ELMSFORD UNION FREE SCHOOL DISTRICT
District-wide Safety Plan

2026-2027 School Year

Public Hearing on August 26, 2026

Adopted by the Board of Education: August 26, 2026

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SECTION 1: OVERVIEW

Emergencies in schools are paramount issues that must be addressed in an expeditious and effective manner. School districts stand at risk from a wide variety of acts of violence, natural, and man-made disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) Act. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools. Districts are required to develop a District-wide Safety Plan designed to prevent and minimize the effects of serious incidents and emergencies and to facilitate coordination between District and local and county resources. The District-wide Safety Plan is responsive to the needs of all schools within the District and is consistent with the more detailed emergency plans required at the building level.

The Elmsford UFSD, in coordination with Southern Westchester BOCES, supports the SAVE legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District-wide cooperation and support of Project SAVE.

SECTION 2: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

The Elmsford UFSD's District-wide School Safety Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of The Elmsford UFSD's Board of Education, the Superintendent of Schools appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

Identification of the Teams

The Elmsford UFSD created a District-wide Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The members of the **DW Safety Team** and their affiliations are as follows:

Superintendent	Ms. Susan Yom
Assistant Superintendent of Administration	Mr. James Yap
Assistant Superintendent of Finance and Operations	Mr. Todd Currie
Interim Director of Special Education and PPS	Dr. Amy Albers
Assistant Superintendent of Curriculum, Instruction, and Human Resources	Mr. Josh Elder
Director of Facilities	Mr. James Frees
High School Administrator	Dr. Jeffrey Capuano
Elementary School Administrator	Mr. Jason Martin
Interim Primary School Administrator	Mr. Anthony DiCarlo
Primary/Elementary School Administrator	Dr. Ashley Cruz
Teacher Representative	Mr. Kevin Budzynski
Support Staff Representative	Ms. Deborah Font
Police Representative (Elmsford)	Commissioner Stephen Foster/ Chief Thomas Proscia/ SRO Chris Bujarski/ SRO Dom Grimaldi
Parent Representative	Dave Signor
Community Representative	John Hecht
District School Monitor Representative	Ms. Melissa Williams, Mr. Adrian Pritchett & Mr. Jaleel Barr

The members of the **District Emergency Response Team** are below:

MEMBER	**ROLE**
Ms. Susan Yom	Incident Commander
Ms. Diane Caperna	Documentation

Mr. Todd Currie	Safety Officer and Finance
Ms. Alicia Smith	Public Information Officer
Dr. Amy Albers	Mental Health Team Leader
Mr. James Yap	Staff Deployment/Services
Principals	Parental Info./Reunification
Mr. James Frees	Facilities
Ms. MaryBeth Swansen	Transportation
AHHS Nurse	Medical Team Leader
Mr. James Yap	Process Observer/ Back-up Incident Commander

SECTION 3: CONCEPT OF OPERATIONS

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans. Due to the confidential nature of the Building-level Emergency Response Plans, all detailed protocols will be housed in them. To ensure continuity of response throughout the district, representatives from the building teams serve on the district team to further enhance communications between all teams and uniformity of response.
- In developing the district plan, we chose a cross-section of the school community to be part of the team. A needs assessment was performed that included data on discipline, local hazards, proximity to potential threats from outside, and weather related emergencies. In addition, we reviewed previous district plans as well as surveying plans from other districts.
- In the event of an emergency or violent incident, the initial response to all emergencies at the individual school will be by the School Emergency Response Team. In the event of an emergency, communications protocols are established as follows:
    - The Building Emergency Response Team is activated to assess the emergency and implement appropriate response strategies.
    - The Principal/Incident Commander or their designee will notify the Superintendent and apprise them of the situation.

- The Superintendent will notify the members of the District Emergency Response Team and other designated officials as deemed necessary.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- The Principal/Incident Commander may request the assistance of the Superintendent and the District Emergency Response Team in notifying outside agencies for additional assistance.
- These agencies include, but are not limited to the local police, County Sheriff's Department, New York State Police, 911, and County Office of Emergency Management.
- Response efforts may be supplemented by available county and state resources through existing protocols described in the contact processes included in the District's Emergency Response Plan.
- The Post Incident Response Team will be members of the Building and/or Districtwide Safety Team.

SECTION 4: RISK PREVENTION AND INTERVENTION

Hazard Identification (Ref. 8 CRR-NY §155.17 (c)(1))

Identification of Sites of Potential Emergency

- Each Building Emergency Response Team will identify and locate hazardous sites and areas of potential emergencies in and around their building. This review shall be performed during the annual review of the plans.
- The locations of these hazards are listed in each Building-level Emergency Response Plan and placed on building maps supplied to the Elmsford Police Department, Elmsford Fire Department, EMS, and district personnel.
- Potentially dangerous sites will be checked regularly and inspected by safety personnel annually. The list of sites will be added to or modified based on current conditions.
- Building Emergency Response plans will be modified by Building Emergency Response Team members, as needed.
- Plans and procedures for the following types of emergency response are to be included in all Building-level Emergency Response Plans where appropriate and

include but are not limited to: kidnapping, bomb threats, hostage taking, intrusions, and active assailant.

Threat Assessment Team

Ref. Education Law §2801-a(2)(h); 8 CRR-NY §155.17

EUFSD has established a Threat Assessment Team in accordance with New York State law and Commissioner's Regulations. The purpose of the team is to identify, assess, and respond to individuals whose behavior may pose a risk of violence to self or others, and to intervene before an incident occurs.

Each school building will maintain a Building Level Threat Assessment Team, composed of a multidisciplinary group that may include the Building Administrator, a school counselor or social worker or psychologist, classroom teachers familiar with the student, Regional Safety Services staff (as needed), a School Resource Officer or local law enforcement liaison when available, and other staff such as the school nurse or related service providers. Oversight, training, and consistency in procedures will be provided by the District Wide Safety Team. Collaboration is a key element of the team's work. The Threat Assessment Team coordinates efforts with the student's home district, families, law enforcement, and community agencies as necessary, while ensuring that all actions are consistent with the Code of Conduct, the Dignity for All Students Act (DASA), and EUFSD policies. All records are maintained in a secure manner, and information is shared only with individuals who have a legitimate educational or safety interest in accordance with FERPA and state law. Team members receive annual training on threat assessment procedures, de-escalation strategies, and reporting requirements, and the District Wide Safety Team reviews outcomes each year to identify trends and training needs.

The Threat Assessment Team will carry out several critical functions. Reports of concerning behavior may be submitted directly to staff, or to building administration, and are immediately reviewed by the Building Administrator and referred to the Threat Assessment Team as appropriate. The team then conducts a structured threat assessment using the CSTAG evidence-based framework to evaluate the seriousness of the concern, distinguishing between transient behaviors and substantive threats. Findings and recommended interventions are documented carefully, and intervention plans may include counseling, behavior support, restorative practices, or referrals to external services. In situations where safety is at risk, the team will collaborate with law enforcement and mental health professionals.

SECTION 5: PROTECTIVE ACTION OPTIONS

District-wide Emergency – the responsibility for declaring a District-wide emergency shall rest with the Superintendent or their designee.

Individual buildings – the responsibility for declaring a building-wide emergency shall rest with the principal or their designee.

Summaries of the protective action options are found below. Detailed plans associated with procedures for each school building are maintained in each Building Level Emergency Response Plan.

School Cancellation/Early Dismissal/Delayed Opening

School cancellation will be used when information regarding a potential emergency is received with enough lead-time to alert all staff and students. Examples include events such as weather-related incidents or utility failures. The Superintendent of Schools determines the need for school cancellation, a delayed opening, or an early dismissal.

Parents/guardians will be notified using the emergency contact system Parent Square. This system will also be used if an emergency takes place during the school day.

Early dismissal will be used when school is in session and there is time to return staff and students to their homes before the expected emergency occurs. The District Superintendent or his/her designee activates early dismissal.

Shelter in Place (Shelter)

Shelter and shelter-in-place mean keeping students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or be evacuated. Suitable for a variety of reasons, shelter in place is used in response to a situation outside of the building such as a weather emergency, a chemical spill or other environmental hazard. The Building Principal/Incident Commander or their designee will activate the shelter in place. Locations for specific sheltering sites are maintained in the Building Level Emergency Response Plan.

Hold in Place (Hold)

Hold and Hold-in-place mean the restriction of movement of students and staff within the building while dealing with short-term emergencies. Suitable for a variety of responses, hold in place offers the ability to isolate and control the movement and/or to relocate building occupants by rooms, halls, or areas to other parts of the building determined to be safe. In addition, it can be used as a precautionary measure prior to

building evacuation. The Building Principal/Incident Commander or their designee will activate the hold in place annex.

Evacuation (Evacuate)

Evacuate and evacuation means to move students for their protection from a school building to a predetermined location in response to an emergency. Evacuation/relocation will be used when school is in session and it has been determined that an occupied building or location does not provide a safe environment for staff and students. The Building Principal/Incident Commander or their designee usually activates an evacuation. In case of fire or large chemical spill, any staff member who becomes aware of the issue may activate the evacuation procedures.

Secure Lockout

Secure lockout means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school. In response to incidents of actual or potential threat from outside the building, a lockout may be initiated. The nature of the incident will determine if 911 should be called. For example, local law enforcement may contact school officials to advise them of a suspected fugitive in the immediate area of the school building. If a wild animal, such as a bear or raccoon that is acting strangely, were to wander onto school grounds, school officials could initiate a lockout and contact police. Any staff member who becomes aware of a threat outside the school may activate the lockout annex.

Lockdown

Lockdown means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school. In response to incidents of actual violence, a lockdown may be initiated, if it is determined that a lockdown is necessary. Any staff member who becomes aware of an immediate threat of violence in or around the school is authorized to activate the lockdown annex.

Response protocols to specific emergencies will vary but usually will include the following:

- Implementation of the Incident Command System
- Identification of decision makers
- Plans to safeguard staff and students
- Procedures to provide transportation, if necessary

- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Annual training for staff must include a description of the roles and responsibilities of the building-level emergency response team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter/shelter-in place, hold/hold-in place, evacuate/evacuation, secure lockout, and lockdown. The required training must also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health. New employees hired after the start of the school year must receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever occurs first.

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.

Trauma-Informed Drill Conduct & Restrictions All emergency drills (including lockdown and evacuation drills) will be conducted in a trauma-informed, developmentally, and age-appropriate manner. The

district strictly prohibits the use of props, actors, simulations, or any tactics intended to mimic a real shooting or act of violence during regular school hours when students are present. Drills will focus on muscle memory, clear communication, and safety protocols without creating unnecessary situational stress.

Parent/Guardian Drill Notification Window In accordance with New York State statutory mandates, the District will provide parents and guardians with advanced notification of any upcoming emergency drill. Parents/guardians will be notified of an upcoming drill at least 2 days and no more than 7 days in advance. Drills will be conducted in a trauma-informed, age-appropriate manner and that the use of props, actors, or simulations mimicking a real shooting is strictly prohibited when students are present. The notification will include information regarding the type of drill, the window of time it will occur, and resources for families to discuss emergency preparedness with their children.

SECTION 6: SECURITY PROTOCOLS

- Identification must be worn by all staff members during emergencies, during emergency drills, and when supervising students during outdoor recess and on field trips.
- The Elmsford UFSD will, in all buildings, limit visitor access and use a single point of entry system.
    - All doors, in each building, are locked, except at times designated by the Building Safety Teams.
    - All single point of entry entrances will be monitored.
- Visitors (including parents):
    - Will be recorded, verified and issued an identification pass.
    - Are required to wear the identification pass at all times.
    - Access is limited to the location designated on the visitor's pass.
    - Without the identification pass will be directed to the Main Office by all staff.
    - Will be escorted whenever possible.
- The District Safety Team will educate students, staff and parents about the importance of school safety.

- The District will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students.
- The District will continue to investigate security devices and strategies to make schools as safe as possible.
- The District has developed procedures for anonymous reporting of threats of violence.
- All school employees are subject to fingerprinting and security screening by state law.

Description of duties of school (campus) monitors and other school safety personnel:

The campus monitor(s) report to the building administrator and may perform the duties as listed below:

- Oversees and monitors student behavior by walking hallways, campus grounds, locker rooms, and cafeteria to ensure students are proceeding to their classes in an orderly manner;
- Oversees and monitors behavior of children, youth and/or young adults in a library setting, if assigned to a school district library;
- Helps maintain order in classrooms, library, gymnasiums and on school grounds by removing students in the event of unruly behavior;
- Takes attendance and searches for students who are on campus but not in assigned class;
- Issues passes to students who are late to class;
- Greets visitors to campus, ascertains their business, issues a pass and directs the individual(s) to the proper location;
- Guides students safely across streets and intersections;
- Controls traffic while school buses are arriving and departing;
- Aids students in lower grades with wearing apparel;
- May assist teachers with supervision during recess and lunch periods;
- May have charge of rest periods;
- May function as a representative for students to bring issues/concerns to the attention of teachers, counselors, and administration;
- May render elementary first-aid treatment;
- May have charge of supplies and equipment for locker rooms;
- May occasionally perform miscellaneous manual clerical duties such as filing and making photocopies;
- May function as a "guide" for members of the community who wish to tour a school district's campus and/or classes;

- May also do responsibilities as assigned by the school administration for duties below.

Description of Duties of Security Personnel and School Resource Officers Ref. 8 CRR-NY §155.17 (c)(1)(xi)(a) CR155.17(c)(1)(xvii) CR155.17(c)(1)(xvii)

The security personnel and School Resource Officers report to the District Office and may perform the duties as listed below:

- Patrols assigned area on foot to ensure personnel, building, and equipment security;
- Examine doors, windows, and gates to ensure security; monitors closed buildings for unauthorized persons and/or suspicious activities;
- Informs and warns violators of rule infractions, such as loitering, smoking, or carrying forbidden articles;
- Provides escort services for visitors, students, staff, and faculty, as necessary; provides other public assistance, such as lockout services and routine information;
- Watches for and reports irregularities, such as security breaches, facility and safety hazards, and emergency situations; contacts emergency responders, such as police, fire, and/or ambulance personnel, as required;
- Remains alert for the presence of unauthorized persons and/or security code violators;
- Approaches suspicious persons and/or notifies police as appropriate;
- May confront and/or detain violators, as required, until police arrive;
- Patrols and monitors assigned parking areas to provide public security and assistance;
- Assists with bus arrival/dismissal;
- Assists with traffic control as needed;
- All security personnel are required to participate in ongoing training, drills, threat assessment, deescalation, etc. consistent with §155.17(c)(1)(xiii) as well as additional professional development consistent with the needs of their assignments.
- All security personnel and School Resource Officers, in response to student misconduct that violates the code of conduct, will refer students to building administration.
- School Resource Officers may work with building administration to visit classrooms and teach students concepts of safety and risk prevention awareness by helping students make constructive choices. The two School Resource Officers can also be available for conferences with students, parents, and staff regarding law related concerns.

- The hiring and screening process for all personnel acting in a school security capacity will be conducted by the District administration. All security guards are contracted to an outside agency and are required to be retired from law enforcement or armed services.

It should be noted that the EUFSD has a contract with the Elmsford Police Department for the School Resource Officers and the contract is secured within the Business Office.

Vital Educational Information

Due to the public nature of the District-wide Safety Plan, the detailed vital educational information is maintained within the Building-level Emergency Response Plans.

Prevention and Intervention Strategies

Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the following:

- It is the district's responsibility to provide information about student and school safety to all students, staff, parents and community members.
- Informative materials about early detection of potentially violent behaviors and dangerous situations will be disseminated to students, staff, parents, and community through a variety of methods. These may include student curricula and workshops, staff training seminars, pamphlets, newsletters and other publications, public seminars.
- The District will provide training for school personnel on a regular basis. Training may include individual and group de-escalation techniques, non-violent conflict resolution skills, and mediation. Training will be made available during conference days, summer, and after school seminars.
- Collaborative agreements with law enforcement officials have been and are designed to de-escalate potentially violent situations.
- Mediation services are available at all buildings.
- Non-violent conflict resolution training programs are available.

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, include the following:

- Youth-run programs,

- Peer mediation,
- Conflict resolution,
- Informing students of formalized staff roles and procedures,
- Proactive frameworks to teach communication and conflict resolution such as PBIS (Positive Behavioral Interventions and Supports).

Each school shall identify and offer to students programs geared toward prevention and intervention strategies.

The District has developed and will continue to develop programs that encourage student-to-student and student-to-staff communication in each school such as:

- Cyberbullying Lessons (AEG and AHHS)
- Small group discussions
- Class Presentations

Required Components of Building Safety

- Building Safety Team
- Building Emergency Response Team
- Evacuation procedures with and without transportation
- Drills: Lockout, Lockdown, Shelter-in-place
- Building Medical and Mental Health Response Team
- Building Post-Incident Response Team
- Listing of emergency equipment available
- Listing of Medical Supplies
- Listing of Communication Devices
- Identification of the officials authorized to make decisions (Chain of Command)

  District policy authorizes the Superintendent of Schools to act for the District and if the Superintendent of Schools is unable to be reached, the responsibility and authority to act for the District shall fall to the Deputy Superintendent or the Assistant Superintendent of Finance and Operations.

SECTION 7: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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.

- Reporting of threats of violence to school authorities.
    - Students are required to inform school staff about any indirect or direct threat of violence to themselves, others or property.
    - Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
    - Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
    - Students, staff, parents and others will be educated about the importance of reporting threats and the procedures of reporting.
- Investigating threats of violence.
    - The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
    - Serious acts will require the involvement of police personnel. (violent offenses in accordance with SAVE requirements).
    - Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
    - Threats placing students, staff, and others in imminent danger require an immediate call to the police.
    - School administrators may conduct a building and/or classroom lockdown, and/or if necessary, an evacuation.
- Reporting Incidents
    - School administrators must keep record of serious threats and acts of violence and report them annually to the state.
    - Incidents of violence, serious threats, intimidation etc. may require involvement of the police.

    - District and building administrators are authorized to call the police to respond to the threat or acts of violence.
- Means in which staff, students and parents are informed about threats of violence:
    - Staff will be informed via a written confidential memo.
    - Parents and students will be informed in writing in a timely manner.
    - Parents will be informed via telephone in a timely manner if their child is directly involved in a threat of violence.

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. The district has developed the following safety and security procedures to protect students, staff and visitors from acts of violence.

- Reporting acts of violence to school authorities.
    - Students are to inform school staff about acts of violence toward themselves, others and property.
    - Staff are required to inform administration of any act of violence to students, themselves, others or property.
    - Parents and visitors are encouraged to tell staff about any acts of violence toward students, themselves, others or property.
    - Students, staff, parents and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.
- Investigating acts of violence.
    - The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
    - Serious acts will require the involvement of police personnel. (Violent offenses according to the SAVE requirements).
    - Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
    - Acts of violence placing students & staff in imminent danger require an immediate call to the police.

- Addressing Violent Individuals
    - Aggressively dangerous and violent students should be restrained only by qualified CPI trained staff. Police should be called to remove the student.
    - Violent adults are to be reported immediately, the authorities called and only removed by police.
    - Students and staff should be in lockdown mode when violent people are in the school.
- Reporting Incidents
    - School administrators must keep a record of serious threats and acts of violence and report them annually to the state.
    - Incidents of violence, serious threats, intimidation etc. may require involvement of police.
    - District and building administrators are authorized to call police to respond to the threat or act of violence.
    - For issues and concerns regarding school safety and notifications made by students, staff and parents, a designated District email will be created and monitored by the District Wide Safety Team.

Our policy is to analyze each incident individually. The District policy and procedure for reporting violence to police is included in the District Code of Conduct. If we are unable to de-escalate a violent incident or if laws are violated, we contact local agencies for support. The building administrator or their designee may contact the law enforcement agencies via 911.

- The building principal or his/her designee will evaluate each incident, consult with the superintendent and report the incident to the state or local police if necessary.
- The police agencies serving our area are:

Agency	Phone Number
Elmsford Police Department	914-592-8383
Westchester County Police	914-864-7600
Greenburgh Police Department	914-989-1700

New York State Police	914-769-2600

Dissemination of Implied or Direct Threats In the event of an implied or direct threat to school safety, the Superintendent or their designee will ensure immediate, transparent, and accurate communication is disseminated to staff, students, and parents/guardians as appropriate. Immediate operational notification during a fluid or active threat will be deployed in real-time via the District's automated mass-notification platforms (including ParentSquare, SMS text alerts, automated voice broadcasts, and the official district website) to prevent communication lag. This ensures rapid, synchronized updates to the entire school community, reducing misinformation and facilitating coordinated safety protocols.

SECTION 8: EXTERNAL COMMUNICATIONS

When appropriate, we will contact other agencies regarding potential disasters, tragedies or extreme acts of violence. We have automatic contact via email, fax, or telephone to educational agencies (BOCES), governmental groups, law enforcement, emergency management, and local media.

- We have internal communications capability via e-mail, ParentSquare (robo-calls) and intercom for staff. We have cell phones available for administrative personnel.
- ParentSquare will be used to communicate with parents when appropriate.
- The National Weather Alerts and NOAA (Weather Emergency) is monitored in the Central Office. Building administrators will contact immediately in the event of weather-related emergencies.

Description of the arrangements for obtaining assistance during emergencies from emergency service organizations and local government agencies.

- The Elmsford UFSD has worked closely with local emergency services agencies for support and assistance during emergencies.
    - When possible we will have included their representatives on our safety planning teams
    - The district will provide them with pertinent information (ex. Building maps)
    - Included their personnel in planning and implementing safety-related drills.

    - Providers have given approval to The Elmsford UFSD to rely on local personnel, resources and facilities in emergencies.
    - Our plans provide for accessing emergency mental health services in the event of an emergency or violent incident from SWBOCES and other county, regional, and private mental health agencies.
- For Fire and Medical Emergencies, 911 will be called.
- For violent acts, the district protocol is to notify the law enforcement immediately via 911.
    - The primary responsibility for these calls is the building principal or their designee. A call is then made to the superintendent who has the responsibility to notify other key officials.

Department	Name	Phone Number
Elmsford Fire Dept.	Chief Nelson Diaz	914-592-6555
Elmsford Police Dept.	Commissioner Stephen Foster	914-592-8383
Elmsford EMS	Police Department	914-592-8383

The Elmsford UFSD will notify other schools within our jurisdiction about potential or existing emergencies that may affect them by telephone, e-mail and courier when necessary. This will include any district to which we transport our students. The Superintendent, or designee, shall inform all educational agencies within the Elmsford System boundaries of potential, impending or existing disasters.

The list of educational institutions located within the district, or which Elmsford residents attend, as well as local preschools, including the school population and staff numbers, their transportation needs, phone numbers of key officials of each school are updated annually.

SECTION 9: PLAN REVIEW AND PUBLIC COMMENT

The designated Chief Emergency Officer for the Elmsford UFSD is the Superintendent of Schools. The CEO's role may include the following activities:

- Coordination of the communication between school staff, law enforcement, and other first responders.

- Lead the efforts of the District-wide School Safety Team in the completion and yearly update of the District-wide School Safety Plan and the coordination of the District Wide plan with the building level emergency response plans.
- Ensure staff understanding of the District–wide School Safety Plan.
- Ensure the completion and yearly update of building level emergency response plans for each school building.
- Assist in the selection of security related technology and development of procedures for the use of such technology.
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.
- Ensure the completion and yearly update of Building-level Emergency Response plans by the dates designated by the commissioner.
- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on or before September 1 of each year. A copy of this plan will be available at the District Office, and on our District website.
- While linked to the District-wide School Safety Plan, **Building-level Emergency Response Plans** ***shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a***.
- The 2026-27 District-Wide School Safety Plan was made available for public comment for a minimum of 30 days prior to its official adoption by the Board of Education. A public hearing providing for the participation of school personnel, parents, students, and any other interested parties was conducted prior to Board adoption.

SECTION 10: PLANNING ASSUMPTIONS AND LIMITATIONS

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

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.

- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.

- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

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

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

SECTION 11: TRAINING

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

- Roles and Responsibilities — Deliver at start of school year
- Incident Command System (ICS) Training — Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training shall include a comprehensive review of the ERP with all personnel, the delivery of full staff briefings regarding specific emergency roles, and the verification that all staff members are fully apprised of the communications and notification protocols established within the plan.
- Conduct student briefings on roles they perform during an emergency

SECTION 12: DRILLS & EXERCISES

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

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

The following is recommended:

- 2 - Lockdown drill — Announced (Before December 31)
- 2 - Lockdown drills — Unannounced (quarterly - following first announced drill)

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

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

lockdown. Any announcements made during a drill will be preceded and ended with the phrase "this is a drill". This will ensure that all involved recognize that this is a drill and not a real incident (i.e. "may I have your attention, this is a drill — LOCKDOWN — this is a drill"). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service "**SAFETY DRILL IN PROGRESS - PLEASE WAIT."** This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

TYPE	FREQUENCY	EFFECTIVE MEASURE
Evacuation	8	Time/Attendance
Lockdown	4	Time/Police Feedback
Off Site Evacuation	As needed	Time/Police Feedback Parental Reunification
Lockout	As needed	Response Time
Sheltering (on and off-site)	Periodic	Response Time
Parent Notification	As needed	Response Time Parent Feedback
Team Table Top Practices	As needed	
Early Dismissal	Annually	

SECTION 13: PURPOSE AND SITUATION OVERVIEW

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property. The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Threat & Hazard Types

Threat and Hazard Type	Examples
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildfire
Technological Hazards:	• Explosions or accidental releases of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	• Pandemic or infectious diseases, such as COVID-19, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis, etc. • Contaminated food outbreaks, including *Salmonella*, botulism, and *E. Coli* • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

SECTION 14: ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be preassigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent of Schools

The Superintendent of Schools shall serve as the district-wide Incident Commander and shall direct operations in response to an emergency, in conjunction with local law enforcement and emergency first responders. The Superintendent may delegate functions to Assistant Superintendents and/or Principals, including the coordination of communication with the public, transportation, the relocation of students, etc.

Principal

The Superintendent (or their designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP.
- Coordinate/cooperate with emergency responders

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise,

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member

- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants and Aides

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District

Staff with radios or cell phones

NAME	Radio or Cell Phone Number
Susan Yom	Radio
James Yap	Radio
Todd Currie	Radio
Adrian Pritchett	Radio
James Frees	Radio
Angie Rodriguez	Radio
Custodial Staff	Radio
Jeffrey Capuano	Radio
Nurses	Radio
Ashley Cruz	Radio
Melissa Williams	Radio
Deborah Font	Radio
Stephanie Luccioni	Radio
Monica Ahern	Radio
Sabrina Rouse	Radio
Jaleel Barr	Radio

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

Evacuation — Building Only

- Determine evacuation routes based on location of the incident and type of emergency. (See floor plans, Appendix 4)
- Ensure all locations have designated secondary escape routes.
    - o Designate alternate routes
    - o Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
    - o Disabled/wheelchair accessible routes

o Address needs of other disabilities: autism,blind,hearing impaired, etc.

- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
- Students self-evacuate through the nearest evacuation route or exit.
- Students report to the nearest assembly area and the nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Building, Wing or Location	Assembly Area
Carl L. Dixson PS	
Alice E. Grady ES	
Alexander Hamilton HS	

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

Evacuation — (Off School Grounds)

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

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location		Address	Facility Contact Name and Number
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]

- Notify all assembly areas to evacuate to offsite location.

[redacted]

[redacted]

SECTION 15: CRIME SCENE MANAGEMENT

Purpose

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

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

Actions

Respond

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

Evaluate

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

Secure

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

SECTION 16: MEDICAL AND MENTAL HEALTH EMERGENCY

Purpose

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

Actions

See Medical Emergency Response Appendix 5.

Cardiac Emergency Response Plan (CERP) - Education Law §917 (Desha's Law)
Ref. Education Law §2801-a(n); Public Health Law §917; 8 CRR-NY §155.17(c)(1)
EUFSD has established a District-Level Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on school grounds or at school-sponsored events, including athletic programs. This plan aligns with the American Heart Association's (AHA) evidence-based core elements and provides the district-wide framework to be supplemented by venue-specific CERP annexes within each Building-Level Emergency Response Plan.

Responsibilities and Oversight
· The Superintendent, or designee, is responsible for ensuring implementation of the District CERP, annual review by the District Safety Team, and adoption by the Board of Education.
· Each building shall develop and maintain a CERP annex consistent with this plan, including maps of AED locations, floor plans, emergency access routes, athletic venue protocols, and assignments for trained staff responders.

· Building-level annexes shall remain confidential in accordance with Education Law §2801-a.

Core Components

· Cardiac Emergency Response Team (CERT): Each building shall identify a minimum of five trained responders, or 10% of staff (whichever is greater). Roles include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd management.

· CPR/AED Training: Annual training will be provided for relevant staff, including members of Building Emergency Response Teams. Documentation of trained staff will be maintained by Human Resources.

· AED Placement and Maintenance: AEDs will be located to allow retrieval and application within three (3) minutes from any location on campus. Devices must remain clearly marked, accessible during events, and maintained per manufacturer guidelines. Maintenance and inspection records will be retained by Facilities.

· Communication Protocols: Internal procedures will activate the CERT and assign roles. External procedures include immediate activation of EMS (call 911) and coordination with local responders.

· Drills: Each building will conduct at least one annual CERP drill that includes AED retrieval and CPR initiation, measuring time from collapse recognition to AED application. An after-action review will be documented and submitted to the District Safety Team.

· Continuous Improvement: Following any cardiac emergency or drill, an after-action report will be completed within 24 hours and forwarded to the District Safety Team for review and follow-up. The CERP will be reviewed and updated annually, or after any incident requiring activation, to incorporate lessons learned and maintain alignment with state law and AHA guidelines.

Activation Protocol

In the event of a suspected sudden cardiac arrest, staff will:

1. Call 911 and activate EMS.
2. Begin CPR immediately.
3. Retrieve and apply the nearest AED as quickly as possible.
4. Transfer care to arriving emergency responders.

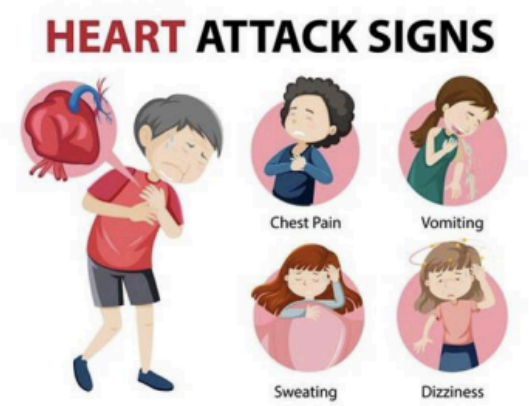
EMS Coordination

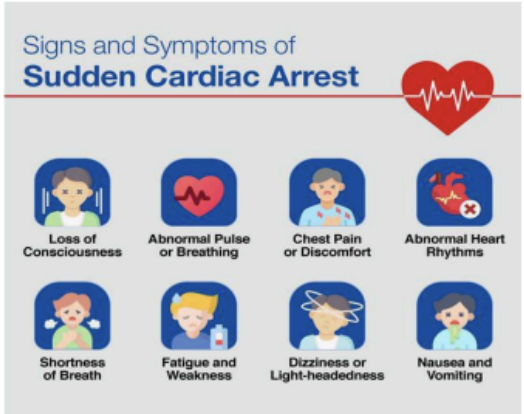
The District Safety Team and building administrators will coordinate annually with local EMS providers. Coordination will include site orientation, updated AED maps, access points, and CERT contact information to ensure integration of district procedures with community response.

Student Training

While the law requires annual safety training for students, the requirements differ from those for staff. Student training should include age and developmentally

appropriate information regarding cardiac arrest and emergency situations, including: • signs of cardiac arrest; • when and how to get help from a teacher, staff person, or other adult; • what students will be expected to do when an emergency occurs; • what an AED is and where they are located in the school. The primary intent of training students is to instruct them when to get help from staff, what the emergency procedures are, and how the students are to follow them - all conducted in a developmentally appropriate manner. Depending on the age of the students, this training may include where AEDs are located, so that older students can assist staff by retrieving the AED during an emergency. Below are information materials that may be used to instruct younger students about the signs of a cardiac emergency:





SECTION 17: ACCOUNTING FOR ALL PERSONS

Purpose

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

Actions

Teachers will take attendance and report to their building principals any students unaccounted for. Principals and supervisors will report any unaccounted personnel to the Incident Commander.

SECTION 18: REUNIFICATION

Purpose

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

In the event of an emergency evacuation or incident requiring the controlled release of students to their parents or legal guardians, the District will implement a strictly managed, formalized Reunification Protocol. This process ensures student accountability, maintains a clear chain of custody, and mitigates the chaos of uncoordinated dismissals.

1. Physical Site Layout & Zone Structure

To maintain security and manage crowd control, the designated Reunification Site will be physically divided into three distinct, isolated zones with strictly monitored access points:

- **The Greeter / Parent Holding Area:** A secure, sheltered area (e.g., gymnasium, cafeteria, or fenced perimeter) where parents/guardians arrive, receive required paperwork, and await processing. Parents/guardians are strictly prohibited from entering any other zone.
- **The Student Assembly Area:** A separate, secure location where students remain clustered by class or cohort under the direct supervision of instructional and support staff. This area must remain physically and visually isolated from the parent area to prevent unverified student pickups.
- **The Release / Reconciliation Point:** A controlled buffer zone (such as a specific exit corridor, office window, or line of tables) positioned between the parent holding area and the student assembly area. This is where formal identity verification and the physical handoff of the student occur.

2. Step-by-Step Accountability Workflow

- **Step 1: Arrival & Form Distribution** Upon arrival at the site perimeter, parents/guardians are met by designated Greeters who verify they are at the correct location and hand them a two-part **Student Release/Reunification Form**. The parent/guardian must complete the top section of the form, explicitly printing the student's full legal name, date of birth, grade, and their own relationship/contact information. Greeters then direct them to the Check-In line.
- **Step 2: Identity Verification & Roster Cross-Reference** At the Check-In table, a designated Verification Officer will request a **government-issued photo ID** from the parent/guardian. The officer will immediately cross-reference the ID against the emergency contact data in the District's Student Information System (SIS) roster.

    - *Authorized Pickups:* If the adult is verified as an authorized emergency contact, the officer signs or stamps the form, returns the ID, retains the bottom runner's voucher, and directs the parent to the waiting area.
    - *Unauthorized Pickups:* If the adult is not found on the SIS roster, they are immediately escorted to a separate **Crisis/Command Table** where law enforcement and administrators handle custody disputes or roster discrepancies.
- **Step 3: Student Retrieval (The Runner Protocol)** The Verification Officer hands the bottom runner's voucher to a designated staff member (**Runner**). Parents are strictly prohibited from acting as runners. The Runner physically travels to the secure **Student Assembly Area**, presents the voucher to the supervising teacher, and the teacher logs the student out on their classroom roster. The Runner then escorts the student directly to the **Release Point**.
- **Step 4: Formalized Signature-Verified Release** At the Release Point, the Release Officer collects the top half of the form from the waiting parent and matches it with the bottom voucher brought by the Runner. The officer will conduct a quick verbal validation (e.g., asking the student to confirm the identity of the adult). Once validated, the parent/guardian must sign the final "Received By" line on the form. The Release Officer records the exact time of discharge, and the student and guardian are escorted out through a designated, one-way exit route.

SECTION 19: CONTINUITY OF OPERATIONS PLAN (COOP)

Purpose

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

Actions

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

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.

- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

SECTION 20: RESPONDING TO A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE

Purpose

The purpose of this annex is to ensure that there are procedures in place relating to a state disaster emergency involving a communicable disease, such as COVID-19, extensively drug resistant tuberculosis, Staphylococcus aureus, and meningitis. Since each emergency is unique in severity, scope, and duration, the components of this annex must be adapted to the circumstances of each pandemic.

Scope

This annex outlines protocols for pandemic response, consistent with the requirements of Education Law §2801-a.

Core Functions

Relying on guidance from the New York State Department of Health (NYSDOH) and the Westchester County Department of Health (WCDOH), the District will enact a pandemic response plan that may include the follow components, subject to the severity, scope and duration of the threat posed by the particular pandemic:

- **Capacity:** Phasing and quantity of students, faculty, and staff allowed to attend school in-person, considering factors such as ability to maintain appropriate physical distance, personal protective equipment (PPE) availability, local medical capacity, and availability of safe transportation;
- **Physical Distancing:** Protocols and procedures for students, faculty, and staff to ensure appropriate physical distancing when on school grounds and in school facilities;
- **PPE and Masks:** Protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate PPE is used to protect against the

transmission of the pandemic when in indoor school facilities.
Plans for all students, faculty, and staff to have the required PPE (i.e., acceptable masks) before entering indoor school facilities or other indoor spaces owned or administered by the school or school district (e.g., school buses). The District will determine the number/type of PPE and masks that will be maintained in stock in the event of a future pandemic to avoid critical shortages;

- **Operational Activity:** Determinations on how classes, shared spaces, and activities may be adapted in various phases of learning and operations (e.g., identify which, if any, students will be offered alternate approaches, such as alternative schedules or hybrids of in-person and remote learning; how additional and alternative - school and non-school - spaces can be used for, or in support of, in-person instruction; how such schedules could be administered to create overlap for students from the same household; how shared spaces, such as cafeterias, libraries, and gymnasiums, will be modified and used, if and how cohorts will be implemented). Policies regarding field trips and visitors considering risks for pandemic transmission, as well as protocols and procedures for physical distancing, PPE usage, and cleaning and disinfection, which may include conducting virtual events, will be developed;
- **Restart Operations:** Plans to safely reopen facilities and grounds, such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components, as applicable;
- **Essential Workers:** Depending on the severity and duration of the pandemic, the District may designate certain employees or categories of employees as essential workers to maintain the continuity of operations during a pandemic. For example, *administrators* may be designated as essential workers to ensure the safe and orderly operation of the schools and district offices; *teachers* may be designated as essential workers so that they can ensure the continuity of instructional services that cannot otherwise be provided remotely; *buildings and grounds* staff may be designated as essential workers so that they can maintain essential school infrastructure; *food service workers* may be designated as essential workers so that the district can provide food to students during a pandemic; *nurses and health assistants* may be designated as essential workers to provide health services to students, faculty and staff; *aides and assistants* may be designated as essential workers to provide in-person instructional support or supervision for students, or childcare services for the children of first responders; *clerical and technology* staff may be designated as essential workers to help ensure the continuity of operations including the technology infrastructure to support remote learning; and *transportation* staff may be designated as essential workers to deliver food and/or transport students who may require in-person instruction when the schools are closed or operating on a limited schedule.
- **Non-essential Workers:** Policies for non-essential workers who, depending on the severity and duration of the pandemic, may be designated to perform their job responsibilities remotely to avoid having unnecessary employees on-site

during a pandemic (e.g., administrators, teachers, buildings and grounds staff, food service workers, nurses and health assistants, aides and assistants, clerical and technology staff, transportation staff). To the extent practicable, non-essential workers will be permitted to work remotely when school is closed and/or instruction occurs remotely, as determined by the district.

- **Employee Schedule Adjustments & Employee Leave Entitlements:** Policies for essential and nonessential workers who may have their hours or days of work adjusted to minimize the density of employees on-site (e.g. adjusted start/end times, split shifts, rotating shifts). Any such adjustments to hours or days of work will, to the extent necessary, be negotiated with relevant bargaining group(s). In the absence of NY State or Federal paid leave provisions for pandemic or communicable disease designations, staff may use their accumulated leave balances per provisions in their respective collective bargaining agreements. The District tracks daily attendance to report precise hours and work locations of employees quarantined due to emergency situations, as may be requested by NYSDOH.
- **Hygiene, Cleaning, and Disinfection:** Protocols and procedures for school-wide cleaning and disinfection of classrooms, restrooms, cafeterias, libraries, school buses, and all other school facilities, as well as training and promotion of hand and respiratory hygiene among all individuals in school facilities and on school grounds.
- **Extracurricular Activities:** Policies regarding extracurricular programs and which activities will be allowed, considering physical distancing, PPE usage, and cleaning and disinfection, as well as risk of pandemic transmission. Policies should consider how to maintain cohorts, if applicable, or members of the same household.
- **Before and Aftercare:** Policies regarding before and aftercare programs, considering physical distancing, PPE usage, and cleaning and disinfection requirements, as well as risk of pandemic transmission. Policies should consider how to maintain cohorts, if applicable, or group members of the same household.
- **Vulnerable Populations:** Policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe illness, and individuals who are at medical risk returning to an in-person educational environment, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. Responsible Parties must also identify and describe any modifications to physical distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible.

- **Transportation:** Consistent with State-issued public transit guidance, protocols and procedures, which may include that individuals must wear acceptable masks at all times on school buses (e.g., entering, exiting, and seated) and that individuals should maintain appropriate physical distancing, unless they are members of the same household. Responsible parties should maximize the distance between students on school buses (for example, seat children one child per row and skip rows), when possible. When safe, ventilation can be improved by opening windows. Responsible Parties should encourage parents/legal guardians to drop off or walk students to school to reduce density on buses. School districts should also consider engaging more buses to keep density low while supporting families who cannot bring students to school themselves. Protocols and procedures should include how school buses will be adapted to keep students and staff safe (e.g., how masks will be provided to students in need, how members of the same household will be seated together, how physical distancing will be conducted on buses, whether bus schedules will be adapted to accommodate reduced capacity, whether any health screening will be conducted at home before students board buses, how parents/legal guardians will be encouraged to drop off or walk students to reduce density on buses.
- **Food Services:** Protocols and procedures for onsite and remote food services for students, considering appropriate physical distancing and any modifications to service that may be necessary (e.g., providing meals in a combination of classrooms and cafeterias, staggering meal periods). Measures to protect students with food allergies if providing meals in spaces outside the cafeteria. Protocols and procedures must also include how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. Additionally, protocols and procedures must account for cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area (e.g., cafeteria).
- **Mental Health, Behavioral, and Emotional Support Services and Programs:** Available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction (e.g., how they will identify and support students having difficulty with transitioning back into the school setting, especially given the changed school environment). Any training for faculty and staff on how to talk with, and support, students during and after the ongoing public health emergency, as well as information on developing coping and resilience skills for students, faculty, and staff.
- **Communication:** Communications plans for students, parents/legal guardians of students, faculty, staff and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Plans should describe how schools will communicate with students and families about preparing for the continuation of learning during the pandemic, which should include adapting to physical distancing requirements,

properly wearing masks, and proper hand and respiratory hygiene. Consider developing webpages, text and email groups, and social media to disseminate information. Schools should develop communication plans in multiple languages, as necessary.

- **Screening:** Protocols and procedures for mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may be sick or who may have been exposed to the contagious illness. Responsible Parties should consider limiting the number of visitors permitted on school grounds or in school facilities, and, if visitors are allowed, screening of such visitors.
- **Symptom Management & Isolation:** Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health office staff caring for the symptomatic individual. Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff.
- **Infected Individuals:** Requirements that persons who have tested positive complete isolation and have recovered and will not transmit the illness when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department.
- **Exposed Individuals:** Requirements that individuals who were exposed to the illness complete quarantine and have not developed symptoms before returning to in-person learning (exceptions for vaccinated individuals and those with prior COVID-19 infection detailed below). Discharge from quarantine and return to school will be conducted in coordination with the local health department.

SECTION 21: EMERGENCY REMOTE INSTRUCTION

DEFINITIONS

- "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
    - Remote instruction will encompass synchronous instruction provided through digital video based technology and may also include

asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
    - Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

FORMATS AND METHODS OF REMOTE INSTRUCTION

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

INSTRUCTIONAL OPTIONS

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

COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

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

MINIMUM INSTRUCTIONAL HOURS

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

instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

REMOTE INSTRUCTION SUPPORT

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

COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti- harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA

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

SECTION 22: EXTREME HEAT CONDITION DAYS

“Extreme heat condition days” are defined as days when occupiable educational and support services spaces are eighty-two degrees Fahrenheit or higher. “Support services spaces” do not include kitchen areas used in the preparation of food for consumption by students. Pursuant to Education Law § 409-n, room temperature will be measured at a shaded location, three feet above the floor near the center of the room.

Actions to be Taken at Eighty-Two Degrees

When the temperature of an occupiable educational or support service space reaches eighty-two degrees Fahrenheit, the District will take actions to relieve heat-related discomfort (consistent with fire and building codes) including, but not limited to, the following:

Turning off the overhead lights;

Pulling down shades or blinds;

Turning on fans;

Opening classroom windows to increase circulation;

Turning off unused electronics that produce heat; and/or

Providing water breaks.

This plan does not preclude air conditioning from being used pursuant to an Individualized Education Program, Section 504 Plan, or documented medical need.

Actions to be Taken at Eighty-Eight Degrees

When practicable, students and staff will be removed from educational and support services spaces when the temperature reaches eighty-eight degrees Fahrenheit in those spaces. The Superintendent will direct Principals to evacuate the space including, but not limited to, the following:

Move students and staff to cooler locations; or

Close school early and send students and staff home according to the District's early closing protocols.

On days when the outside temperature is expected to be high enough that temperatures in occupiable educational or support service spaces are likely to reach eighty-eight degrees, even with the heat mitigation measures taken, the District may hold classes remotely (in accordance with the Board-approved emergency remote instruction plan) or close school entirely (in accordance with required minimum instructional time). The Superintendent is authorized to make this decision. Remote learning may be District-wide, building-level, or for groups of students and staff affected by the extreme heat conditions.

SECTION 23: APPENDIX 1 DISTRICT CONTACTS

SCHOOLS:	CONTACT	PHONE
CARL L. DIXSON PRIMARY SCHOOL	Mr. Anthony DiCarlo, Interim Principal	914-592-2092
ALICE E. GRADY ELEMENTARY SCHOOL	Mr. Jason Martin, Principal	914-592-8962
ALEXANDER HAMILTON JR/SR HIGH SCHOOL	Dr. Jeffrey Capuano, Principal	914-592-7311
SPECIAL EDUCATION OFFICE	Dr. Amy Albers, Interim Director of Special Education Pupil Personnel Services	914-592-3758
DISTRICT OFFICE	Ms. Susan Yom, Superintendent	914-592-6632
SCHOOL FACILITIES, OPERATIONS AND MAINTENANCE	Mr. James Frees, Director of Facilities	914-592-2276
TECHNICAL ASSISTANCE	Mr. James Yap, Assistant Superintendent of Administration	914-592-8550

SECTION 23: APPENDIX 2 KEY PERSONNEL

TITLE	NAME
SUPERINTENDENT	Ms. Susan Yom
ASSISTANT SUPERINTENDENT OF ADMINISTRATION	Mr. James Yap
ASSISTANT SUPERINTENDENT FOR FINANCE & OPERATIONS	Mr. Todd Currie
INTERIM DIRECTOR OF SPECIAL EDUCATION & PPS	Dr. Amy Albers
HIGH SCHOOL PRINCIPAL	Dr. Jeffrey Capuano
ELEMENTARY SCHOOL PRINCIPAL	Mr. Jason Martin
INTERIM PRIMARY SCHOOL PRINCIPAL	Mr. Anthony DiCarlo

PRIMARY/ELEMENTARY ASSISTANT PRINCIPAL	Dr. Ashley Cruz
EMERGENCY MANAGEMENT COORDINATOR	Ms. Susan Yom

District Chain of Command

District policy authorizes Ms. Susan Yom to act for the District and if Ms. Yom is unavailable, the responsibility and authority to act for the District shall fall to Mr. Todd Currie. If, for any reason, Mr. Todd Currie cannot be reached, the responsibility and authority to act on behalf of the District shall fall to Mr. James Yap.

SECTION 23: APPENDIX 3 LOCAL, NON-DISTRICT SCHOOLS

SCHOOL	CONTACT	PHONE
Our Lady of Mt. Carmel	Dr. Rodriguez	914-592-7575

SECTION 24: APPENDIX 4 COMMUNITY EMERGENCY PROVIDERS/GOVERNMENT OFFICIALS

COMMUNITY	CONTACT	PHONE
Westchester County Police		914-864-7600
Greenburgh Police Dept		914-989-1700
New York State Police		914-769-2600
Elmsford Fire Department	Chief Nelson Diaz	914-592-6555
Elmsford Police Dept.	Chief Thomas Proscia	914-592-8383
Elmsford EMS	Police Department	914-592-8383

COUNTY EMG. MANG. OFF.	Commissioner John Cullen	914-231-1851
SW BOCES Emergency Management		914-345-8500