

# District-Wide School Safety Plan

## Introduction

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

The District-wide School Safety Plan addresses the Bronx Charter School for Children's (BCSC) provides a framework for coordination of response and recovery efforts within the school in coordination and with the City of New York. The plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The District-wide School Safety Plan was created by the Operations team with feedback provided by the Building Response Team (BRT) and members of the community. This plan:

- Supports the SAVE Legislation and intends to facilitate the planning process.
- Conforms to the National Incident Management System (NIMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing the school clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

## A. Purpose

The BCSC District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the NYC Department of Education, the Head of School of the BCSC School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

## B. Identification of School Teams

The BCSC District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other personnel. The members of the team and their position or affiliations are as follows:

Position	Name	Agency	Contact Information
Security Guard	Manuel Fragosa	Eddington & Associates	
Administrator	Candice Manzano Denise Alexander Angel Torres	BCSC	
Instructional Staff	Marie Fornes Carolyn Lashley	BCSC	
Other school personnel	Nefertiti Smith Jessica Miranda Bruno Marchan Suzanne Rivera Wanda Rosario-Vazquez Michele Clarke	BCSC	

### C. Concept of Operations

The BCSC District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plan as the BCSC District only consists of one school that is located within one building. The District-wide Plan will be revisited if BCSC expands to multiple schools and locations.

The initial response to all emergencies at BCSC will be by the Incident Commander (IC) and the Building Response Team. Upon the activation of the Building Response Team, the Head of School or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by city, county, and state resources through existing protocols.

### D. Plan Review and Public Comment

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

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on our school website ([www.tbcs.org](http://www.tbcs.org)).

## Section II: Risk Reduction/Prevention and Intervention

### A. Prevention/Intervention Strategies

#### *Program Initiatives*

The BCSC has established a multitude of programs to create a positive, safe learning environment for scholars and strives to minimize conflicts and altercations.

- **Character Education:** BCSC aims to create self-aware, reflective, and disciplined learners. Therefore, character education — both the articulation of the school's core values and the day-to-day demonstration of these values — is an essential component of our approach. The program includes the following key elements.
  - **Student Pledge:** A student-friendly explanation of core values.  
“We do our best work all the time and every day. We follow directions right away and all the way. We treat others the way we want to be treated. We are responsible for what we do and say.”
  - **Sweating the Small Stuff:** A detailed set of expectations, a growing incentive program, and a clear and transparent discipline policy.
  - The **BCSC CVS (Core Value Superstar)** program recognizes students who consistently make good choices, as well as those who show improvement in their ability to do so.
- **Mandated Counseling** for scholars that have this service on their Individualized Education Program (IEP).
- **Counseling** for scholars that do not have an IEP. Counselor observations and parent reports inform the effectiveness of the counseling sessions. The frequency of the observations is determined by the counselor based on each individual case.
- **Preventive Groups** for scholars that do not receive mandated counseling but who have been identified to need additional support by their parent, counselor and/or teacher. These groups are designed for scholars that exhibit behaviors that can often be remedied through short-term intervention, as opposed to requiring year-long counseling.
- A **Monthly Parent Support Group** that provides families with a safe space to share information, frustrations, and feelings in regards to parenting. This meeting is facilitated by our Counselors and our Family Liaison. This year, we have increased the number of meetings to twice a month.
- **Peer Leader Program** that cultivates a group of scholars in fourth and fifth grade to be leaders in the community. The scholars must complete an application, interview, and receive teacher referrals in order to be selected. Once selected, they participate in community service in the school and in the neighborhood. They are also charged with exemplifying and promoting the BCSC Core Values (responsibility, courage, citizenship, diligence, tolerance).
- **Monthly Community Meetings** that are used as a platform to teach and reinforce BCSC Core Values - courage, tolerance, diligence, responsibility and citizenship. These meetings are also an opportunity to create a dialogue about current cultural and/or social issues that affect our community.
- **Social-Emotional Lessons for Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade and 5<sup>th</sup> grade** through a partnership with Sanford Harmony. Our teachers implement weekly lessons on topics such as manners, kindness, sharing, taking turns, learning emotions, emotional regulation, and coping strategies. The curriculum and the professional development is provided at no cost by Sanford Harmony.

- **The “Just Us Girls” and “Just Us Boys” Groups** for scholars in grade 5. Each scholar receives a book about hygiene that guides weekly discussion groups facilitated by staff members. Topics include hygiene, puberty and socio-emotional issues surrounding gender.
- **Sensory Boards** for kindergarten and 1<sup>st</sup> grade and a Sensory Center on the 3<sup>rd</sup> floor. These hand-crafted spaces are used to help scholars develop and practice effective coping strategies.

### ***Responding to Acts of Harassment and Bullying***

BCSC has established the following steps to respond to bullying:

- Stop the behavior if individual intervention is safe- or otherwise call for help.
- Protect the target.
- Remind bystanders to take action next time.
- Apply consequences when appropriate.

### ***Training, Drills, and Exercises***

The BCSC Head of School completes the required Emergency Management Training provided by the NYC Department, or sends a qualified designee. The information received during this training is presented to the whole staff as part of the professional development that occurs prior to the onset of each school year. In addition, support and administrative staff participate in First Aid/CPR/AED trainings on a biannual basis.

The BCSC practices the following drills through the school year:

- Soft Lockdown
- Shelter In
- Emergency Evacuation
- Code Blue

The Code Blue Drill is put in effect by a contracted member of the NYC Department of Education. This member observes the drill and provides feedback to all participants.

The Building Response Team (BRT) meets throughout the school year to review the school safety plan and to evaluate the effectiveness of the response to practice drills.

### ***Implementation of School Security***

The BCSC contracts school security personnel from a private company that is responsible for:

- Guarding the entrance and lobby throughout the school day
- Supervising the front door during arrival
- Supervising the front and back door during dismissal
- Checking visitor identification and issuing badges
- Monitoring the hallways and stairwells
- Participating in emergency drills

The BCSC has the following security measures in place:

- Crisis Chain – a procedure for responding to unsafe situations within the classroom

- Video Surveillance of the exterior and lobby
- Walkie-Talkies for BRT and other support staff to ensure that information may be relayed quickly

### ***Vital Educational Agency Information***

The BCSC uses Power School, an online database, to store student information. This information can be accessed from any device that has internet. The Director of Human Resources has access to the information of employees, including the number of staff and phone numbers. In addition, the phone numbers of employees are also stored online in School Messenger.

## **B. Early Detection of Potentially Violent Behaviors**

The BCSC Code of Conduct is reviewed annually with all staff members and provides information on how to identify and respond to bullying and potentially violent behavior and harassment. The BCSC Code of Conduct is posted on the BCSC website ([www.tbcsc.org](http://www.tbcsc.org)).

## **C. Hazard Identification**

Sites of potential emergency within the BCSC district are:

- BCSC elementary school building and sidewalks at 388 Willis Avenue, Bronx
- Willis Park
- Elijah Clark Park
- St. Mary's Park
- Willis Community Garden
- School Buses
- Off-Site Field Trip Locations

## **Section III: Response**

### **A. Notification and Activation (Internal and External Communications)**

Staff members of BCSC District have been instructed to contact the Main Office by dialing zero if they are faced with a situation that they believe requires intervention by the local law enforcement. The Main Office staff will inform the Incident Commander (IC) or Head of School (HOS) who will then take the lead on the incident. The IC will assess the situation to determine next steps. If necessary, the following steps will be taken in the order listed:

1. The IC will instruct a member of the BRT to call 911 to request law enforcement intervention, if not already done so.
2. The IC location will be identified. For incidents occurring within the building, the IC will be located with the Operations office.
3. The IC will use the telephone school-wide PA system to announce any actions that need to be taken (soft lockdown, hard lockdown, emergency evacuation, shelter in).
4. The IC will send members of the BRT to respond to the location of the incident to isolate any members displaying unsafe, violent behavior and/or any members requiring medical assistance.

5. Any siblings of involved parties will be escorted to the Principal's Office where they will be held until the situation is resolved.
6. A member of the BRT will print out any contact and guardianship information for all scholars directly involved – those that require law enforcement intervention and those that require medical assistance. This information will be provided to emergency personnel.
7. A member of the BRT will contact the parent/guardian of the involved parties.
8. The Security Guard will monitor the front entrance to ensure that no one enters/exits the building until the situation is resolved. Only emergency personnel (FDNY, PD) will be permitted access.
9. The school counselors will call the guardians of any students that are directly involved.
10. The Family Liaison (FL) will stand by the front door to provide support to any families that may be in the area during the time of the incident. The FL will be informed of all involved scholars so that s/he is equipped to respond to families in the following ways:
  - If they are a parent/guardian of a scholar that is not involved: "We are dealing with a situation within the school. Emergency services have been called and the parents of any involved scholars are being contacted. Please be patient while we work to resolve this."
  - If they are a parent/guardian of a scholar that is involved, the FL will:
    - Escort them to the designated location within the building
    - Connect them with emergency personnel
    - Reunite them with any siblings of the involved party
    - Connect them with a school counselor, if necessary
11. A member of the BRT will wait in the lobby ready to escort emergency personnel to the incident location.

If we need to contact all families in relation to the event (e.g. early dismissal, relocation), the BCSC will utilize School Messenger to send an automated message via phone (voice/text) and e-mail. If appropriate, we may use our social media (Twitter, Instagram, and FaceBook) to post notifications. Local Media (News 12 and CBS News) will be contacted as well.

## **B. Situational Responses**

### ***Airborne Contaminants***

#### Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors and closing windows and air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant
- You exit the shelter as soon as the contaminant passes over
- The contaminant passes over quickly

It is recommended to allow at least ten square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

#### General Procedures

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

#### IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors and close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.
6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to the radio or check the Internet often for official news and instructions as they become available.
8. Call 911.
9. Contact the Board of Trustees.

### ***Animal Disturbance***

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

### IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.

### Rabies

Rabies is a serious disease that is caused by a virus. Each year, it kills more than 50,000 people and millions of animals around the world. Rabies is a big problem in Asia, Africa, and Central and South America. In the United States, rabies has been reported in every state except Hawaii. Any mammal can get rabies. Raccoons, skunks, foxes, bats, dogs, and cats can get rabies. Cattle and humans can also get rabies. Rabies is caused by a virus. An animal gets rabies from saliva, usually from a bite of an animal that has the disease. You cannot get rabies from blood.

### Rabies in Animals

Animals with rabies may act differently than healthy animals. Wild animals may move slowly or act tame. Also, some wild animals, like foxes, raccoons, and skunks, that normally avoid porcupines, may receive a face full of quills if they become rabid and try to bite these prickly rodents. A pet that is usually friendly may snap at you and try to bite.

There are two common types of rabies. One type is “furious” rabies. Animals with this type are hostile, may bite at objects, and have an increase in saliva. In the movies and books, rabid animals foam at the mouth. In real life, rabid animals look like they have foam in their mouth because they have more saliva.

The second and more common form is known as paralytic or “dumb” rabies. An animal with “dumb” rabies is timid and shy. It often rejects food and has paralysis of the lower jaw and muscles.

Signs of rabies include:

- Changes in an animal’s behavior
- General sickness
- Problems swallowing
- An increase in drool or saliva
- Wild animals that appear abnormally tame or sick
- Animals that may bite at everything if excited
- Difficulty in moving or paralysis
- Death

Animals in the early stage of rabies may not have any signs, although they can still infect you if they bite you. The incubation period is the time from the animal bite to when signs appear. In

rabies, it is usually 1-3 months. But it can last as long as several years. Once the virus reaches the brain or spinal cord, signs of the disease appear.

### Rabies in Humans

In humans, signs and symptoms usually occur 30-90 days after the bite. Once people develop symptoms, they almost always die. This is why it is very important for children to tell an adult and go to the doctor right away if they have been bitten by an animal that might be rabid.

Early symptoms of rabies include fever, headache, sore throat, and feeling tired. As the virus gets to the brain, the person may act nervous, confused, and upset.

Other symptoms of rabies in humans include:

- Pain or tingling at the site of the bite
- Hallucinations
- Hydrophobia (“fear of water” due to spasms in the throat)
- Paralysis

As the disease advances, the person enters into a coma and dies.

## ***Armed Intruder/Hostage Situation/Shots Fired***

### General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation.
4. Call 911.
  - Provide:
    - School Site name and location
    - Suspect description, direction of travel
    - How many shots have been fired
    - Location on campus
    - Hostage situation: victims, etc.
  - Obey the Police.
  - Everyone may be treated as a suspect.
5. Obtain accurate information:
  - Where in the building is the event occurring?
  - How many are involved (both perpetrators and hostages)?
  - What demands, if any, have been made?
6. Render appropriate assistance.

### IC Responsibilities

1. Direct 911 to be called.
2. Declare a HARD Lock-Down

3. Isolate the area. If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

#### Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the HARD Lock-Down, follow established procedures.
  - a. Lock Doors: Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - b. Direct students to Duck, Cover, and Hold in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

### **Assault**

#### General Procedures

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance, when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, and/or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness(es).

## ***Assault on Staff Member by Student***

### General Procedures

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

### ***Biochemical or Chemical Release***

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

## **Scenario 1: Substance Released Inside a Room or Building**

### General Procedures

1. Evacuate the building.
2. Notify Main Office/Administration.
3. Turn off all fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

### IC Responsibilities

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the Charter Board.
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure people who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.
8. The school, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

## **Scenario 2: Substance Released Outdoors and Localized**

### General Procedures

1. Notify Main Office/Administration.
2. Turn off all fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

### IC Responsibilities

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Contact the Charter Board.
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure people who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### Teacher/Staff Responsibilities

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

## **Scenario 3: Substance Released in Surrounding Community**

### IC Responsibilities

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock Down Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the Charter Board.
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

### Teacher/Staff Responsibilities

1. When directed to do so, turn off local fans, close and lock doors and windows, and seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed, monitor the air space.
2. Report any medical conditions or other concerns to the IC.

## ***Radiation Exposure***

Small amounts of radiation are considered safe. In the unlikely event that New York City became exposed to unsafe levels of radiation, there are steps you can take to reduce your exposure:

- If you are outside, get inside. Remove all clothing and wash thoroughly. According to the Center for Disease Control, removing clothing can eliminate up to 90% of radioactive contamination.
- If there's an event indoors, try to get out of the building without passing through the contaminated area. If you cannot escape, it may be better to move as far away from the event as possible and shelter-in-place.
- If the unlikely event of radiation exposure, the City may distribute Potassium Iodide (known as KI). This is a kind of salt that can prevent damage to your thyroid gland only if you are exposed to radioactive iodine. It will not protect you in other radioactive environments. KI is generally only recommended for children, adolescents, pregnant

women, and others with growing thyroids. Only one dosage should be taken every 24 hours.

### General Guidelines

- **Time:** Radioactive materials become less radioactive over time. Stay inside until authorities alert you the threat has passed.
- **Distance:** The greater the distance between you and the source of the radiation the better. Authorities may call for an evacuation of people from areas close to the release.
- **Shielding:** Put as much heavy, dense material between you and the source of the radiation as possible. Authorities may advise you to stay indoors or underground for this reason. Close and seal your windows and turn off any ventilation.

### Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination. Predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial, and preparedness for terrorist-caused outbreaks and injuries is an essential component of the US public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

### Environment Where Exposure May Have Occurred

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental samples (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

### Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency, with help from other federal agencies and departments including the Center for Disease Control and Prevention (CDC), is responsible for

environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

### Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges, as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses, and toxins among others. Anthrax, Small Pox, and Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

### Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

### Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate, and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes create effects that are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered

covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agents and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

### Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

- o External radiation: when all or part of the body is exposed to penetrating radiation from an external source
- o Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both
- o Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

## ***Bomb Threats***

### General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller

- talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace).
  4. If school has caller ID, note the number from which call was made.
  5. Notify Main Office/Building Administration.
  6. If threat is written, place it in an envelope or plastic bag.
  7. Prepare media statement and flyer to inform parents.

### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
  - Call 911 – Advise building is being evacuated because of a bomb threat.
  - Activate SERT.
  - Turn off school bell system.
  - Don't use PA system.
  - Turn off all two-way radios.

**NOTE: Do not utilize the fire alarm system to evacuate the building.**

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.
4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

### Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom.

**UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

### IC Responsibilities

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.

- Activate the SERT.
  - Turn off the school bell system.
  - Turn off all two-way radios.
  - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
    - Classroom in which the device is located.
    - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
  3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
  4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

#### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

#### ***Letter/Package Bomb or Mailed Hazardous Substance***

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e., tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

## ***Bus Accidents***

### General Procedures

1. Upon learning of an accident, obtain the bus number, location, and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

### IC Responsibilities

1. Dispatch SERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip, the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
3. When advised by SERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

### Responsibilities of Staff Person Riding on Bus

1. Follow the Bus Drivers instructions and, if appropriate, call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

### Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. ***If parents*** arrive on the scene students ***are not*** to be removed from the scene until released by the Police. ***NOTE: parents should be directed to either wait at home or report to the school site, not the accident scene.***
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.

6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

## ***Building Collapse***

Building collapses or explosions can result from structural damage, a gas leak or sabotage. Either way, the set of rules below apply.

### **IF YOU ARE IN A BUILDING COLLAPSE OR EXPLOSION:**

- Get out as quickly and calmly as possible. Follow evacuation procedures.
- If you can't get out of the building, get under a sturdy table or desk.

### **IF YOU ARE TRAPPED BY DEBRIS:**

- Cover your nose and mouth with a cloth or clothing.
- Move around as little as possible to avoid kicking up dust, which is harmful to inhale.
- If possible, use a flashlight so that you can see your surroundings.
- Tap on a pipe or wall so rescuers can hear where you are. Use a whistle if one is available. Shout only as a last resort as shouting can cause you to inhale dangerous amounts of dust.

### **IF YOU CLEAN UP DEBRIS:**

- Wear gloves and sturdy shoes.
- Sort debris by type (wood, appliances, etc.).
- Do not touch debris that has utility wires in it.
- Do not move debris that is too large or too heavy. Ask for help from neighbors, friends, and recovery workers.

### **IF THERE IS A FIRE:**

- Fires often occur after a building explosion. Follow fire procedures.

## ***Carbon Monoxide***

Dangerous levels of carbon monoxide — a colorless and odorless gas — can be produced from improperly vented furnaces, plugged or cracked chimneys, water heaters, space heaters, fireplaces, stoves, and tail pipes. Any vehicle or appliance that burns fuel may emit carbon monoxide.

Hundreds of people die from carbon monoxide poisoning every year, and thousands of others suffer dizziness, severe headache, and nausea. **The most common symptom of carbon monoxide poisoning is headache.** However, symptoms may also include dizziness, chest pain, nausea, and vomiting. In severe cases, people can become increasingly irritable, agitated, and confused, eventually becoming lethargic and lapsing into unconsciousness. Everyone is at risk, however, people with low red blood cell counts, heart or respiratory ailments as well as infants are at higher risk.

## **IF YOU SUSPECT CARBON MONOXIDE POISONING:**

- Evacuate the area.
- Call 911.
- Get any victims to fresh air immediately.
- Open windows.
- Call your local utility.

### Tips for Preventing Carbon Monoxide Poisoning:

- Install a carbon monoxide detector in your home and check it regularly to make sure the battery is working. NYC law requires owners to provide and install at least one approved carbon monoxide alarm within 15 feet of the primary entrance to each sleeping room.
- Make sure your heating system is kept clean and properly vented; have worn or defective parts replaced.
- Have your fireplace, chimney, and flue cleaned every year to remove soot deposits, leaves, etc.
- Kerosene heaters are dangerous and illegal in New York City.
- Don't heat your home with a gas stove or oven.
- Do not use any gas-powered appliance, such as a generator, indoors.
- Never use a charcoal grill or a hibachi indoors.
- Automobile exhaust contains carbon monoxide. Open your garage door before starting your car and do not leave the motor running in an enclosed area. Clear exhaust pipes before starting a car or truck after it snows.

## ***Child Abuse Reporting***

### **Emergency Procedures**

#### Teacher/Supervising Adult and Administration

1. If reasonable cause exists to believe abuse has occurred, report immediately to law enforcement or New York City Administration for Children's Services (NYS Central Register Child Abuse and Maltreatment Hotline (State Central Register (SCR) 800.635.1522). **WHEN IN DOUBT, REPORT.**
2. Do not inform parent/guardian of the report. It is SCR's or law enforcement's responsibility to investigate and inform them.

### **Additional Information**

#### Child Protective Services

SCR safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect at (800) 635.1522. The SCR staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

How to Recognize Child Abuse and Neglect

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Domestic Violence

Child Abuse and Neglect Indicators

**Physical Abuse** is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

**Emotional Abuse** occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

Demeaning remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

**Sexual Abuse** happens when a child is exploited for the sexual gratification of an adult or older child.

Indicators include:

- Involvement of a child in sexual activity
- Knowledge of sexual behavior inappropriate for the child's age
- Contact for sexual purposes such as fondling
- Involvement or exposure to prostitution and/or pornography

**Neglect** occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

**Domestic Violence-Related Child Abuse** occurs when a child:

- Is injured during a physical altercation between adults
- Witnesses domestic violence between adults
- Experiences perceived or actual threats of harm

- Experiences disruption in his/her living situation

### How to Respond to an Abused Child

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.
- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the New York City Administration for Children's Services hotline at (800) 635-1522 to make a report.

### Legal Definitions/References

Child abuse or neglect includes the following (Penal Code Title 6 of Article 6 of SSL, Section 411-428)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code Section 411-428.
3. Neglect as defined in Penal Code Section 411-428.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code Section 411-428.
5. Unlawful corporal punishment of a child as defined in Penal Code Section 411-428.

Child abuse or neglect does not include:

1. A mutual affray between minors.
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.

### How to Report Child Abuse

Anyone involved in the care and treatment of people under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code Section 411-428, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the New York City Administration for Children's Services reporting hotline at (800) 635-1522. To make a report, you will need to provide the following information:

- Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- Nature and extent of the abuse or neglect as you know it (and any previous abuse or neglect)
- Any additional information that may help establish the cause and identity of persons responsible
- Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the ACS hotline immediately - even if all the information is not available to you.

### Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

### Child Abuse Reporting and Prohibiting Silent Resignations

This provision requires all certified or licensed school personnel to immediately report allegations of child abuse committed in an educational setting by school employees or volunteers to school authorities, who then must notify parents and law enforcement agencies. School personnel include teachers, school nurses, school guidance counselors, school psychologist, school social workers, school administrators, school board members or other school personnel required to hold a teaching or administrative license or certificate. Willful failure to report is a crime (Class A Misdemeanor), and reporters are immune from civil liability. District must provide training.

This provision also prohibits the practice of “silent resignations” where school authorities allow a person to resign in exchange for not disclosing allegations of child abuse. If a Superintendent permits an employee to resign under these circumstances, it will be considered a Class E Felony.

### Relationship to Current Social Service Law Regarding Child Abuse Reporting

Education Law deals specifically with reporting allegations of child abuse committed in educational settings. Children may be subject to abuse or maltreatment in other settings as well. The law does not change the requirements of school officials to make a report to child protective services when they have reasonable cause to suspect a student is abused or maltreated. For many years the Social Services Law has required mandated reporters, including school officials to report when they have reasonable cause to suspect a parent or guardian is responsible for causing injury, abuse or maltreatment of that child.

Current Social Service Law also states that, in addition to those persons legally required to report suspected child abuse or maltreatment, any person who has reasonable cause to suspect child abuse or maltreatment may make such a report.

The Educational Law requires that school districts develop, maintain and disseminate written policies and procedures on reporting child abuse, pursuant to the Social Services Law and the Family Court act. In addition, every district must establish and maintain a training program for all current and new school employees regarding these policies and procedures.

### DCFS Abuse Investigation Process

Once an abuse report is filed, the Administration for Children’s Services (ACS) will assess and investigate the case. ACS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

ACS offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
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Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact ACS at (800) 635-1522.

### ***Child Does Not Arrive Home (within a reasonable time)***

#### General Procedures

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the Main Office or the child's classroom teacher to find out the child's normal end-of-day habits (i.e. walker / bus rider or gets ride from parent).
  2. Send members of the BRT to check the child's normal route home.
  3. If the parent is at the school, send them home to wait and send a member of the BRT to accompany them to check their neighborhood.
  4. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
  4. Organize the child's teachers, friends, and companions for interview with the police.
  5. Attempt to locate the last person to see the child.
  6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
- 
1. Work cooperatively with the authorities to assist in locating the child.
  2. Prepare a media statement.
  3. Compose a flyer informing parents.

### ***Civil Disturbance***

Civil disturbances, such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction, are grounds to put the following procedures in action.

#### General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. Assess the danger of the disturbance and issue a Lock-Down if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Notify the Board of Trustees.

### Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.
3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

### Preventative Measures

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

**"VISITORS, PLEASE REPORT TO THE OFFICE."**

### ***Pickets and boycotts***

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. In non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

## ***Critical Condition/Hospital Treatment***

### General Procedures

1. If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse/health aide and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Arrange for counseling sessions with witnesses as necessary.

## ***Death of a Student/Staff Member***

### General Procedures

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

### IC Responsibilities

1. Call a meeting of SERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

### Teacher/Staff Responsibilities

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation and seek appropriate help.
4. Assist in bringing closure to the event.

### Detecting Suspicious Packages/Letters

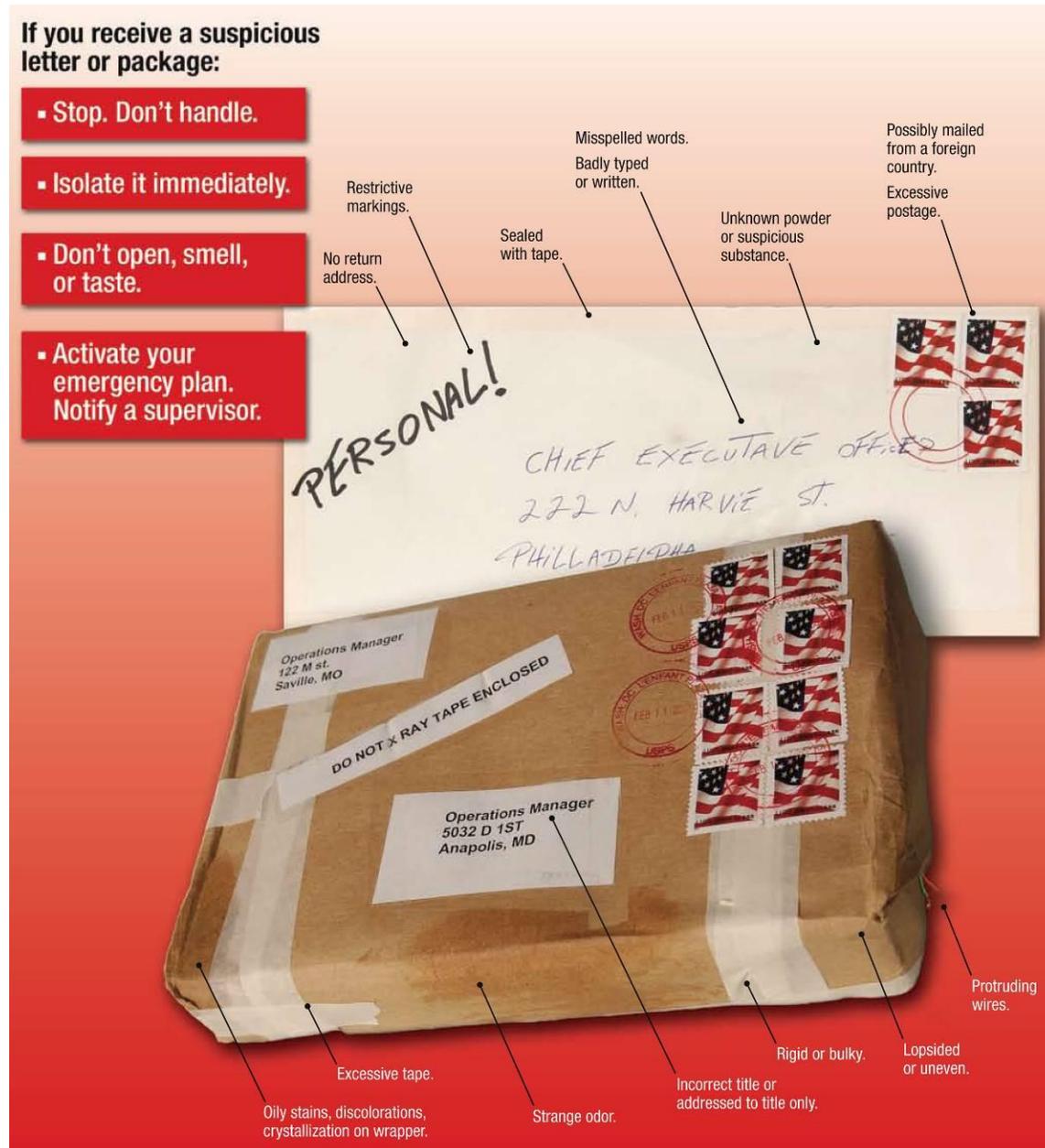
\*Remember\* the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.

1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
2. If delivered by carrier, balance check if lopsided or heavy sided.
3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.
4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.
5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.
6. No postage or non-canceled postage.
7. Any foreign writing, addresses, or postage.
8. Handwritten notes, such as: "To be opened in the privacy of...", "confidential," "your lucky day is here," and "prize enclosed."
9. Improper spelling of common names, places or titles.
10. Generic or incorrect titles.
11. Leaks, stains or protruding wires, string, tape, etc.
12. Hand delivered or "dropped off for a friend" packages or letters.
13. No return address or nonsensical return address.
14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.

15. If you have a suspicious letter or package:
- Call 911.
  - Notify the IC.
  - Follow procedures for “Bomb Threats/Device Found”

**WARNING**

Suspect Letter and Package Indicators



If you suspect the mail of package contains a bomb (explosive), or radiological, biological, or chemical threat:

**Isolate area immediately.**

**Call 911.**

**Wash your hands with soap and water.**

For more information on bomb security or bomb threats, contact your local ATF office.

## ***Disruptive Student***

### General Procedures

1. At the beginning of each school year, every teacher is to develop a “Clear the Room” procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. “Clear the Room” procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

### IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

### Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the “Clear the Room” plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

## ***Earthquake***

### Major Earthquake Threat Summary

Earthquakes are sudden releases of strained energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake or by seismically induced settlement or subsidence. All of these

geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

<b>Earthquake Size</b>		
<b>Descriptive Title</b>	<b>Richter Magnitude</b>	<b>Intensity Effects</b>
<b>Minor Earthquake</b>	<b>1 to 3.9</b>	Only observed instrumentally or felt only near the epicenter.
<b>Small Earthquake</b>	<b>4 to 5.9</b>	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
<b>Moderate Earthquake</b>	<b>6 to 6.9</b>	Moderate to severe earthquake range; fault rupture probable.
<b>Major Earthquake</b>	<b>7 to 7.9</b>	Landslides, liquefaction and ground failure triggered by shock waves.
<b>Great Earthquake</b>	<b>8 to 8+</b>	Damage extends over a broad area, depending on magnitude and other factors.

New York City Earthquake

Although earthquakes are uncommon in New York City, tremors occasionally occur and residents should be prepared. Identify safe places in each room of your school. A safe place can be under a solid piece of furniture and away from windows, hanging objects or tall furniture that could fall on you or your students. Prepare your school by securing bookcases and other top-heavy objects to the wall, and store large and heavy items on lower shelves.

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

**When inside a building, stay inside.** Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing

away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**When outdoors, stay outside.** Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**Walking to or from school facilities:** if students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

### After an Earthquake

#### The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

##### A. Evacuation should NEVER be automatic.

- There may be more danger outside your building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside and alternate routes may need to be created.
- The lighting inside your building or room will probably be out – it will be dark.
- Before any decision is made to vacate all or part of a school, someone must find out if there is:
  1. a safe route out, and
  2. a safe place to assemble the students outside

##### B. BEFORE an earthquake, survey your school with evacuation in mind.

###### 1. Look for potential post-earthquake hazards INSIDE the building:

- Suspended ceilings
- Pendant light fixtures
- Large windows – either exterior or interior – not protected against shattering
- Tall bookcases or cabinets that may topple because they are not bolted to the wall

- Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
  - Stairwells
  - Science labs, especially chemistry
  - Storage areas for cleaning, painting or other hazardous materials
  - Shop areas
  - Places where the main gas supply or electric current enters the building
    - A. Designate evacuation routes that avoid as many of those areas as possible.
    - B. In addition, decide on alternate routes to your main routes.
    - C. Consider students with disabilities as you think about your evacuation routes.
2. Look for potential post-earthquake hazards OUTSIDE the building:
- Power lines
  - Trees
  - Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
  - Routes past concrete block walls
  - Covered walkways
  - Places under which large gas mains run
  - Areas near chain link fences (can be electric shock hazard when live wires touch)
  - Hazardous materials storage areas
    1. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as a park for back-up.
    2. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.
1. Everyone should be informed about the plans:
- Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
  - Tell all personnel and students about the plans made and the routes chosen.
  - Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
  - Hold drills and exercises two or three times a year; practice alternate routes.
  - Include all students and staff with disabilities in the drills and exercises.
- C. AFTER the earthquake, gather information and make decisions.

### Incident Commander (IC)

- Assess the situation – inside and outside
- Decide how much evacuation is necessary – all or parts of the buildings
- Choose the route(s) and the assembly place
- Communicate directions to SERT and all staff members.

### Teachers

Do NOT automatically rush your class out into the corridor or out an exterior door.

- Wait to hear from an administrator or the designated SERT member about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your buddy teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS have a flashlight that works.

- Be alert as you lead students down stairwells or corridors to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

- Once you get to your new safe place, communicate your location to the IC by sending a runner, using a walkie-talkie or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

- Food.
- Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store

disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.

- First aid kit
- Fire extinguisher
- Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
- Hand held radios with extra batteries.
- Extra blankets, clothing, shoes, and money.
- Alternate cooking sources.
- Medications
- Tools (turning of main shut off valves)

## **Roles and Responsibilities**

### Incident Commander (IC)

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes
4. Assign tasks as necessary
5. Make media releases as appropriate

### Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary.

Students with major injuries and are unable to move are to remain in the classroom. (search & rescue team members or first responders will remove injured students/staff)

Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating a classroom, take your emergency backpack and folder with you.
5. Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance, First Aid = needs medical assistance) from the emergency back pack.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

#### Search Team Coordinator

Will leave the assembly area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team or providing site security.

#### First Aid Team

Will move to their designated area, unpack supplies as they become available, and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.

DECEASED:                    Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status.

### Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

### Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

## ***Explosion or Risk of Explosion***

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1:     Explosion on school property
- Scenario 2:     Risk of explosion on school property
- Scenario 3:     Explosion or risk of explosion in a surrounding area
- Scenario 4:     Nuclear blast or explosion involving radioactive materials  
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures.

### **Scenario 1: Explosion on School Property**

#### **General Procedures**

1.     Call 911.
2.     Initiate Duck, Cover, and Hold procedures.

3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

*Note:* Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City HazMat or appropriate agency provides clearance and authorization.

## **Scenario 2: Risk of Explosion on School Property**

### **General Procedures**

1. Call 911.
2. Determine the appropriate response signal: SOFT Lock Down or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures.
4. If an explosion occurs follow the procedures outlined in the “Explosions” section.

## **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

### **General Procedures**

1. The IC will initiate a SOFT Lock Down.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

## **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

### **General Procedures**

1. The IC will initiate a SOFT Lock Down.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City HazMat or appropriate agency provides clearance.

### ***Fallen Aircraft***

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to the "Biological or Chemical Release" section.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, display the appropriate alert card (red card signals missing students and/or need medical assistance, green card signals all students are accounted for) from the emergency backpack and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

### **If the facility is hit...**

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.
4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). The assembly team and student release team will be activated.
5. Direct the First Aid team identify, triage and provide medical assistance to injured students and/or staff members.

### **Fire**

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

Signs with the routes of egress are posted in each occupied area in a conspicuous place, near the door to be used during the evacuation (place at student's eye level). These signs clearly identify the primary escape route.

Fire extinguishers are used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

#### General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

#### Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture or materials which reduce these passageways to less than 36 inches must be relocated.

#### Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has

been activated to verify a fire or emergency; and ensure that the system is not silenced and forgotten.

### Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire or extinguish it, if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency back pack.
3. If your clothes catch on fire, **Stop** where you are, **Drop** to the ground, and **Roll** over and over to smother the flames. Cover your face to protect your lungs from the smoke.
4. The IC is to be notified immediately.
5. Members of the Search Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
6. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:

Red Card	Missing Students/Need non-medical assistance
Green Card	All Students Present
First Aid	Need MEDICAL Assistance
7. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
8. First aid is rendered as necessary.
9. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
9. Access roads are kept open for emergency vehicles.
10. IC, in consultation with first responders, will determine if students and staff should be moved to another area and/or begin the early release procedures.

11. Students and staff will not return to the school building until fire department officials declare the area safe.

Fire in a high-rise multiple dwelling

- If the fire is not in your classroom, be careful of entering smoke filled hallways. Keep windows closed, especially if the fire is in the classroom below.
- In high-rise office buildings, only evacuate if the fire is on your floor or one above it, and descend to the second floor below the fire floor. Other occupants should stay on their floor and monitor the PA system for further instructions.
- Feel doors with the back of your hand before you open them. If they are hot, find another way out.
- When exiting, stay as close to the floor as possible – smoke and heat rise and the air is cleaner and cooler near the floor. Close the door behind you.
- If you are unable to get out of your classroom for any reason, stay near a window and close to the floor. Close the door and stuff the bottom with a towel to avoid smoke. If possible, signal for help by waving a cloth outside the window.
- Additional School Emergency Response Team Responsibilities in a Fire; all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
Floor Warden  (one for every floor)			<ul style="list-style-type: none"> <li>- Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system.</li> <li>- Act as 'supervisor' of the area under their direct control.</li> <li>- Receive and dispatch information and instructions and oversee evacuation of occupants from their area.</li> <li>- Ensure every disabled person has staff assigned to him or her who stays with them.</li> <li>- Report the location of these persons to the Fire Department upon their arrival</li> </ul>

Assistant Floor Warden (one for every floor)			<ul style="list-style-type: none"> <li>- Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit.</li> <li>- Listen for any new information and if questions arise, get direction from Floor Warden</li> <li>- Take no action without checking with the Floor Warden, except in extreme circumstances.</li> </ul>
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Fire Near School:

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

**IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.**

First Aid Team

Will move to their designated area, unpack supplies as they become available, and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

### Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

### Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities.

Teachers follow standard evacuation procedures.

## ***Fire Drills***

Education Code, states that every public, private or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

### ***Food or Water Contamination (suspected)***

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tempering with food packaging, observation of suspicious individuals in proximity to food or water supplies or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting or other illnesses.

#### **General Procedures**

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.

### ***Forced Entry/Theft of School Property***

#### **General Procedures**

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.

4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and, to ease the worries of parents, draft an informational flyer.

## ***Flood***

Floods account for more than \$1 billion in property losses in the United States each year. Everyone is susceptible to flood damage, whether from storms, water main breaks or sewer backups.

In recent years, strong rain storms have been occurring more frequently than expected, and climatologists warn the trend may continue as the effects of climate change increase. In 2007, summer rainfall totaled 20.63 inches, while the average rainfall over the previous 39 summers was 12 inches. Intense rain storms are the most common cause of flash flooding and they also cause sewers to back up into residences.

Given New York City's proximity to the Atlantic Ocean, it is also susceptible to coastal storms and tidal flooding. Coastal flooding happens when storm water flows from the ocean into coastal areas.

### Before Coastal or Flash Flooding

- Know your area's flood risk. To estimate your flood risk and flood insurance premium, visit [www.floodsmart.gov](http://www.floodsmart.gov).
- Make an itemized list of personal property, including furnishings, clothing, and valuables.
- Ensure that the School Contact List is updated and includes important contacts for staff and students in the event of an emergency.
- Ensure that all staff members are aware of the emergency go-kits, and that staff members have been assigned to bring these supplies to the evacuation site in the event of an emergency.
- Ensure that all students and staff members are aware of the primary and secondary evacuation routes and sites.
- If your school is in a flood-susceptible area, keep materials, such as sandbags, plywood, plastic sheeting, and lumber on hand to help protect the building(s).

### During the Flood

- Keep a battery-operated AM/FM radio tuned to a local station and follow emergency instructions.
- If you're caught inside by rising waters, move to a higher ground. Take warm clothing, a flashlight, and portable radio with you. Wait for help. Do NOT try to swim to safety.
- When outside, remember: floods are deceptive. Try to avoid flooded areas and do not attempt to walk across flood waters more than knee deep.

#### IF IT IS SAFE TO EVACUATE BY VEHICLE:

- Take your emergency go-kit with you.
- Avoid flooded roadways. Parts of the road may already be washed out and you could become stranded or trapped.
- If your vehicle stalls in a flooded area, abandon it as soon as possible. Floodwaters can rise rapidly and sweep a vehicle (and its occupants) away.

#### IF TIME PERMITS

- Turn off all utilities at the main power switch and close the main gas valve if evacuation appears necessary. Do not touch any electrical equipment unless it is in a dry area, or you are standing on a piece of dry wood while wearing rubber-soled shoes or boots and rubber gloves.
- Fill tubs, sinks, and jugs with clean water in case regular supplies are contaminated (you can sanitize these items by first rinsing with bleach).
- Board up windows or protect them with storm shutters or tape (to prevent flying glass).
- Bring outdoor objects, such as garbage cans and other loose items, inside the building or tie them down securely.

#### After the Flood

- Before re-entering the building, check for structural damage. Make sure it is not in danger of collapsing. Turn off any outside gas lines at the meter or tank, and let the building air out for several minutes to remove foul odors or escaping gas.
- Watch for electrical shorts or live wires before turning off the main power switch. Do not turn on any lights or appliances until an electrician has checked the system for short circuits.
- Cover broken windows and holes in the roof or walls to prevent further weather damage.
- Throw out fresh food and previously opened medicines that have come in contact with flood waters.
- Water for drinking and food preparation should be boiled vigorously for 10 minutes (until the public water system has been declared safe).

#### Assessing and Repairing Damage

Before reoccupying buildings damaged by flooding, the school (or owner) should first hire an architect or engineer to assess the building's safety. If the building is not safe to occupy, seek alternative housing. Take photos of all damage and flood impacts and keep receipts for all repairs if you intend to apply for disaster assistance or to make an insurance claim.

#### **General Procedures**

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Soft Lock Down or Evacuation).

## ***Hazardous Material Spill***

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### General Procedures

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment; eliminate any open flames.
4. Notify the custodial staff of the spill
5. Evacuate and close off the area of the spill. Follow standardized evacuation procedures.
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the Charter Board.
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

### Temporary Stay at School Status

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises teachers and staff of the situation through the intercom and alerts them to listen for further instructions. Instruct teachers to close all windows, doors, and vents.
2. Direct all students, teachers, and staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct teachers and staff to evacuate once vehicles have arrived on campus.

### Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location,

- as in the event of a chemical accident, they will be escorted to **NYC Montessori Charter School** (423 East 138<sup>th</sup> Street – near Willis Avenue, in the Bronx).
3. If it is decided that the building should be evacuated:
    - a. Sound the fire alarm
    - b. Notify the following:
      - i. 911 (alerts police and fire departments)
      - ii. Teachers and staff
  4. The location of the evacuation site will be posted by the Family Liaison outside the school for parent information.
  5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
  6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
  7. The IC will provide a report to the Charter Board President office by phone or messenger as soon as possible after the evacuation. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers, and staff.
  8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

## ***Heat Emergencies***

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks and considered “extreme heat” or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

During the summer months, New Yorkers are especially vulnerable to heat-related hazards. On warm summer days, the city can be as much as 10 degrees warmer than its surrounding areas. The city’s infrastructure – largely made up of asphalt, concrete and metal – traps the heat. This is known as the “urban heat island” effect.

Heat waves are particularly dangerous for children, seniors, people with cardiovascular disease, and people taking psychotropic and other medications. In July and August of 2006, extreme heat waves gripped New York City, claiming 46 lives and disrupting power throughout pockets of the city. In France, a blistering heat wave in August 2003 left an estimated 15,000 dead, many of whom were seniors. In July 1995, a two-week long Chicago heat wave — which saw the heat index peak at 119°F — claimed 465 lives. More than half of the victims were 75 or older. According to the Centers for Disease Control, social isolation and the inability to care for oneself put a person at greater risk for heat-related illness.

A heat wave's duration plays an important role in how people are affected. Studies show that a significant rise in heat-related illnesses occurs when excessive heat lasts for more than two days. Spending even two hours per day in air-conditioned spaces can significantly reduce the number of heat-related illnesses.

### ***Before Extreme Heat Hits:***

#### **Keep it Cool**

1. Close all floor heat vents.
2. Seal gaps around window units with foam or duct tape.
3. Use a circulating or box fan to spread the cool air around.
4. Use aluminum foil covered cardboard in windows to reflect heat back outside.
5. Use weather-stripping on doors and windowsills.
6. Keep storm windows up all year to help keep cool in.

### ***During Extreme Heat***

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to “low flow.”
3. Don't leave water running.

### ***Hostage Situation***

#### **General Procedures**

1. Stay calm.
2. Don't be a hero.
3. Follow instructors of captor.
4. Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captor of medical or other needs.
4. Be prepared to wait; elapsed time is a good sign.
5. Don't try to escape; don't try to resolve the situation by force.
6. Be observant and remember everything you see and hear.
7. When rescue takes place, lie on the floor and await instructions from the rescuers.

### IC Responsibilities

1. Direct 911 to be called.
2. Declare a HARD Lock-Down
3. Isolate the area.
  - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

### Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the HARD Lock-Down, follow established procedures.
  - a. Lock Doors: Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - b. Direct students to Duck, Cover, and Hold in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

## ***Infectious Diseases***

New York City regularly monitors and responds to disease outbreaks and biological events. The City's Department of Health and Mental Hygiene has a state-of-the-art, 24/7 system for monitoring disease patterns. The "**syndromic surveillance**" system involves routinely tracking emergency room visits, ambulance runs and pharmacy sales to provide an early warning signal of a possible outbreak. It is one of the first in the nation and is a model for the rest of the country.

In addition to naturally occurring disease outbreaks, certain biological agents may be used by terrorists to cause illness or death. These agents include microbes, such as bacteria or viruses or toxins derived from plants or animals.

In the event of a health emergency, the City may open **Points of Dispensing (PODs)**, which are special clinics to distribute antibiotics or vaccines. If PODs are activated, you may locate the one closest to you by listening to local media, calling **311** or accessing [NYC.gov](http://nyc.gov).

#### IN THE EVENT OF A HEALTH EMERGENCY

- Cover coughs and sneezes.
- Stay home if experiencing cough or fever.
- Frequently wash hands with soap or an alcohol-based cleaner.
- Tune in to local TV and radio for health officials' announcements.

## **Potential Public Health Threats to NYC**

### **DISEASE OUTBREAKS**

**Pandemic flu** — The Health Department tracks signs and symptoms that could indicate a flu pandemic. Flu outbreaks are prevented by the promotion of good, regular hygiene and flu shots for people whose immune systems are compromised. For more information, visit [www.flu.gov](http://www.flu.gov).

**Avian Flu** — Avian (bird) influenza (flu) is a strain of the flu virus that primarily infects birds. H5N1, the strain of bird flu detected in Asia and Europe, has been transmitted from infected birds to people in Asia. Approximately 120 people have been infected since 2003. Currently, the disease does not readily spread from person to person. However, there is concern that H5N1 may eventually mutate and spread among people. As a result, health and government agencies around the world are carefully monitoring avian flu activity. The City's Department of Health and Mental Hygiene is developing plans for the possibility of avian flu in New York City, as well as readying hospitals, educating doctors, and providing information to New Yorkers.

**Severe Acute Respiratory Syndrome (SARS)** — Caused by a virus, SARS is characterized by high fever, headache, cough, and breathing difficulties, which in some patients can be severe or even fatal. Transmission of the disease occurs when persons come into contact with infected droplets, expelled by coughing, or with contaminated materials and surfaces. The Department of Health and Mental Hygiene (DOHMH) has been watching for cases since the outbreak began in early 2003. There have been no laboratory positive cases, nor has there been any evidence of spread to health care workers or household members, nor evidence of community spread of SARS in New York City. DOHMH works closely with hospitals and medical providers to increase their knowledge about SARS and to help them identify any cases.

**West Nile Virus** — A mosquito-borne virus that can cause serious health conditions including encephalitis and meningitis, West Nile is most prevalent during peak mosquito season, June 1-Oct. 31. The City closely monitors suspected cases of the disease in humans and has a vigorous prevention and monitoring program.

### **BIOTERRORISM AGENTS**

**Anthrax** — Caused by the bacterium *Bacillus anthracis*, Anthrax is a disease commonly found in livestock, but has been manufactured for use as a bioterror weapon. There are three primary forms of the Anthrax infection. Cutaneous Anthrax is an infection of the skin caused by external exposure to Anthrax spores. It is treatable with antibiotics and does not typically lead to death. Inhalation Anthrax is a much more severe form of the disease, caused by breathing the spores into the lungs resulting in flu-like symptoms and eventually worsening and often fatal unless treatment is received. The third form of anthrax occurs upon ingestion, and is extremely rare.

**Smallpox** — A virus similar to Chickenpox, Smallpox causes high fever and rash and has a high fatality rate of around one in three. The disease is contagious, but is no longer a naturally-

occurring threat thanks to the production of vaccines that have eliminated its spread. Because the United States stopped widespread Smallpox vaccinations in the 1970s, most people no longer carry immunity against the disease, making it an attractive tool to terrorists desiring to cause widespread illness and panic in a population.

## ***Kidnapping or Missing Student***

### General Procedures

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color, and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing, and the time and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing security at school.
5. Notify the Charter Board.

### IC Responsibilities

#### Abduction

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief SERT on the situation and arrange for counseling for the next day.

#### Missing Student

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.
5. Contact students' teacher(s).

## Teacher/Staff Responsibilities

### Abduction

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

### Missing Student

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

## ***Motor Vehicle Crash***

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the "Biochemical or Chemical Release" section.

### General Procedures

1. Based on the location and extent of the crash, the IC will declare a Hard-Lock Down or evacuation.
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911.
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.

## ***Police Activity in the Neighborhood***

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site which constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stake-outs, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

### General Procedures

- Stay calm.

- Move away from the threat and notify the IC.
- Account for all students in your charge.

#### Incident Commander (IC)

- Issue a Lock down-Response (or a HARD Lock Down if your campus has open hallways).
- Notify 911.
- Secure the building.
- Take attendance.
- Students and staff will remain indoors until the All Clear signal is given.
- Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER, and HOLD. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible, such as:

#### VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

#### PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

## ***Security of Crime Scene***

Securing and restricting the crime is of prime importance in order to preserve evidence by law enforcement officials.

The Incident Commander will deploy a member of the School Emergency Response Team, typically the Site Coordinator, to secure the crime scene until relieved by law enforcement officials.

No items will be moved, cleaned, or altered without prior approval from appropriate law enforcement officials, unless efforts are necessary to preserve life and/ or provide medical attention to the injured.

While security of the crime scene is important, it should no way interfere with the rescue and aid of injured persons.

## ***Severe Weather***

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail, the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

### General Procedures

1. Provide care for students at the site.
1. Listen to weather updates and stay informed ([www.nws.noaa.gov](http://www.nws.noaa.gov)).
2. Keep away from windows and doors.
3. Evacuate the buildings and move to a safe location if necessary.
4. Evacuate the site to another facility if necessary.
5. Being student release procedures at the direction of the IC.
6. Upon official request, the site or portions thereof will be converted to a mass care shelter.

### Winter Weather

New York City winters, which often bring extreme cold, heavy snow, ice, sleet, and freezing rain, can pose serious threats.

Winter weather kills hundreds of people in the U.S. every year, primarily due to traffic accidents, fires from improper use of heaters, overexertion, and exposure. Additionally, threats such as hypothermia and frostbite can lead to loss of fingers and toes or cause permanent injury to vital organs.

Nor'easters – coastal storms that combine typical winter storm hazards with high winds and coastal flooding – can knock out power, flood buildings and roads, and cause structural damage.

It's important to prepare for winter weather-related dangers. There are several steps you can take to stay safe before, during, and after winter storms.

Winterizing your school and vehicle, supplementing your go-kit with warm outerwear, and ensuring your Emergency Supply Kit is fully stocked are just some of the preparations you should consider making before winter sets in.

### Thunderstorms/Lightning

Like many other parts of the country, the New York City area experiences thunderstorms, floods, high winds, and tornadoes. Severe weather should be taken seriously, as it can cause serious injury, inflict costly damages to homes and businesses, and disrupt our daily lives.

Some 90 percent of all presidentially declared disasters across the United States are weather-related, and account for around 500 deaths and nearly \$14 billion in damage per year. Each year, Americans cope with an average of 10,000 thunderstorms, 2,500 floods, and 1,000 tornadoes.

Thunderstorms can produce lightning, flash floods, hail, and damaging winds. Between 1959 and 2002, 132 people died in New York State after being struck by lightning. Two New Yorkers were killed in an August 2004 thunderstorm after they stepped out of their car into a flooded intersection electrified by a downed power line.

Severe storms can even spawn tornadoes, which often leave broken tree limbs, downed power lines and other debris in their wake. Though infrequent, tornado outbreaks in New York City are not unprecedented. Additionally, a storm's high winds can cause downed trees and power lines, flying debris, and building collapses, which may lead to power outages, transportation disruptions, and damage to buildings and vehicles.

While the City closely monitors weather in the New York metro area, severe weather can occur with little or no warning. Because of the potential devastation that can occur as a result of severe storms, you should prepare for the dangers associated with various types of severe weather.

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible.
2. If a building is not available, move into a car with windows rolled up.
3. If outside – spread out, keep several yards apart from each other.

### Coastal Storms

Coastal storms, including nor'easters, tropical storms, and hurricanes, can and do affect New York City. In fact, New York's densely populated and highly developed coastline makes the city among the most vulnerable to hurricane-related damage.

Due to regional geography, hurricanes in New York City — though infrequent — can do far more damage than hurricanes of similar strength in the southern United States. With sustained winds of 74 mph or greater, hurricanes can flatten buildings, topple trees, and turn loose objects into deadly projectiles. Along with torrential rains, storm surge is among a hurricane's most hazardous features. A major hurricane could push more than 30 feet of storm surge into some parts of New York City.

It's important New Yorkers take the time to prepare. If you live within 10 blocks of a coastal area, it is more likely that you will be directed to evacuate before a severe coastal storm or hurricane. However, all residents should have a plan in the event they need to evacuate or ride out the storm at home.

During hurricanes, residents in designated evacuation zones may be asked to leave their homes. To find out if you live in a hurricane evacuation zone, use OEM's Hurricane Evacuation Zone Finder or call 311.

### Severe Winds/Tornadoes

Definition: tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocities inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

**Tornado Watch** – indicates that conditions are right for a tornado to develop and that the sky should be watched.

**Tornado Warning** – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building if time permits. If time doesn't permit, lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.
3. Implement Duck, Cover, and Hold if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

## ***Sex Offense***

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
  - a. If the victim is a student, also notify the local authorities (911 and 311).
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police.
3. The school principal/supervisor will consider contacting the Police Department, as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (800.635.1522).

If law enforcement is involved, the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medical exam is being conducted.
4. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

***NOTE:*** All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

## ***Spilled Bodily Fluids***

### General Procedures

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

### Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid and reusable gloves are provided for custodians.

### Bloodborne Pathogen Cleanup Kit

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

#### Supply Items:

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

#### Cleanup Procedures:

1. Open Rubbermaid bowl and put on latex gloves.
2. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
3. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
4. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
5. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
6. Replenish the kit.
7. Leave work orders for custodial staff to shampoo area of contamination

## ***Student with a Gun***

### General Procedures

**NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (HARD Lock Down).**

#### **IN ALL OTHER\_SITUATIONS:**

1. Notify the IC.
2. Assess information.

3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun).
5. Notify the Police and/or School Resource Officer.

#### IC Responsibilities

1. Call 911.
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search.
5. Turn all weapons over to the police.

#### Teacher/Staff Considerations

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

### ***Procedures for Dealing with Intelligence Regarding Weapons***

Student has a weapon, not on their person, such as a locker or an empty classroom.

1. Isolate the area.
  - a. Remove all students and non-essential adults from the area to be searched.
  - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
  - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.

3. If a hand-held scanner is available, run the scanner over the student's possessions.
  - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
  - b. Safely secure all weapons and contraband found.
  - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a weapon on their person (intelligence – weapon has not been confirmed).

### **IC Responsibilities**

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

### ***Suicide or Suicide Threat or Attempt***

#### General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the Board of Trustees.
8. Notify the Crisis Response Team and/or mental health service provider.

#### IC Responsibilities - Actual

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lock Down-Response.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools, notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.

11. Make contact with parents of deceased student.

#### Attempted

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

#### Teacher/Staff Responsibilities

##### Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

#### Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

### ***Terrorist Acts***

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions, and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occurs, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

## ***Warning, Intelligence or Suspicion***

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of New York City, in conjunction with Administrators, New York Police Department, and New York City Office of Emergency Management Agency, heightened security policies throughout the school are to include (but not limited to):

- Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
  - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
  - Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof.
- Ensure positive identification and accountability for visitors.
- Increase liaison with police – advise and update staff and students.
- Increase patrols (perimeter and interior).
- Control and limit access to the building.
- Cancel or suspend extra-curricular activities.
- Inspect all buses used to transport students.

## ***Threat of Violence***

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

### General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described the

### New York Police Department:

- Category 1: High violence potential; qualifies for arrest or hospitalization
- Category 2: High violence potential; does not qualify for arrest or hospitalization
- Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## ***Trespasser in Building***

### General Procedures

1. If the unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. *NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.*
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an 'all clear'.
6. Notify the Board of Trustees.
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

## ***Tsunami***

### General Description

A Tsunami is a series of traveling ocean waves of extremely long length generated by disturbances associated with earthquakes occurring below or near the ocean floor. There are two sources of tsunamis: remote and local. Remote tsunamis have been the most frequent to

hit California and are generated by earthquakes off the coasts of Japan, Alaska, Hawaii, and Chile.

### General Procedures

1. If you feel an earthquake, Drop, Cover, and Hold on until the shaking stops. Estimate how long the shaking lasted. If severe shaking lasted 20 seconds or more, immediately evacuate to high ground as a tsunami might have been generated by the earthquake.
2. Call 911.
3. The IC will keep a battery-powered radio turned to a local radio station for information, or a NOAA Weather Radio.
4. The IC will determine the appropriate response (Lock Down – Response or Evacuation). Follow procedures for response action ordered.
5. Do not leave the sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.

### ***Utility Loss or Failure***

New York City residents rely on utilities for many daily activities, from powering computer systems to operating life support systems.

On July 18, 2007, a geyser of steam and mud erupted almost 70 feet in the air near Grand Central Terminal around a 24-inch steam pipe that had exploded beneath Lexington Avenue. The force of the explosion ripped a 40-foot hole in the street, flipped a nearby tow truck, and rained debris for blocks. Local hospitals treated a handful of New Yorkers for burns and one woman died from a heart attack believed to be induced by the explosion.

On August 14-15, 2003, a widespread power outage gripped eight states from Michigan to New York and southern Ontario, Canada, leaving more than 50 million people in the dark for as many as 29 hours. In New York City, where losses from interruption to productivity and spoiled goods topped \$1 billion, subway service ground to a halt, traffic snarled, workers spilled onto the streets, and commuters crowded City bridges in the initial hours of the outage.

Twice before in New York City history – in 1965 and 1977 – citywide blackouts results in civil disturbances and property losses in excess of \$300 million. During the July 1999 heat wave, 200,000 customers in northern Manhattan lost power – some for up to 19 hours – and subway service was disrupted for rush hour.

And in July 2002, more than 60,000 Con Edison customers lost power in Manhattan's lower west side after a transformer fire erupted at a downtown plant. The outage lasted more than seven hours and disrupted subway service on six lines.

In January 1998, a 48-inch water main break in Manhattan's Flatiron district sent several hundred thousand gallons of water cascading through the nearby streets, causing a curb-to-

curb road collapse, interrupting utility services to the block, and snarling traffic. The break also caused a gas leak that eventually ignited, sending flames two stories high.

Every year, the Department of Environmental Protection reports approximately 600 water main breaks, most of which are minor. Power outages often occur during the summer months, when customer demand reaches its peak. Water contamination, drought, gas leaks, and telephone service disruptions are other utility-related hazards the city may face.

While utility disruptions can be dangerous, their effects can be averted or diminished when proper precautions are taken.

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line or a break in sewer lines.

### General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, DVD players, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to “Explosion/Risk of Explosion”.

## **Section IV: Recovery**

Following an emergency situation, the following steps will be taken:

- The Board of Trustees will be notified.
- The Director of Finance will be notified so that s/he can determine any costs resulting from the emergency and any investments we will need to apply to the recovery phase.
- A letter will be drafted to the school community to acknowledge and address the incident.
- A press release will be created and the Head of School will prepare to answer questions.
- Counseling services will be made available to the victim(s) of the incident and to the school community at large.
- The BRT will meet to reflect on actions taken during the incident and identify areas for improvement.
- If needed, a community meeting will be held in order to address questions/concerns of our families.