items separate. All household members should avoid sharing computers, pens, papers, clothes, towels, sheets, blankets, food or eating utensils.
- Disinfect door knobs, switches, handles, toys and other surfaces that are commonly touched around the home or workplace.

Disinfectant:
1 gallon water
¼ cup bleach
Mix up a fresh batch every time you use it.

- It is okay to wash everyone's dishes and clothes together. Use detergent and very hot water. Wash your hands after handling dirty laundry.
- Wear disposable gloves when in contact with or cleaning up body fluids.
- One person should be the caregiver. He or she may benefit by wearing a mask when giving care.

Practice Hand Hygiene

Caregivers should always wash their hands before providing care. Afterward, wash again and apply alcohol-based hand sanitizer as well. Follow these steps for proper hand hygiene:

1. Wet hands with warm, running water and apply liquid soap.
2. Rub hands vigorously for at least 15 seconds, covering all surfaces and fingers.
3. Scrub nails by rubbing them against the palms of your hands.
4. Rinse your hands with water.
5. Dry your hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.

Recognize Pandemic Flu Symptoms

Watch for these symptoms:

- Fever
- Cough
- Runny nose
- Muscle pain

Call your health-care professional at the first sign of the flu. Many symptoms can be treated by the health-care professional over the telephone.

Care for a Loved One with the Flu

A person recovering from flu should have:

- Rest and plenty of liquids
- No alcohol or tobacco
- Medications to relieve flu symptoms

In some cases, a health-care professional may prescribe antiviral drugs to treat the flu. Antibiotics (like penicillin) don't cure it.

HANDOUT "C"

American Red Cross

Home Care for Pandemic Flu

Monitor Pandemic Flu Symptoms

Keep a care log. Write down the date, time, fever, symptoms, medicines given and dosage. Make a new entry at least every 4 hours or when the symptoms change. Call your healthcare professional again if your loved one has:

- A high fever
  - Children and Adults: Greater than 105°F (40.5°C)
  - Babies 3- to 24-months-old: 103°F (39.4°C) or higher.
  - Babies up to 3 months: Rectal temperature of 100.4°F (38°C) or higher.
- Shaking chills
- Coughing that produces thick mucus
- Dehydration (feeling of dry mouth or excessive thirst)
- Worsening of an existing serious medical condition (for example: heart or lung disease, diabetes, HIV, cancer)

If you cannot reach your health-care professional, **call 9-1-1** or local emergency number for any of the signs below:

- Irritability and/or confusion
- Difficult breathing or chest pain with each breath
- Bluish skin
- Stiff neck
- Inability to move an arm or leg
- First-time seizure

Prevent Dehydration

Dehydration occurs when the body loses too much water and it's not replaced quickly enough. It can be serious. Begin giving soothing drinks at the first signs of the flu and follow these tips:

- In addition to plenty of liquids, give ice and light, easily digested foods, such as soup and broth.
- If your loved one has diarrhea or vomiting, give fluids that contain electrolytes. These are available at your pharmacy or grocery store. Or you can make your own rehydration electrolyte drink for someone over the age of 12.

Electrolyte Drink:
1 quart water
½ tsp. baking soda
½ tsp. table salt
3 to 4 tbsp. sugar
¼ tsp. salt substitute
Mix well and flavor with lemon juice or sugar-free Kool-Aid®.

- If drinking liquids makes nausea worse, give one sip at a time until your loved one can drink again.

Reduce Fever

To help reduce a fever, do the following:

- Give plenty of fluids.
- Give fever-reducing medication, such as acetaminophen, aspirin or ibuprofen, as directed on the container's label.
  Do not give aspirin to anyone younger than 20.
- Keep a record of your loved one's temperature in your care log.
- To relieve discomfort, give a sponge bath with lukewarm water.

After you have called your doctor or emergency number for a fever, continue to follow the home treatment recommendations above. If there is a delay in getting help, ask a health-care professional if you should start an additional dose of an alternate fever-reducing medication (acetaminophen, ibuprophen or aspirin) between the doses described on the label. Always continue to give plenty of fluids.

Prepare for a Flu Pandemic

Make a plan now for a flu pandemic. Figure out what you will do if members of your household have to stay home from work or school or stay separated from others for a period of time. Keep extra supplies of food, water, medications and your disaster supply kit on hand.

Pandemic Flu Caregiving Supplies:

- Thermometer
- Soap
- Box of disposable gloves
- Acetaminophen
- Ibuprophen
- Bleach
- Alcohol-based hand sanitizer
- Paper towels
- Tissues
- Surgical masks (one for each person)
- Sugar, baking soda, salt, salt substitute

For more information, contact your local American Red Cross chapter, visit www.redcross.org or call 1-800-RED-CROSS.

Many of the recommendations in this brochure are from the U.S. Department of Health and Human Services. This information is not intended as a substitute for professional medical care or current public health advice. Seek advice from your health-care provider, the CDC and your local health department. Visit www.pandemicflu.gov.

As with all medications and treatments, there are side effects and potential complications. Seek professional advice from your health-care professional to make sure any medication or vaccination is appropriate to your health.

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HANDOUT "C"

Cruz Roja Americana

Pandemia de gripe: cómo cuidarse en casa

¿Qué es la pandemia de gripe?

Una "pandemia" es una enfermedad que se propaga por todo el mundo y afecta a una gran cantidad de personas. Al cuidar de un ser querido durante una pandemia, es importante seguir algunos consejos para protegerse y proteger a otros. Además, deben seguirse las últimas recomendaciones del Departamento de Salud y Servicios Humanos de los Estados Unidos y del departamento de salud local.

Prevención de la propagación

Estos hábitos saludables ayudarán a prevenir el contagio y la transmisión del virus de la gripe.

> Lavarse las manos a menudo con agua y jabón o antiséptico a base de alcohol.
> Cubrirse la boca y la nariz con un pañuelo de papel al toser o estornudar. Tirar a la basura los pañuelos de papel usados. Lavarse bien las manos.
> Toser o estornudar cubriéndose la nariz y la boca con la parte superior del brazo o la manga (y no con las manos) si no hay pañuelos de papel.
> Mantener las manos alejadas de los ojos, la nariz y la boca para evitar que los gérmenes entren en el cuerpo.

Además, cualquier persona que presente signos de gripe debe:

> Quedarse en casa. No ir a trabajar, no ir a la escuela ni salir de compras. Evitar el contacto con otra gente.
> Usar una mascarilla (de quirófano) si debe estar cerca de otras personas.

Cuando alguien se enferma

El virus de la gripe se transmite cuando gotitas contaminadas de líquido de la boca y la nariz de una persona infectada entran en contacto con otras personas. Es importante seguir estos consejos para protegerse y proteger a quienes viven en su casa.

> Guardar los artículos personales de cada uno por separado. No deben compartirse computadoras, lápices, bolígrafos, papeles, ropa, toallas, sábanas, mantas, alimentos ni cubiertos.
> Desinfectar picaportes, interruptores de luz, manijas, perillas, juguetes y cualquier otra superficie que suele tocarse en la casa o el trabajo.

Disinfectante:
1 galón (alrededor de 4 litros) de agua
¼ de taza de cloro

Preparar una mezcla fresca cada vez que se necesite.

> No hace falta separar los platos o la ropa de cada persona para lavarlos. Se puede lavar todo junto con detergente y agua muy caliente. Lavarse las manos después de tocar la ropa sucia.
> Ponerse guantes desechables al limpiar o estar en contacto con líquidos del cuerpo.
> Debe designarse a una persona para que se ocupe de cuidar al enfermo. Es probable que colocarse una mascarilla sirva de protección mientras lo atiende.

Higiene de las manos

Quienes cuiden a una persona enferma siempre deben lavarse las manos antes de atenderla. Después de atenderla, deberán lavarse las manos otra vez y frotárselas con un gel o líquido antiséptico a base de alcohol. Para una higiene adecuada de las manos es importante hacer lo siguiente:

1. Mojar las manos con agua corriente tibia y aplicar jabón líquido.
2. Frotar las manos vigorosamente durante por lo menos 15 segundos. Lavarse bien todas las superficies y los dedos.
3. Limpiar bien las uñas, frotándolas contra las palmas de las manos.
4. Enjuagar el jabón de las manos.
5. Secar las manos por completo con una toalla de papel y usarla para cerrar el grifo. Compartir la toalla podría transmitir los gérmenes.

Síntomas de la gripe

Estar atento a estos síntomas:

> Fiebre
> Tos
> Irritación o congestión nasal (nariz que moquea)
> Dolor en los músculos

Llamar al profesional de la salud ante el primer signo de gripe. El médico tal vez pueda indicar por teléfono el tratamiento para muchos de los síntomas.

Cuidado del ser querido con gripe

Para recuperarse de la gripe, hay que:

> Descansar y beber abundante líquido.
> No consumir alcohol ni tabaco.
> Tomar medicamentos que alivien los síntomas de la gripe.

En algunos casos, un profesional de la salud podría recetar medicamentos antivíricos para el tratamiento de la gripe. Los antibióticos (tales como la penicilina) no curan la enfermedad.

Vigilar los síntomas de la gripe

Es importante llevar un registro de atención del paciente con los siguientes datos: fecha, hora, temperatura corporal, síntomas, nombre y dosis de los medicamentos que recibe. Conviene hacer una nueva anotación como mínimo cada 4 horas o cuando los síntomas cambien. Llamar nuevamente al profesional de la salud si la persona presenta:

> Fiebre alta
- Niños y adultos: más de 105°F (40,5°C)
- Bebés de 3 a 24 meses de edad: 103°F (39,4°C) o más grados

HANDOUT "C"

Cruz Roja Americana

Pandemia de gripe: cómo cuidarse en casa

- Bebés de hasta 3 meses de edad: temperatura rectal de 100,4°F (38°C) o más grados

> Escalofríos
> Tos que produce una mucosidad espesa
> Deshidratación (sensación de sequedad de la boca o sed excesiva)
> Empeoramiento de una afección grave existente (por ejemplo: enfermedad cardíaca o de los pulmones, diabetes, infección por el VIH, cáncer)

Si no es posible comunicarse con el profesional de la salud, **llamar al 9-1-1** o al número local de emergencias para pedir ayuda si el enfermo tiene alguno de los siguientes síntomas:

> Irritabilidad o confusión
> Dificultad al respirar o dolor en el pecho cada vez que respira
> Color azulado en la piel
> Rigidez del cuello
> Imposibilidad de mover un brazo o pierna
> Convulsiones que se presentan por primera vez

Prevenir la deshidratación

La deshidratación se produce cuando el cuerpo pierde demasiada agua y ésta no se repone lo suficientemente rápido. La deshidratación puede ser grave. Es importante comenzar por proporcionar bebidas reconfortantes ante los primeros síntomas de gripe y seguir estos consejos:

> Además de mucho líquido, ofrecer hielo y comidas ligeras y de fácil digestión, tales como sopas y caldos.
> Si la persona tiene diarrea o vómitos, ofrecerle líquidos que contengan electrólitos (sustancias que ayudan a rehidratar al cuerpo). Estas son por ejemplo las bebidas para deportistas o líquidos formulados especialmente para los niños a la venta en farmacias o supermercados. También es posible preparar en casa una bebida electrolítica rehidratante para cualquier persona mayor de 12 años de edad.
> Si al beber líquidos empeoran las náuseas, ofrecer pequeños sorbos hasta que la persona se sienta mejor.

Bebida electrolítica:
¼ de galón (1 litro) de agua
½ cucharadita de bicarbonato de sodio
½ cucharadita de sal de mesa
3 a 4 cucharadas de azúcar
¼ de cucharadita de algún sustituto de la sal
Mezclar bien y dar sabor con jugo de limón o Kool-Aid® sin azúcar.

Reducción de la fiebre

Para bajar la fiebre:

> Proporcionar abundantes líquidos.
> Administrar medicamentos para bajar la fiebre (antitérmicos). Por ejemplo: acetaminofeno (paracetamol), aspirina o ibuprofeno, según las instrucciones de la etiqueta del envase. No dar aspirinas a menores de 20 años de edad.
> Anotar la temperatura en el registro del paciente.
> Para aliviar el malestar, dar un baño de agua tibia con una esponja.

En caso de fiebre, después de llamar al médico o al número de emergencias, seguir las recomendaciones para el tratamiento en el hogar que se describen más arriba. Si la ayuda demora en llegar, preguntar al profesional médico si es posible comenzar con una dosis adicional del medicamento para bajar la fiebre (acetaminofeno/paracetamol, ibuprofeno o aspirina) entre las dosis que se indican en la etiqueta. Es importante seguir ofreciendo mucho líquido a la persona.

Prepararse para una pandemia de gripe

Hay que prepararse ahora mismo para una pandemia de gripe. Es importante determinar cómo proceder si los miembros de la familia tienen que quedarse en casa y ausentarse del trabajo o la escuela o permanecer separados de otra gente durante cierto período. Guardar suficientes alimentos, agua y medicamentos y tener a mano el equipo de suministros para casos de desastre.

Suministros para la atención de la gripe pandémica:

> Termómetro
> Jabón
> Caja de guantes desechables
> Acetaminofeno (paracetamol)
> Ibuprofeno
> Cloro
> Gel o líquido antiséptico para las manos a base de alcohol
> Toallas de papel
> Pañuelos de papel
> Mascarillas de quirófano (una para cada persona)
> Azúcar, bicarbonato de sodio, sal, sustituto de la sal

Para obtener más información, comunicarse con la oficina local de la Cruz Roja Americana, visitar www.cruzrojaamericana.org o llamar al 1-800-RED-CROSS (1-800-733-2767).

Muchas de las recomendaciones incluidas en este folleto provienen del Departamento de Salud y Servicios Humanos de los Estados Unidos. Esta información no reemplaza la atención médica profesional ni las recomendaciones de salud pública vigentes. Consultar con un profesional de la salud, los Centros para el Control y la Prevención de Enfermedades (CDC) y el departamento de salud local. Para obtener más información, visitar www.pandemicflu.gov.

Al igual que con todos los medicamentos y tratamientos, pueden presentarse efectos adversos y complicaciones. Consultar con el profesional de la salud acerca del medicamento o vacuna más apropiado para usted.

Versión 1b, Mayo 9 del 2006.

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HANDOUT "C"

HOW DOES SEASONAL FLU DIFFER FROM PANDEMIC FLU?

November 1, 2005

SEASONAL FLU	PANDEMIC FLU
Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter, in temperate climates	Occurs rarely (three times in 20th century - last in 1968)
Usually some immunity built up from previous exposure	No previous exposure; little or no pre-existing immunity
Healthy adults usually not at risk for serious complications (the very young, the elderly and those with certain underlying health conditions at increased risk for serious complications)	Healthy people may be at increased risk for serious complications
Health systems can usually meet public and patient needs	Health systems may be overwhelmed
Vaccine developed based on known virus strains and available for annual flu season	Vaccine probably would not be available in the early stages of a pandemic
Adequate supplies of antivirals are usually available	Effective antivirals may be in limited supply
Average U.S. deaths approximately 36,000/yr	Number of deaths could be quite high (e.g., U.S. 1918 death toll approximately 500,000)
Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.	Symptoms may be more severe and complications more frequent
Generally causes modest impact on society (e.g., some school closing, encouragement of people who are sick to stay home)	May cause major impact on society (e.g. widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)
Manageable impact on domestic and world economy	Potential for severe impact on domestic and world economy

For additional information visit: www.pandemicflu.gov

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES

HANDOUT "D"

Pandemic Influenza:
CHARACTERISTICS & CHALLENGES

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide.

Historically, the 20th century saw three pandemics of influenza:

- 1918 influenza pandemic caused at least 500,000 U.S. deaths and up to 50 million deaths worldwide
- 1957 influenza pandemic caused at least 70,000 U.S. deaths and 1-2 million deaths worldwide
- 1968 influenza pandemic caused about 34,000 U.S. deaths and 700,000 deaths worldwide

Characteristics and Challenges in a Pandemic:

1. There Will Be Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

2. **Health Care Systems Will Be Overloaded**

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- Nations unlikely to have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

3. Medical Supplies Will Be Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who gets antiviral drugs and vaccines.

4. There Will Be Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

www.pandemicflu.gov

HANDOUT "E"

Appendix A
Potential Emergency Sites

Enlarged City School District of Middletown Sites of Potential Emergencies		
Building	**Potential Emergencies**	**Notes**
Board of Education Administrative Building 223 Wisner Ave. Middletown, NY 10940	Transportation Accidents Gas Pumps Above Ground Storage Tanks	Pumps protected by Fire Suppression System
High School Gardner Ave. Ext. Middletown, NY 10940	Transportation Accidents	
Twin Towers Middle School 112 Grand Ave. Middletown, NY 10940	Transportation Accidents	
Monhagen Middle School 555 County Rt. 78 Middletown, NY 10940	Transportation Accidents, Creek runs through grounds, CPV Power plant Emergency	Creek has fence line installed
William A. Carter K**-5** Elementary 345 Schutt Rd Ext. Middletown, NY 10940	Transportation Accidents	
Maple Hill K-5 491 County Rt. 78 Middletown, NY 10940	Transportation Accidents, Creek runs through grounds, CPV Power Plant Emergency	Creek has fence line installed
Presidential Park K-5 48 Roosevelt Ave. Middletown, NY 10940	Transportation Accidents	
Maple Hill Annex @ Truman Moon K-5 52 Bedford Ave. Middletown, NY 10940	Transportation Accidents	

Appendix B
Health Services Staffing *as of August 2023

Location	Health Staff
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]

[redacted]

Appendix B
AED LOCATIONS

Facility	Location
High School (11)	**1: Outside Auditorium** **2: Nurse's Office** **3: Travel AED; Trainer** **4: Old Gym** **5: New Gym** **6: Outside Weight Room** **7: Athletic Field (Concession Stand)** **8: Vestibule Outside 182** **9: Outside 310** **10: Outside 209** **11: New Media Center Hallway**
Monhagen Middle School (3)	**1: Outside Main Office** **2: Gym Entrance (Library Side)** **3: Outside 604**
Twin Towers Middle School (4)	**1: Outside Guidance Office** **2: Gym Lobby** **3: Outside 232** **4: Outside 323**
Presidential Park Elementary (5)	**1: Outside 1st floor cafeteria** **2: Outside room 177** **3: 2nd floor main hallway outside health office** **4: Outside track** **5: Outside room 272**
Maple Hill Elementary (2)	**1: Near Main Entrance** **2: Outside Cafeteria**
William A Carter Elementary (3)	**1: Outside Nurse's Office** **2: Across from room 213** **3: Outside Large Gym**
Maple Hill Annex @Truman Moon (1)	**1: Near Main Entrance**
Board of Education (1)	**1: Outside BOE Clerks Office**
Clemson Park House (1)	**1: Entry Hall**

Appendix B
New York Statewide Health Services Center
Report of AED Use

Please e-mail or fax completed form to: NY Statewide School Health Services Center, 43 Turner Dr., Spencerport, NY 14559. Fax: (585) 352-9131

School District:_____ Public:_____ Private:_____

Student/Staff Member:_____ Gender: M_____ F _____

Previously diagnosed cardiac condition: Yes_____ No _____ Unknown _____

Date of occurrence:_____ Time of occurrence:_____

Symptoms seen:_____

Location of individual when symptoms developed:_____ _____

Location of individual when AED administered:_____

Location of AED storage:_____

How long did it take to get the AED to the individual in need:_____

AED administered by: RN_____ LPN _____ Health Aid _____ EMS_____

Unlicensed Staff Member_____ Other: (state who) _____

If not an RN, was this person formally trained? Yes_____ No _____ Date Trained _____

What organization or program was used for training the responder? Red Cross_____

American Heart Association _____ District Training _____ Other (Specify)_____

Approximate time between onset of symptoms and AED usage:_____

Disposition: Transferred to ER: Yes_____ No _____ Hospitalized: Yes _____ No _____

Did the student/staff member survive the episode? Yes_____ No _____

Was a debriefing meeting held at school? Yes _____No _____

Appendix C
District-Wide Safety Committee

School Board Representative: John Williams, John Perrino, Mitchell Williams

Location/Department	Administrator Representatives
Middletown High School	William Donohue
Twin Towers Middle School	Nicole Brookins
Monhagen Middle School	Dominick Radogna
Maple Hill Elementary	Susanne Driscoll
Presidential Park Elementary	Deanne Lester
William A Carter Elementary	Kathleen Jensen
Maple Hill Annex @ Truman Moon	Tracey Sorrentino
Transportation Supervisor	Asst Supt. Business & Operations
Athletic Director	David Coates
Director of Technology	Kevin Leonas
Director of Security	Lenny Zapka

Local Law Enforcement Agency Representatives

Law Enforcement Agency	Phone
Middletown Police Department	845-343-3151
Town of Wallkill Police Department	845-629-7846
New York State Police	845-567-0052

Fire Department, EMS, and Local Government Representatives

Law Enforcement Agency	Phone
Middletown Fire Department	845-343-4169
Mechanicstown Fire Department	845-342-0821
Pocatello Fire Department	845-343-4274
Town of Wallkill Supervisor	845-692-7832
Middletown Fire Inspector	845-346-4111
Middletown Recreation Department	845-346-4180
Mobile Life Support Services	845-742-1089
City of Middletown Mayor	845-346-8100

SECTION VI: APPENDIX

Parent Teachers Organization Representative:

- Middletown High School
- Twin Towers Middle School
- Monhagen Middle School
- William A. Carter Elementary
- Maple Hill Elementary
- Maple Hill Annex @Truman Moon Elementary
- Presidential Park Elementary

Unit/Department	**Representatives**	**Phone**
Chair Alternates		
CSEA Representative	Unit President	
MECA Representative	Unit President	
PT Clerical Staff Representative	Unit President	
MSNA Representative	Unit President	845-341-5985
MTA Representative		
MTAO Representative	Unit President	
Student Representative		
LAMS and Food Service Representative		
Human Resources Representative	Linnette Chillino	845-326-1166

Appendix D
The District Level Threat Assessment Team

[redacted]

Local Law Enforcement Agency Representatives

- Middletown Police Department 343-3151
- Wallkill Police Department 692-7846
- State Police - Middletown Barracks 344-5358

Middletown – City of

- Director of Emergency Management 346-4100

Building Administrators

- High School
- Twin Towers Middle School
- Monhagen Middle School
- Maple Hill Elementary
- Presidential Park Elementary
- William A. Carter Elementary
- Maple Hill Annex @Truman Moon

Appendix E
Facility Safety Inspection Checklist

Components of the Audit Process

School safety is the responsibility of everyone – staff, parents, and the community. An audit is one tool that, if used effectively, can provide a snap shot of the school's level of security and identify those areas that need improvement. This proactive process will help ensure that students can maximize their learning potential within a safe and secure environment.

School safety encompasses multiple domains within the school environment that must be reviewed altogether when assessing the level of safety for students and staff. The ten minimum components of the audit process that should be assessed are:

1. Development and Enforcement of Policies
2. Procedures for Data Collection
3. Development of Intervention and Prevention Plans
4. Level of Staff Development
5. Opportunities for Student Involvement
6. Level of Parent and Community Involvement
7. Role of Law Enforcement
8. Standards for Safety and Security Personnel
9. Safety and Security of Buildings and Grounds
10. Development of Emergency Response Plans

How often should a safety audit be conducted? A complete safety audit should be conducted every three years. A review of the identified implementation and improvements noted in the complete audit should be conducted on an annual basis.

Audit Procedure, Preparation & Planning

It is recommended that a team be established to conduct the school safety audit. Each team should be comprised of at least three to five people representing a variety of stakeholders. These should include, but not be limited to, the central office administration, teachers, parents, and law enforcement personnel. To ensure neutrality and objectivity, it is suggested, when applicable, team members should not audit their own facility. Audits may also be conducted by qualified, private organizations outside the school system. Audit team members should review the following documents and materials, preferably in advance of the onsite visit.

1. Student / Staff Code of Conduct
2. Data on Student Discipline Referrals
3. Criminal Data (reported by the school and surrounding community)
4. Blueprint of the school
5. Crisis Management Plan
6. Overview of the SAVE legislation
7. NY State Dept. of Education Homeland Security System for Schools

CHECKLIST (Appendix E continued)

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Appendix F
Rapid Response Crisis Kit

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Appendix G
Building Level School Safety Plan Table of Contents

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Safety Committee Minutes

Appendix H
Administrators Quick Reaction Checklist (QRC)

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- [ ] Ensure building evacuation procedures are initiated.
- [ ] Through the use of PA system or radio equipped staff, redirect evacuating staff away from known blocked exits.

Notify:

- [ ] Superintendent of Schools
- [ ] Director of Facilities III
- [ ] Building Principal or designee

- [ ] Assign staff to establish a cordon around school grounds to deter students from leaving school grounds.

- [ ] Ensure student roll calls have been conducted upon evacuation.

Upon fire department arrival:

- [ ] Remain available to assist fire department personnel
- [ ] At the advice of the fire department, curtail or cease building operations

- [ ] If alarm was determined to be false, give the all clear and initiate an investigation.
- [ ] Be prepared to initiate "Go Home" procedures if applicable.

Upon conclusion of incident:

- [ ] Return to building
- [ ] Conduct a debrief for key staff
- [ ] Complete applicable incident driven reports
- [ ] Send a letter home to parents and guardians, if applicable
- [ ] Initiate Post Crisis Response procedures listed in the District Wide School Safety Plan, if appropriate

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APPENDIX H
EMERGENCY CONTACT NUMBERS

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Appendix I
Classroom Quick Reaction Checklist (QRC)

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Appendix J
Emergency Supply Cabinet Checklist

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APPENDIX K
Building Response Team
Unit Operational Instructions

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APPENDIX L
EMERGENCY INFORMATION AND ACTION LOG

TIME	SITUATION	RESPONSE OR ACTIONS TAKEN	INITIALS

PAGE _____

APPENDIX M
EMERGENCY DUTY ROSTER

COMMAND ELEMENT:

INCIDENT COMMANDER: _____

LIAISON OFFICER: _____ **SAFETY OFFICER:** _____

INFORMATION OFFICER: _____

OPERATIONS DIRECTOR:_____

LOGISTICS DIRECTOR: _____

PLANNING DIRECTOR: _____

FINANCE DIRECTOR: _____

BUILDING RESPONSE TEAM:

UNIT	TEAM MEMBERS
MEDICAL	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
SEARCH & ACCOUNTABILITY	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
BUILDINGS & GROUNDS	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
COMMUNICATIONS	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
SUPPLY	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
SHELTER/RELEASE	TEAM 1_____
	TEAM 2_____
	TEAM 3_____
SAFETY	TEAM 1_____
	TEAM 2_____
	TEAM 3_____

APPENDIX N
EMERGENCY LOCATOR INFORMATION

NAME	STUDENT	STAFF	LOCATION:	ABSENT	MISSING	FIRST AID	HOSPITAL

PAGE______

APPENDIX O
EMERGENCY STUDENT RELEASE FORM
Print information clearly

STUDENT NAME_____

TEACHER _____ **GRADE**_____

LOCATION OF STUDENT RELEASE POINT _____

PERSON SIGNING OUT STUDENT _____

NAME ON EMERGENCY CARD **YES**_____ **NO** _____

SOURCE OF IDENTIFICATION _____

DATE OF STUDENT RELEASE _____ **TIME OF STUDENT RELEASE** _____

REASON FOR STUDENT RELEASE _____

DESTINATION OF RELEASED STUDENT _____

ADDITIONAL INFORMATION & NOTES: (IF NEEDEDED)

SIGNATURE OF PERSON TAKING STUDENT _____

NAME OF PERSON RELEASING STUDENT (PRINT)_____

SIGNATURE OF PERSON RELEASING STUDENT _____

APPENDIX P

IMPORTANT PHONE NUMBERS

Police-Fire-EMS Emergencies dial "911"

America Red Cross	1-877-733-2767
Fire, Mechanicstown	845-343-1016
Fire, Middletown	845-343-4000
Fire, Pocatello	845-469-4911
Fire, Silver Lake	845-343-2311
Gas Leak Hotline	1-800-533-5325
Hazmat	1-800-457-7362
Hospital, Orange Regional Medical Center	845-333-1000
Mid-City Transit	845-343-4702
Middletown Public Works	845-343-3169
Middletown Recreation	845-346-4180
Orange & Rockland Utilities	845-352-6000
Orange County Dept of Health	845-291-2332
Orange County Emergency Management Office	845-615-0400
Orange County Fire Coordinator	845-374-1900
O/U Boces Risk Management	845-781-4887
Poison Control Center	1-800-222-1222
Police, Middletown	845-343-3151
Police, State	845-343-5300
Police, Wallkill	845-692-6757
Weather Service	1-877-447-6699

APPENDIX Q
EMERGENCY NOTIFICATION PROTCOLS

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APPENDIX R
Bus Accident Response Guide

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APPENDIX S
Community Nalaxone Usage Form

NYSDOH Opioid Overdose Prevention Initiative
Community Naloxone Usage Form

Purpose: This form is to serve as a collection tool for program staff. Program staff are required to enter the information into the NYSDOH Opioid Overdose Prevention Program System's electronic DOH sanctioned form.

On what day was the naloxone used?
If naloxone was used on more than one day, please submit a separate report for each use. If you don't know the precise date, choose one that you think is close.

Date naloxone used:

Do you know the zip code where the overdose happened?

Yes: Zip Code:

No: County/Borough & Town **Outside NYS**

Did the person who overdosed survive? (choose one) Yes No Don't know

(Check all that apply.) Select the type of naloxone used and the number of doses given.

- ☐ **Narcan™ Nasal spray, Doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Intramuscular injection generic Doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Nasal spray generic Doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Evzio Autoinjector Doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

Did anyone else also give naloxone for this same overdose? (choose one) Yes No Don't know

(check all that apply) Were they
- ☐ Police
- ☐ EMS
- ☐ Fire Fighter
- ☐ Another civilian witness or bystander
- ☐ Other

Do you know what type of naloxone <u>they</u> used? Yes No

(Check all that apply) What did they use (formulation & doses)?

- ☐ **Narcan™ Nasal spray doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Intramuscular injection generic doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Nasal spray generic doses:**
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Evzio Autoinjector doses:**
  - ☐ 1
  - ☐ 2 3
  - ☐ 4
  - ☐ More than 4
  - ☐ Don't Recall

- ☐ **Other**

Was 911 called? (choose one) Yes No Don't know

Was rescue breathing performed before EMS, police or fire fighters arrived? (choose one) Yes No Don't know

1 | Page
Version update, Mar 1,2019
If you have any questions, please email overdose@health.ny.gov or call 1.800.692.8528

Were chest compressions performed before EMS, police or fire fighters arrived? (choose one)	Yes	No	Don't know
How old were they? (best guess)	Age:		
Were they	☐ Male ☐ Female	☐ Transgender or gender non-conforming ☐ Unknown Sex ☐ Other	
Were they (more than one may be selected)	☐ African-American/Black ☐ Asian/Pacific Islander ☐ Hispanic/Latino(a)	☐ Native American ☐ White ☐ Unknown race/ethnicity ☐ Other	
(Indicate all that apply) Select which drugs the overdoser is likely to have used.	☐ Heroin ☐ Pain pills ☐ Cocaine ☐ Fentanyl ☐ Benzos	☐ Alcohol ☐ Amphetamine/methamphetamine ☐ Methadone ☐ Don't know ☐ Other	
In what kind of place did the overdose happen? ☐ Someone's home or apartment ☐ Shelter or in a supportive housing setting ☐ Agency or facility that provides services, such as a syringe exchange, drug treatment program or social services agency or government office ☐ Public place outside (e.g. park; sidewalk, yard) ☐ Public place inside, other than a library, secondary school, or college/university/trade school camp us (e.g. restroom, business, train, car)		☐ Library ☐ Secondary school (e.g. high school, middle school) ☐ On a college/university/trade school campus ☐ Other	
What is the relationship between the person who overdosed and the responder?	☐ Friend or acquaintance ☐ Family ☐ Stranger	☐ Patient or client Prefer not to answer ☐ Don't know ☐ Other (specify)	
Has this person experienced an opioid overdose in the past? (choose one)	Yes	No	Don't know
Was a replacement kit given? (choose one)	Yes	No	Don't know
Was information provided about getting naloxone from a pharmacy? (choose one)	Yes	No	Don't know
Please add any additional comments about this naloxone administration.	Comment:		

Thank you for taking the time to complete this form. All program data submitted are confidential.
If you have any questions, please email overdose@health.ny.gov or call 1.800.692.8528

If you have any questions, please email overdose@health.ny.gov or call 1.800.692.8528

APPENDIX T
Emergency Remote Instruction Plan Appendix
District-wide School Safety Plan (DWSSP)
Required for the 2023-2024 School Year

Appendix 7 : Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Enlarged City School District of Middletown developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Use of School-Owned Materials and Equipment 3280; Use of Email in the School District 6411; Computer Usage Policy; Chromebook Use Policy; Code of Conduct; Acceptable use Policy.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related

services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on

the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Enlarged City School District of Middletown shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Enlarged City School District of Middletown's internal computing network. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. Students are also able to receive MIFIs or mobile hotspots on a case by case basis after demonstrating need and administrative approval. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

The Districts acceptable use policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

SECTION VI: APPENDIX

Enlarged City School District of Middletown EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: Use of School-Owned Materials and Equipment 3280; Use of Email in the School District 6411; Computer Usage Policy; Chromebook Use Policy; Code of Conduct; Acceptable Use Policy.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (Chromebooks, iPad, etc.). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Classroom and Google Meet as their primary instructional platform. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. ***Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily***

	instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction -** Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion (i.e. "Flipped Classroom"). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.
	
	• All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets and digital classroom activities include Google Classroom assignments and collaboration with other students or staff.
	  ○ Mute yourself on meets as directed by your teacher
	  ○ **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise.
	
	• Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.
	
	• Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.
	
	If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

DAILY SCHEDULE	The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. MS and HS teachers must be available for academic support during designated times.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability while remote instruction is being provided. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON-INSTRUCTIONAL SERVICES • **TRANSPORTATION** • **FOOD SERVICE** • **TECHNOLOGY** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

SECTION VI: APPENDIX

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring by the Board of Education and District Administration.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes**

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote

instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SECTION VI: APPENDIX

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

APPENDIX U
NY State Emergency Response Terms

NY STATE EMERGENCY RESPONSE TERMS

SCHOOL NAME:
911 ADDRESS:

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.

HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.

EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.

SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.