

**DRYDEN CENTRAL SCHOOL DISTRICT  
DISTRICT-WIDE SAFETY PLAN  
2023-2024**



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## IMPORTANT TELEPHONE NUMBERS

**REMINDER: ALL BUILDINGS NEED TO UPDATE YOUR BUILDING PHONE TREE IN SEPTEMBER; CHECK ALL PHONE NUMBERS FOR ACCURACY. all area codes are 607 unless noted otherwise**

### EMERGENCY PHONE NUMBERS

**Police and Fire** Call 911

### Local Fire and Police Departments

**Dryden Police** 844-8118

**Tompkins County Sheriff** 272-2444

**New York State Police** 347-4440  
800-342-4357 (TTY)

**FBI** 272-6424  
518-465-7551 (Albany office)

**U.S. Secret Service** 315-448-0304 (Syracuse office)

**911 Dispatch (Business Calls)** 273-7288

**Fire/Disaster/EMS Coordinator** 257-3888

### Hospitals

**Cayuga Medical Center**  
101 Dates Drive, Ithaca, NY 14850  
Emergency 274-4411  
Information 274-4011

**Convenient Care**  
1129 Commons Ave. (Route 281), Cortland, NY 13045  
General Information 756-7200

**Arnot Ogden Medical Center**  
600 Roe Ave., Elmira, NY  
Poison Control Hotline 737-4357

**Guthrie Cortland Medical Center**  
134 Homer Ave., Box 2010, Cortland, NY 13045  
General Information 756-3500

**University Hospital/SUNY Health Science Center/Golisano Children's Hospital**

550 Harrison St. #128, Syracuse, NY 13202

Pediatric Emergency Room

315-464-5565

**Emergency Response Number**

911

(For all emergency situations)

\*Emergency Administration Line

273-7288

**Other Emergency Services****Town of Dryden**

Town Supervisor's Office

844-8622

Public Works Department

844-8888

**Village of Dryden**

Mayor's Office

844-8122

Public Works Department

844-8865\*For all non-emergency  
situations and/or questions**Tompkins County**

Fire, Disaster and Emergency Medical Coordinator

257-3888

Health Department

274-6600

Highway Department

274-0300

Department of Mental Health

274-6200

**Other Services**

American Red Cross

273-1900

Dryden Ambulance

844-5362

Child Abuse and Maltreatment

800-342-3720

Verizon 800-698-3545

Family and Children's Services

273-7494

Tompkins Consolidated Area Transit (TCAT)

TCAT Information

277-7433

Administration

277-9388

New York State Electric and Gas

347-4131

New York State Department of Transportation

756-7072

Poison Control Center

800-252-5655

Suicide Prevention and Crisis

272-1616

**Tompkins-Cortland Community College**

General Information

844-8211

Campus Safety

844-6511

## EMERGENCY RESOURCES

The following resources are meant to be a starting point, not a complete list. Each school principal will have resources available that are not necessarily known to the Central Administration. The resources of each individual school should be listed in Part II of the school's emergency plan.

### **FIRST LINE OF ASSISTANCE:**

Department of Emergency Response (DOER)  
91 Brown Road, Ithaca, NY  
POLICE/FIRE/EMS: 911  
911 Non-Emergency Calls:  
273-7288 Fire/EMS  
272-2444 Police

The DOER has a variety of services available such as police, fire response, rescue, emergency medical technicians, heavy rescue, auto extrication, communications, water rescue equipment, water pumps, and the like. The DOER also has contact with other emergency agencies on a priority telephone basis such as the local police, fire/EMS, and Inter-County disaster communications as well as direct links with local medical services. There are few situations in which the DOER cannot offer some assistance. The DOER is staffed 24 hours a day, all year.

It can be expected that in a countywide or statewide emergency event, the communication system for the DOER may be inoperable or the resources dispatched by the office set on a priority basis. Under such conditions, it will be best for the school district to mobilize its own resources as in Part II of this emergency plan.

### **INFORMATION**

Complete and valid information is essential to the management of an emergency event. The best information outside of the school may be obtained from the following sources in order of reliability:

- The National Warning System (NAWAS)  
(Information available through the DOER 257-3888, 272-2444, or 273-7288)

- Media:

- Cayuga Radio Group, Ithaca 257-8249  
(WHCU/WQNY/WYXL/WIII/WNYY)
- WSKG (Binghamton) 729-0100 ext. 324
- CNY Central (newsroom) 315-477-9600(auto system)  
or 315-477-9660
- WSYR (Ch. 9) 315-446-4785 ext. 2277
- Time Warner Cable News 315-634-2910
- WXHC (Homer) 749-9942
- WICB (Ithaca) 274-3217
- TV12 WBNG (Binghamton) 729-8965 ext. 701

## PURPOSE AND IDENTIFICATION OF DISTRICT TEAM

### A. Purpose

The Dryden Central School District's District-wide safety plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Dryden Central School District Board of Education, the Superintendent of Dryden Central District appointed a district-Wide safety team and charged it with the development and maintenance of the district-wide safety plan.

### B. Identification of Schools Teams

The Dryden Central School District annually appoints a district-wide safety team consisting of, but not limited to, representatives from the School Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

#### **District-wide Safety Team Committee Members**

<b>Area Representing:</b>	<b>Person:</b>
K-5 Teacher	Kristin Prugh
Special Area Teacher	Jessica Mincer
Middle School Teacher	Anne Wood
Nurse	Justine Gibbs
Support Staff – Food Services	Megan Munson
Athletics	Todd Kwiatkowski
Emergency Management Coordinator	Jeff Montesano
Director of Facilities	Jeff Montesano
Transportation	Lora Cavanagh
Business Office	Jen Case
Board of Education	Bev Dodici
Board of Education	Bridget Flanigan
Board of Education	Dan Mulligan
Dryden Fire Department	Mike Hall
Dryden Police Department	Josh Tagliavento
McLean Fire Department	Ken Carr
Freeville Fire Department	N/A
NYS Troopers	Shannon Hartz
School Insurance Agency	Steve Franco
Middle School	Lora Champlain
High School	Sara Powell
Cassavant/Freeville Elementary School	Audrey Ryan
Dryden Elementary School	Katie Willson/ Justin Wood
Student Services	Katie Volpicelli
Facilities User Coordinator	David Lott
Technology Services	Patti MacCheyne
Central Office	Josh Bacigalupi
Parent/Community	Bobby Brull



## PLAN REVIEW AND REVISION ADOPTION

- The annual review of the DCSD District-wide safety plan will be ongoing throughout the year.
- A public version of the plan was made available for review in the Superintendent's office, each school building office, and on the DCSD website.
- School District's District-wide safety plan will be reviewed periodically and maintained as needed by the District-Wide School Safety Team throughout the school year.

## EMERGENCY MANUAL FORMAT AND USE

This manual is divided into **eight** sections.

- Section I provides information about key considerations and planning guidelines.
- Section II contains specific information on prevention.
- Section III provides details for responding to acts of violence and other school emergencies.
- Section IV addresses the recovery phase, identifying and describing the actions to be taken after acts of threats or actual violent incidents or other emergencies have occurred.
- Section V includes the details for responding and implementing recovery for emergency situations not required by the NYSED but of importance to the DCSD students, staff, and community.
- Section VI is the Appendices, which gives specific information pertaining to individual schools or buildings in the district, such as shelter information, alternative shelter and command post locations, building summaries, specific forms, and pertinent articles.
- Section VII is the Exposure Control Plan which includes its own set of appendices.
- Section VIII is the Appendices for the Exposure Control Plan.

## EMERGENCY MANUAL DISTRIBUTION AND USE

**This manual is to be distributed only to members of each Building Safety Team.** It is to be collected at the end of each school year and redistributed when school reconvenes.

**Principals receive two copies:** one remains in the building and one is to be kept at home in the event that a crisis should occur beyond school hours. The "home copy" must be returned to the school should a principal accept a different job assignment.

### LAW ENFORCEMENT AGENCY OF MANAGERIAL RECORD

The "Agency of Managerial Record" indicates **which law enforcement agency you are required** to notify in case of emergency. This agency is your **agency of jurisdiction** throughout the handling of your safety situation. If an additional law enforcement agency is needed, the Agency of Managerial Record notifies these additional agencies, not the school official.

The following list represents your school's Agency of Record:

#### School Agency of Record

Cassavant Elementary School	Tompkins County Sheriff <b>or</b> New York State Police
Dryden Elementary School	Dryden Police
Dryden High School	Tompkins County Sheriff <b>or</b> New York State Police
Dryden Middle School	Tompkins County Sheriff <b>or</b> New York State Police
Freeville Elementary School	Tompkins County Sheriff <b>or</b> New York State Police

Note: If your school has dual or multiple Agencies of Record, you have the choice of which agency to use. If you place a 911 call, you are guaranteed the "closest car" to respond. Whichever law enforcement agency arrives first establishes your Agency of Record for that particular incident.

## INTRODUCTION

Experience tells us that emergencies often severely restrict or overwhelm our communications, transportation, electrical, and lifeline systems. The impact on schools and the larger community requires mobilization and coordination of resources to minimize human suffering and property loss.

**An efficient and effective school response to the threat of an emergency can only be accomplished if adequate planning for mitigation, preparedness, and emergency operational activities and resources are carefully thought out before the event occurs. Successful and coordinated planning requires a systematic approach.**

This management plan can, with appropriate training, preparation and communications, provide the district administration and each building principal with immediate action steps in the event of an emergency. Resources, information, and telephone numbers are instantly available.

This plan needs to be reviewed yearly with building administrators, not only to reinforce the information, but also to update the plan as new information is developed. Further, **building principals must review the plan yearly with teaching staff to make everyone familiar with the emergency routines that will be followed if an emergency occurs.**

# SECTION I - GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

## A. Concept of Operations

1. The Dryden Central School District's district-wide safety plan is directly linked to the individual building-level safety plans for each school building in the following ways:
  - Each building is required to submit a building-level safety plan annually to the Superintendent or designee.
  - The development of each building-level safety plan shall utilize the district-wide safety plan as a guide.
  - The implementation of each individual building-level safety plan shall be aligned with the policies and procedures outlined in the district-wide safety plan, approved by the Dryden Central Board of Education.
2. The methodology utilized to develop the district-wide plan included the involvement of members of each constituency group as listed in Part B - Identification School Teams. This committee included members from the district staff and the community. Each member was responsible for communicating with their constituency group on a regular basis to gather data on the district-wide safety plan.
3. In the event of an emergency or violent incident, the initial response to all emergencies at each individual school building will be guided by the individual building safety plans. At that time, the building administrator or designee will contact the Superintendent or their designee of the incident.

Tompkins County and New York State resources will supplement the districts' efforts in such emergency or violent incidents through a coordinated effort as outlined in each building-level safety plan. Such planning shall occur during the building-level safety planning meetings throughout each school year and will be included in their written plan.

### **Levels of Extent**

Each emergency event has a specific range of extent. Local events pertain to a school or a portion of a school. School-wide events involve the entire school, area-wide events involve the immediate community, countywide events involve the entire county, state and national events follow in order. The National Incident Management System (NIMS) Incident Command System (ICS) shall be used to manage all emergency incidents.

Each different level of event has consequences for the building administrator. For local events, the resources of the county may be called upon, but as the event becomes more widespread, the resources available for assistance become spread out over the needs of the county. Two considerations are in order here: (1) the administrator must determine the nature and extent of the needs for emergency assistance with great accuracy, (2) local (in-house) assistance may be the only help available in a county or state-wide emergency.

**Pre-planning the resources of the school is the first order of business.**

### **Levels of Intensity**

Events may be described as: minor, intermediate, serious, and gravely serious. These descriptions will help the emergency personnel ascertain the needs of the individual school. The measures used to determine level of intensity include the number of people involved in the event (bus crash vs. broken ankle on the football field) and the nature of the event (gas explosion vs. wastebasket fire). Report of the event to the Emergency Management Coordinators must be as accurate as possible in order to permit efficient deployment of resources.

### **Levels of Administrative Action**

Some events need IMMEDIATE action on the part of the administrator. These actions include evacuation, taking shelter, and notification of emergency personnel and the Superintendent or designee. CONTINGENCY actions may be necessary for short-term planning such as in the event of predicted snowstorms. CONSULTATION ACTION will be appropriate for a Go-Home decision. LONG-TERM PLANNING should be included in all administrative action concerning possible emergency events.

## **B. Plan Review and Adoption**

### **Initial Plan**

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan was made available for public review and comment at least 30 days prior to its adoption. The document was available in the Superintendent's office, each school office, the public library, offices of each bargaining unit president, and on the Dryden website.

### **Annual Review**

- The Dryden Central School District's District-wide safety plan will be reviewed and maintained as needed by the District-Wide School Safety Team throughout the school year.
- The annual review of the Dryden Central District-wide safety plan will be completed on or before July 1 of each year and is disseminated appropriately.
- It is necessary that emergency planning be reviewed once a year to determine the appropriate courses of action in light of new developments in the district, the school, or the national situation.

## SECTION II - PREVENTION

### *Risk Reduction and Intervention Components – Prevention/Intervention Strategies*

#### A. Prevention/Intervention Strategies

Project SAVE (Safe Schools Against Violence in Education)  
District/School Safety Plan

##### 1. Program Initiatives

The Project SAVE Legislation emphasizes the importance of "appropriate prevention strategies such as non-violent conflict resolution training programs, peer mediation programs, and extended day and other school safety programs." Effective pro-active prevention means providing the school as a "community of caring;" offering every opportunity for all students to be actively and successfully engaged in academics and extra-curricular activities, and to be connected to the school community through significant, healthy relationships with caring adults. This includes clear behavior expectations and consistently enforced consequences, constant recognition and celebration of "catching students doing it right," establishing a school climate that insists upon treating everyone with dignity and respect, implementing programs that empower our students to be active in programs such as peer leadership and peer mediation. Students are in fact, our greatest resource! Students may also be active participants on the school and district SAFE Schools committees, and in establishing violence prevention curriculum that addresses the components of empathy, impulse control, and anger management skills, and offering corrective supportive intervention strategies for achieving academic success. Every school is expected to incorporate these elements into our daily practice. (See [Appendix 20](#), page for information on peer mediation and peer leadership programs and other existing district prevention programs).

Strategies for improving communication among and between students and staff consist of the establishment of youth-run programs. Other approaches are peer mediation, conflict resolution, and creating a forum or designating a mentor for students concerned with bullying or violence. The following is a list of some of the many Dryden Central School District prevention strategies:

- All academic support services
- Strong district emphasis on the Dignity for All Students Act
- Support groups facilitated by psychologists and/or social workers for elementary children
- Life skills training groups
- Conflict Resolution
- RtI (Response to Intervention)
- Buddy programs between grade levels
- Mentoring (pairing of differently-aged students)
- Athletic programs
- Elementary sports programs
- Various clubs
- Partnership with higher education
- Responsive Classroom
- Positive Behavioral Interventions and Supports (PBIS)
- Second Step program
- PTA/PTO/PPPC forum with parents
- Parent/child/staff surveys
- Student Support Teams including CAMPS and APS
- Drama programs
- Student Councils and Student Ambassadors
- Career exploration such as New Visions, vocational classes
- Transition Programs

- STAR – academic and social skill support (PK-5)
- Social Skills Training
- Project Look Sharp related to media influences and biases
- Drug/Alcohol Awareness Counselor (BOCES)
- Junior Fire Academy
- Boy Scouts/Girl Scouts

## 2. Training, Drills and Exercises

### **Multi-hazard Training, Drills and Exercises**

- Administrator – training in ICS 100 (Incident Command System), to include tabletop drill, the components of an effective emergency response plan and the role of local law and emergency representative
- School-Based Staff and Students – engaged in practicing live drills
- School Staff – engaged in tabletop exercises, live drills, and review of district-wide and building-level safety plans during staff meetings

### **Each Building Principal will perform the following activities:**

- Appoint a Building Safety Committee Team that may include: the principal, school social worker/psychologist, school nurse, teacher(s), students, counselors, cleaner, law enforcement officials, parents, community members, a representative from the local ambulance or other emergency response agency, and other school personnel.
- Establish a chain of command in case principal is absent
- Oversee the safety training of all building personnel
- Provide prevention and intervention strategies for students
- Set up a confidential staff telephone tree, or other lines of communication (electronic), to alert personnel to situation when school is recessed
- Keep a daily list of all student/staff absentees in the main office
- Assign potential locations for counseling rooms, triage, and medical stations and support sites in hallways, near bathrooms, faculty rooms, locker rooms, and the cafeteria
- Have teachers assigned to create a list of alternative activities in lieu of normally scheduled class work
- Establish an anonymous reporting for potential acts of violence of which students may have knowledge; teach importance of “no secrets about this.”
- Oversee or provide opportunities for faculty and staff members to receive annual multi-hazard training (e.g., tabletop, go-home, and secure building drills).
- Provide opportunities for training for school staff as offered through the New York State Police programs for schools and communities.

**Each member of the Leadership Team must receive training in the following:**

- Understanding basic emergency procedures - review the Staff Quick Reference Guide to Emergency Response
- Functions of the Command Post ([Appendix 14B](#), page )
- Bomb Threats ([Appendix 18](#), page )
- The Alternative Shelter Plan
- The School Go-Home Plan
- Roster of Emergency Personnel
- Use of Building Incident Report Form ([Appendix 15](#), page )
- Preliminary Planning for Emergency/Crisis Management ([Appendix 9](#), page )

**Each Crisis Team must receive post incident training in the following:**

- Education on the range of emotions that will be displayed following a tragedy
- How to interact with grieving individuals
- How to support family and community members
- How to support teachers and fellow team members
- How to interact with community helping groups.

**In-service training must be provided to appropriate staff members, as identified by leadership team or crisis team in the following areas:**

- How staff will be informed of tragedy
- How students will be informed of tragedy
- How to maintain order immediately after news of the tragedy and as time passes
- Who to contact for professional support
- Classroom activities that will provide support for students
- How parents/caregivers will receive communication

**District Crisis Management Team will be developed to do the following:**

- Provide support for building teams
- Provide continued development of both emergency and crisis management plans
- Make recommendations for training and equipment
- Provide mental health specialists to sites on as-needed basis within limits of available support

**The District Crisis Team Coordinator will prepare support services in the following manner:**

- Establish a telephone tree for district mental health and health workers
- Establish a telephone tree for community mental health workers
- Meet with district and community workers to plan anticipatory strategies

### 3. Implementation of School Security

**The following building procedures relating to school building security have been implemented in the DCSD:**

- Signs are posted indicating that parents and visitors must report to the main office to sign in and out.
- All visitors and volunteers are furnished with name badges.
- Building entrance security is maintained throughout the day
- Canine units randomly search for drugs, firearms, explosives
- Cameras
- Access Control
- Lockdown Controls
- Supervisory aides employed at the Middle School-High School are assigned to monitor halls, cafeteria, and other common areas throughout the school day
- At the elementary level, playground monitors and teachers supervise students during the lunch hour and throughout the remainder of the day in classrooms, hallways and common areas.

### B. Early Detection of Potentially Violent Behaviors

#### GENERAL GUIDELINES FOR RESPONSE TO VIOLENT ACTS

Each school has a building team that addresses the academic, social, safety, and emotional needs of their students. This forum provides an opportunity for discussions among family, teachers, counselors, social workers, and school administration in regard to potentially violent students in their building and the manner in which intervention may be provided.

The DCSD has cooperation from state and local law enforcement agencies in assisting with these matters.

#### 1. Response to Violent Actions

Please keep the following guidelines in operation while implementing the process of responding to a violent act:

- Inform staff members of their responsibilities. Inform Superintendent.
- Inform parents, caregivers, and persons in parental roles. Send notification home for any incident that potentially impacts a significant number of students (including general information about the incident)
- In violent incidents necessitating building evacuation with go-home plan, notify parents via mass media and, through the district student information system.
- In general, in the event of a violent incident involving the entire building, students should not be allowed to use phones until a building-wide plan is in place and a decision regarding student phone calls are made by the building administrator
- If only a small number of certain students are involved and/or impacted by a violent act, contact each of these students' parents and invite them to meet with you

Be sensitive to confidential issues regarding student records and families

Note: If Student Discipline is needed, refer to the DCSD Code of Conduct.



### C. Hazard Identification

The potential emergency incidents for the DCSD include:

- Infectious diseases
- Bomb threats/Suspicious Objects
- Building collapse
- Vehicular accidents
- Earthquake
- Storms, including tornadoes
- Explosion
- Falling Objects
- Flooding
- Kidnapping
- Weapons on campus
- Unauthorized visitors on campus
- Fire
- Chemical Hazards

Sites where potential emergency incidents may occur within the DCSD include:

- Highways and roads adjacent to the school buildings
- On the premises – classrooms, hallways, gymnasium, playground, athletic fields, boiler room
- Bus garage
- Flight paths for airplanes
- Off-site field trips
- Creeks and streams adjacent to the school buildings
- Science laboratories
- Other educational facilities
- Pipelines
- Commercial Businesses

### **BOMB THREATS - Preventive Measures Checklist**

Depending upon the needs of a school district, policies, procedures, and informational materials should be developed to discourage the reporting of any incident designed to threaten life and property, such as a bomb threat. Preventive measures may include the following:

- Make all employees responsible for scanning their areas of work for suspicious objects
- Establish an immediate reporting system for students and staff to report the presence of “strangers” in the building and/or unusual or suspicious objects
- To insure testing integrity, develop contingency plans for bomb scares during times of academic examinations
- Train personnel in a school who would generally be the first recipients of a telephone bomb threat; law enforcement agencies are a good training source
- Conduct drill to assure students are aware of school emergency plan procedures
- Invite law enforcement personnel to discuss the legal implications of calling in false alarms and bomb threats with students and staff
- Lock custodial closets and rooms that are not occupied in order to limit access
- Keep lobby areas free of trash receptacles (other than wire mesh) and furniture that would allow for

- placing objects out of view
- Place fire extinguishers in each building every 75 feet, in accordance with NFPA Publication #10 as provided by the NYSED.
- Have school health and safety committees discuss with the State Police or the local law enforcement agency other measures to ensure the building security

### **BUILDING COLLAPSE – Awareness Information**

Should staff note any of the following warning signs, the prudent action is to evacuate and then notify the appropriate personnel immediately.

- Portions of buildings as well as entire buildings have been known to collapse without warning. New and old, under repair or under new construction, steel, masonry or wooden, there is no pattern to building collapse.
- Often a building will give some pre-collapse warnings such as plaster falling from the ceiling or dust dropping or sounds of strain.

### **EARTHQUAKE – Awareness Information**

- Earthquakes often occur as a series of quakes. When the initial earth tremor subsides, it may be followed by a second and third.
- The onset of major earthquakes is indicated by deep rumbling sounds or a rushing sound of disturbed air. The sounds of creaking, groaning, and building strains are perceptible just before a quake.
- Due to the disruptive forces of an earthquake, utilities such as gas lines, electrical services, and stored fuels become hazards that evolve into fires and explosions.

### **ENVIRONMENTAL HEALTH/AIR QUALITY – Awareness Information**

The following conditions may add to indoor air quality (IAQ) problems and therefore **should be avoided in DCSD classrooms**. (See RESOURCES SECTION)

1. **Animals in classrooms**, especially animals that are allowed to run freely in the classroom on the carpet, as opposed to always being confined to cages. The following is excerpted (and slightly modified) from EPA's IAQ Tools for Schools Action Kit.

Certain individuals, in particular those with asthma, are sensitive to animal fur, dander, body fluids, and feces and may experience reactions to these allergens. Furthermore, individuals can become sensitized (made allergic) by repeated exposure to animal allergens.

#### **Minimize exposure to animal allergens**

- Keep animals in cages as much as possible; do not let them roam
- Clean cages regularly
- Locate animals away from ventilation systems to avoid circulating allergens throughout the room or building
- Avoid bringing animals into classrooms if possible

#### **Take special care with asthmatic or other sensitive students**

Before bringing an animal into the classroom:

- Consult Principal for permission
- Consult the school nurse about student allergies or sensitivities
- Ask parents about potential allergies in a note that students take home or during parent teacher conferences
- Recommendation of advanced notification to parents and guardians of all students in a classroom before bringing any animal into a classroom
- Remember to check for allergies when new students enter the class
- Locate sensitive students away from animals and habitats, or better yet, do not bring an animal into the classroom if there are asthmatic students or students who are sensitive to animals in the classroom

Also, some animals can harbor human pathogens, which can infect occupants of the classroom where an infected animal is being kept. The human pathogen does not necessarily affect the animal, so the animal may not show any signs or symptoms of infection even if they are infected with a human pathogen.

2. **Plants or terrariums in the classroom** should not be kept on or near the unit ventilators. Mold spores which may be in the soil or water will be spread more easily throughout the room or buildings if plants or terrariums are located near the ventilation systems.
3. **Water damaged materials in classroom** can be an indication of mold growth. Therefore, any staff member should immediately report any signs of water infiltration into a classroom or office to the building Cleaner. Signs that may be obvious are water damaged ceiling tiles, or a wet ceiling, floor, or carpet (due to a pipe or roof leak).
4. **Plants or other organic matter near outside fresh air intakes of unit ventilators** can cause microorganisms growing in the soil and decaying plant material to be brought inside the classroom. The area immediately adjacent to the outside fresh air intakes of unit ventilators should be kept free of all plant and organic matter (except grass) for a distance of at least three feet in front of the intake and for a distance of at least one foot on each side of the intake. Ideally, this area should be paved or have concrete installed so that it is sloped in such a way that it allows water to drain away from the building.
5. **Blocking air supply grates of unit ventilators or turning unit ventilators off** will decrease the amount of fresh air that is supplied to a classroom, therefore causing pollutant levels in a classroom to rise to levels that may cause problems for occupants.
6. **Classrooms with direct access to the outdoors** should not allow people to enter directly into the classroom. All visitors are to enter through the main entrances for security. There should be a mat in front of the classroom door for people to wipe their feet on in the event that they do enter by that door. With carpets generally being shampooed only once a year, this practice will prolong the cleanliness of a classroom carpet.
7. **Avoid eating over carpeted areas of rooms.** Dropped food crumbs or spilled drinks are much easier to remove from tile. These items cannot be as easily or thoroughly removed from carpet. These food particles can later serve as a food source for mold and bacteria growth if there is sufficient moisture present. If the relative humidity in a room reaches 55 or 60 percent or greater, then some fungi can begin growing if they also have a food source present. So we want to try to not provide a ready food source when the relative humidity reaches these higher levels during the late spring, summer, and early fall.

8. **Observe general housekeeping in the room.** For example, if flour has been used in making paper-mâché masks, then it is important to thoroughly clean up the flour when the class project is completed. Otherwise, the flour can serve as a nutrient source for microbial growth if sufficient moisture is present. Likewise, if rice or peas or grains used to replace sand in sandboxes becomes moist, then microbial growth can occur in those locations as well.
9. **In case of temperature extremes,** contact the building Cleaner immediately. Do not attempt to adjust the thermostat or turn off the air-handling unit. The facilities department will determine the appropriate course of action to correct the problem.

### **EXPLOSION – Awareness Information**

Explosions are often followed by secondary explosions and/or fire. Students should be removed from exposure to possible flying glass (at least 300 feet from building or further as directed by emergency personnel on the scene).

### **FLOODING – Awareness Information**

*Flood Watch:* Conditions are favorable for flooding. Make staff aware, but take no action.

*Flood Warning:* Rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground.

*Determine what the average flood depths are in the community.*

If you are in a flood-prone area, store materials like sandbags, plywood, plastic sheeting, and lumber to protect windows and make quick repairs (to those schools that are applicable). Identify dams in your area. Be aware of what could happen if they fail. Learn the community's flood evacuation route and the location of high ground.

### **KIDNAPPING**

#### **1. Pre-Planning Procedures**

- Building security procedures will be instituted that will make illegal access to the building unlikely.
- All visitors will enter through the front door and sign in at the main office. Schools will provide a visitor tag for all visitors. Tag is returned to the office when the visitor leaves.
- The parent handbook should have visitor procedures listed.
- Teachers should be instructed not to release children to any individual they do not know without first checking with the office.
- Divorced parents should provide the school administrator with custodial information, i.e., to whom is the child released, and the names of those people to whom the child should not be released, if any.
- Principals will go over this information with teachers before the opening of school every fall.

## 2. Prevention Notes

- Schools need accurate and updated emergency contacts for all students. Make sure school office personnel have a list of students who are not to be released to anyone except a particular parent or guardian.
- If school staff do not know the emergency contact picking up a student the emergency contact must show a picture ID.

## **MAIL HANDLING PROTOCOL**

NYS Health Department/New York State Police  
Bio-Terror Prevention Protocols  
Protocols for Mail Handling

### **General**

- All businesses and organizations should assess and review their protocols for handling mail. Common sense and care should be used in inspecting and opening mail or packages.
- Examine unopened envelopes for foreign bodies or powder.
- Do not open letters with your hands; use a letter opener.
- Open letters and packages with a minimum of movement to avoid spilling any contents.
- Each organization should assess whether it is a possible target for criminal acts. Based on this assessment, you may wish to take additional precautions such as wearing gloves and restricting the opening of mail to a limited number of trained individuals.

### **What Types of Letters and Packages May Be Suspect**

- Any letter or package that has suspicious or threatening messages written on it
- Letters with oily stains
- Envelopes that are lopsided, rigid, bulky, discolored, or have a strange odor
- Envelopes with no return address
- Unexpected envelopes from foreign countries
- No postage or non-cancelled postage
- Improper spelling of common names, places, or titles

### **For Suspect Envelopes**

Train staff responsible for mail handling to:

- DO NOT OPEN ENVELOPE OR PACKAGE
- LEAVE it and EVACUATE the room
- KEEP others from entering the room
- NOTIFY your supervisor, who should call 911 or the local law enforcement authorities

## **VISITORS/INTRUDER – Authorized/Unauthorized**

Every staff member is responsible for the safety of students and the school. Therefore, it is essential that every adult in our schools follow procedures that will ensure the safety of everyone. This includes clear identification of our DCSD employees (by means of a photo identification tag) and visitors (visitor badges) to

our building on a daily basis.

Visitors, while welcome in school for their contributions to the education of children, are only to remain in school for purposes directly related to their authorized visit. All visitors must follow the procedures established by the building. This includes signing in and noting time when entering the building, wearing an identification tag/badge during their visit, and signing out and noting time when leaving. This includes the following: substitute teachers, family members, students not enrolled in our district, volunteers, contractors, and vendors. A visitor who enters or remains in a school without authorization may be considered an intruder. If such determination is made, all necessary precautions and actions should be taken. The visitor registry shall be supervised by office staff members. Each leadership team shall be responsible for establishing this procedure and determining the person(s) responsible for this task. Any group using a district facility will submit a building use form to the facility use coordinator. The facility use coordinator will be responsible for reviewing the visitor procedure with that group/individual.

A threat assessment of all authorized or unauthorized visitors may be made immediately by any school staff member. If determined that a visitor is placing people and/or property of the school ***in imminent danger***, or *is a disruption to the learning process*, these emergency actions should be taken:

1. Alert main office or designee by any means available.
2. Await further instructions from the person in charge of the building or the designee.
3. The person in charge of the building will determine additional actions, which may include “Lockdown Procedures” designed by each school.

## SECTION III - RESPONSE

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

#### 1. Policies and Procedures for Contacting Appropriate Law Enforcement Officials

In the event of an emergency situation, the building administrator will notify the appropriate emergency responders, agency and/or building level response team. The building administrator or designee will notify the Superintendent or her designee (844-5361 or x2601).

It shall be the building administrator's responsibility to assemble the building-level crisis team, including mental health workers, as needed. This team shall be pre-established to include members as outlined on the Building Level School Safety team chart ([see Appendix 7](#), page ). The list includes local law enforcement agencies and is available in every school office.

#### 2. Dryden Central School District Crisis Management Plan Emergency via School Messenger System

If an emergency of crisis proportions occurs during school hours, the District Emergency Support Team will be notified by the District Office.

They will be given the following message; **"There has been an emergency at [site]. It appears to be a [short description of emergency]. You are to [either report immediately to the site, go where directed or remain where you are] until further notice."**

The school principal will utilize the Building Administrator Crisis Checklist ([Appendix 13](#), page ) during this process.

#### 3. System for Communication Regarding a Crisis

The following information outlines the communication procedures to be utilized during and/or following an emergency situation, that might include but are not limited to the following:

- School Messenger (auto-dial or Robo-Call)
- Telephones (smart phones, cell phones)
- Laptop and tablet computers
- Emergency contact sheets
- Local television
- School Tool
- Written communication
- Website and additional media

In addition, information is communicated through the media (e.g. radio, newspapers, local television).

### **PUBLIC RESPONSE**

**Reminder: The Superintendent or designee is the District's official spokesperson. DO NOT contact any media without the Superintendent's or designee's approval.**

## **Crisis Communication**

Crises create an immediate demand for information. Staff need to know what to do. Parents and guardians need to know if their children are safe. Reporters need facts and quotes.

Communication is a crucial part of successful crisis management. Withholding or delaying the release of information significantly and unnecessarily increases anxiety for many important groups of people. It also greatly reduces the reputation of the school district and its employees. A single poorly managed crisis can easily ruin **decades** of goodwill built by the school district.

### **Tell it All and Tell it Fast**

It's important to remember the underlying principle for successful crisis communication: Tell **it all, and tell it fast**. The Superintendent will appoint someone in the district/schools and appropriate public agency to handle communications with all groups as relevant.

It's important for the Dryden Central School District to immediately establish itself as the best source of information about a school-related crisis. If information is not provided quickly, students, teachers, parents, reporters and politicians may assume that the district is trying to hide something or is indifferent. Being unresponsive is the quickest way to assure an adversarial relationship with important public sectors.

Failing to provide information during a crisis also quickly creates **rumors**. Unless the school district provides information quickly, a crisis will generate many unsubstantiated rumors that many people will assume are true. In order to prevent rumors, it is important to remember these two well-known truths about crisis communication:

- “In the absence of information, **misinformation** becomes news.”
- “If you don't speak for yourself, someone else will.”

### **Build Relationships Before a Crisis**

Information is much more credible during a crisis when it comes from sources people trust. Trust and credibility, however, take many years to build.

**It is, therefore, very important for the Dryden Central School District to cultivate relationships with its important public constituents before a crisis occurs.** Trust and credibility require a track record. We can't expect people who don't know us to accept our information or decisions at face value.

### **Telephones**

Additional unlisted telephone lines should be maintained in each building. The extra lines are necessary because the published telephone lines will be deluged with incoming calls during a crisis. Many parents regularly ignore requests not to call the school during a crisis.

Telephones can also provide a “crisis hotline” to provide timely updates. The district can use computers or answering machines to provide a voice mail-based system. The hotline must have a sufficient number of telephone lines to ensure people reach the service and not get a busy signal.

### **Two-way radios**



Two-way radios should be available for communication between all buildings in the District.

### **Laptop Computers, iPads, Tablets, Notebooks**

Laptop computers and other devices allow managers and staff to produce news releases, statements and other information at the scene of a crisis. They also provide mobile access to the district's e-mail system and computer network. This would allow an administrator to gather information about specific students or employees from a district-wide database.

### **Crisis Communication Checklist**

- Remember that a crisis is news. Don't expect people to ignore it.
- Be prepared. Although **the Superintendent or designee is the lead spokesperson for the district**, he/she can require administrators and principals to speak during a crisis.
- Be the best source of information. Know what is being done to manage the crisis. Know your school better than anyone else.
- Tell any bad news quickly. Get it over with. Contact your public before they contact you.
- Be honest. Never, ever, lie. Lying will instantly and forever ruin your credibility and reputation.
- Problems are opportunities. Stress positive actions taken by the school. Stress concern for safety of students and staff.
- Be brief.
- Make your most important point first.
- Avoid educational jargon.
- Be accessible.
- Never speculate. Stick to the facts.
- Never say "no comment." If you can't comment, explain why.
- Admit you can't predict the future if you are asked hypothetical, "what if" questions; Then don't.
- Don't become defensive, lose your temper, or argue.
- Learn what information you can withhold and what information you must release. Don't refuse to release something or stall its release if you'll be required to release it later. This only weakens relationships with important public agencies.
- The key to any good communication program is evaluation. No plan is ever finished. Every plan can be improved.

### **Tips for Talking with Reporters**

- Get to know the local reporters. Don't meet them for the first time during a crisis.
- Don't tell a reporter what is and isn't newsworthy. That decision is made by the reporter and his or her editor.
- Anticipate questions. Rehearse your answers out loud.
- There is no such thing as "off the record." Don't assume a reporter will honor comments made off the record.
- Always assume a camera or microphone is on.
- Always go to an interview with three points that you want to make, then, make them.
- Set reasonable time limits or geographic boundaries. Explain the reasons for the limitations.
- Reporters do not consider the spokesperson for the district to be the only source of information. Expect them to interview other people, such as teachers, staff, students, parents, and counselors. They will seek the full story and a variety of perspectives.
- Protect students against intrusions if the crisis involves grief. However, if a reporter wants student or community viewpoints, it may be worthwhile to arrange for them to talk to officers from the student

government, PTA, or booster club.

- Reporters do **not** have a right to interfere with the educational process and do **not** have a right to enter a school building when school is in session.
- Reporters **may** use any public property, such as sidewalks or the street, to interview staff, students, or parents there.
- Reporters may be given access to “directory information,” about students (within the meaning of the term in federal law) unless a parent has requested this information be withheld. This includes a picture in a school yearbook.
- Designate several rooms or areas large enough to accommodate a news conference.
- Don’t stereotype reporters, unless you welcome the same treatment of educators. Judge reporters as individuals according to the accuracy and fairness of their stories.

#### 4. Policies and Procedures for Contacting Families Regarding a Violent Act

As indicated in item A-2, *System for Communication Regarding a Crisis*, the following means shall be utilized to communicate with families in the event of a violent incident or an early dismissal:

- School Messenger
- Telephone
- Text messages
- Emergency Contact Information Sheets
- School Tool
- Local Television Channels
- Letter

### B. Situational Responses - Multi-Hazard Response

The following pages include the procedures to be utilized during each of the emergency situations listed below. It is the responsibility of the building administrator to maintain records on each of these events. A copy of this documentation shall be forwarded to the Superintendent or her designee.

#### **BIO-HAZARD THREAT (EG: ANTHRAX, RICIN, PLAGUE)**

All threats to school building occupants **must** be treated seriously. Any threat, whether it is a bomb threat or an anthrax threat, is a criminal act.

#### **Immediate Actions**

If a letter, package, or container claiming to contain a biological hazard (such as anthrax) is received, or a phone call saying there is anthrax present at your location, YOUR FIRST ACTION SHOULD BE TO CONTAIN THE THREAT TO AS FEW PEOPLE AND AS SMALL AN AREA AS POSSIBLE. This is accomplished by the following:

1. Immediately isolate the threat by not moving the letter, package, or container from its original location.
2. Move people away from the immediate area and do not allow ANYONE to touch or move the threat.
3. Close doors and windows to the area and lock the room if possible to avoid others accidentally contacting the threat. Those individuals originally present when the threat was discovered should remain nearby and

not in contact with uninvolved individuals. They will not receive an additional exposure if the threat remains undisturbed.

4. Call 911 and advise the operator of your situation. Remain on the line until instructed to hang up. Notify Superintendent – 844-5361 or x6201.
5. School threat isolation/contaminant procedures vary from one locale to another. It is recommended that, if possible, the threat be isolated and confined to a given room or school area as described above. It is not necessary to confine students to classrooms, evacuate the building, or directly send students to a predetermined assembly area within the school unless these actions aid the response efforts of the emergency service responders or these efforts will eliminate possible exposure to the threat if it is widely disseminated through the building or its location within the school is unknown.
6. Those individuals who came in direct contact with the threat should be identified and assembled together in one location, if not already accomplished, so they do not possibly contaminate others with the threat - **individuals who came in direct contact with the threat should be advised not to eat, drink, smoke, chew, or rub their eyes, ears, nose, or mouth or place their hands near their faces; they should be escorted to a hand wash station where they should thoroughly wash their hands and/or other contaminated body areas with copious amounts of soap and water.** Only paper or cloth-drying towels should be used and these should be segregated from regular waste or dirty linen. If contamination of clothing is evident, clothing items should be carefully removed to prevent the spread of contamination and segregated in a given area. **These individuals should remain together until released by health or law enforcement experts.**
7. It is not necessary to shut down heating, ventilation, and air conditioning systems within buildings with an anthrax threat unless the threat was directed at the HVAC system or the package/container was found within the HVAC system or there was some other release.

## **BUILDING COLLAPSE**

### **Immediate Actions**

1. Seek immediate shelter either in room or hallway. Get under desks or tables.
2. Avoid glass windows, heavy fixtures, shelved equipment, and objects that might fall.
3. Evacuate building when collapse has subsided. Do not wait for directions to do so. Communications will probably be disrupted. Get away from building. Use fire exit routes if possible.
4. In evacuating, avoid electrical panels, wires, and electrical fixtures.
5. Do not return to building under any circumstances.
6. Notify the 911 dispatcher and DCSD Emergency Management Coordinator (cell 607-327-2542) of the event in any way possible—fire alarm box, telephone, radio.
7. Set up a Command Post in a visible and secure location.
8. Each teacher should account for students who were being supervised during the time of the collapse.

9. Contact the school nurse to respond to any sustained injuries. Request an appropriate number of ambulances to serve the injured (911).
10. If possible, seek alternative shelter.
11. With permission of the Superintendent, activate the “Go Home” plan for students who have been checked out as healthy and uninjured. Record each student’s location or destination through the teachers.
12. Continue to notify Superintendent and Emergency Management Coordinator of status and situation.

### **BUS ACCIDENT PROCEDURES**

1. Bus driver or emergency personnel contacts transportation department: 607-844-4221 or x9244 or 9241; if no answer call 607 844-5361 or x2601 or 2602.
2. Head of transportation assesses seriousness of incident and initiates the following procedures as deemed necessary.
3. Alert 911, if necessary. Tompkins County will automatically send fire, ambulance, and police to a school bus accident.
4. Superintendent’s office must be called: 844-5361 or x2601. Superintendent or designee notifies building administrator.
5. Building administrator or designee alerts the appropriate health professional(s) assigned to the building.
6. Transportation Supervisor dispatches the Superintendent or designee to scene to manage/evaluate situation (including crowd control); person-in-charge calls for support, as necessary.
7. In loco parentis will be exercised at accident site by Transportation Supervisor or other administrator present, including signing of appropriate release forms.([See Appendix 22 & 22A](#), page )
8. The Superintendent or designee will obtain and forward student names, addresses, phone numbers in an effort to notify parents. Lists forwarded as soon as possible to transportation and school.
9. The Superintendent or designee will manage information flow to students and district personnel at scene. The Superintendent or designee will direct media questions to police or emergency responders. Students should not be allowed to use building landline phones until a building-wide plan is in place and a decision regarding student phone calls is made by the building administrator.
10. If bus and riders remain at scene, the Superintendent or designee and/or health professional will determine when it is safe for students to de-board bus. Students will be moved to safe location away from bus.
11. If a parent or legal guardian arrives to pick up their child, parent/guardian must show picture ID prior to release of student. He/she must sign the student out giving their name, name of student, date and phone number.
12. If the bus continues to school, students will be kept in one area until the appropriate health professional has assessed each student.

13. If the students are transported to the hospital emergency room, the Transportation Department contacts the Superintendent, and the appropriate district personnel will provide the hospital emergency room with medical information. The Superintendent or designee ensures parents are notified. If possible, district employee familiar to student will go to hospital and remain with student until parents arrive.
14. Students in the hospital emergency room will be transported home or to school by parent or parent designee.
15. Parents of all students on the affected bus will be instructed in person or by telephone, and by a note home, to call their child's physician for possible further follow up.
16. Post Emergency Report Form ([Appendix 16](#), page ) completed immediately after incident and submitted to the appropriate member of the District's leadership team.
17. Students will be debriefed with school health professional as soon as possible after the incident.
18. The appropriate member of the District's leadership will convene all school personnel involved in incident to debrief and report to Superintendent.

### **CHOKING: Conscious/Unconscious**

Notify school nurse immediately. If an adult has first aid training, they may provide the necessary support until the school nurse arrives. For any unconscious victim 911 should be called to transport the person to the hospital.

### **DRUGS ON CAMPUS**

Sale and possession of drugs on public school campuses may occur, despite our best efforts to control the situation. Further, the fact that sellers often possess weapons compounds a potentially dangerous situation.

Each school has in effect procedures for dealing with drug possession, use and sales between students on school property. Having an outsider on school property selling drugs to students is a situation requiring a higher level of preparedness. If it has been ascertained that an outsider is on school property and appears to be selling drugs, follow the weapons response procedures in the Response section of this manual (page ).

### **Immediate Actions**

When a student is suspected of being under the influence, in possession of, and/or distributing drugs or alcohol on campus, staff members are instructed to:

1. Remain with the student if possible, especially if identity is unknown.
2. Call for administrator, who will contact law enforcement if needed.
3. Administrator or staff will escort student/students to the Main Office or the Nurse's Office always maintaining visual contact.

4. Building administrator or nurse will call law enforcement

School nurse will evaluate student's medical condition in the presence of another staff member. Contact parents and call 911, if necessary.

1. Follow administrative procedures to search, if necessary. Contacts are as follows:
  - Building Principals
  - Superintendent
  - Director of Student Services or Director of Curriculum & Instruction
2. Parents/caregivers will be contacted by the administrator or school nurse. An evaluation at an Emergency Room or by a family doctor may be needed due to an unstable physical condition.

## **EARTHQUAKE**

### **Immediate Actions**

1. Seek IMMEDIATE shelter either in a room or hallway. Get under desks or tables.
2. Avoid glass windows, heavy fixtures, shelved equipment, and objects that might fall.
3. In halls, stairways, or other areas where no cover is available,
  - move to an interior wall
  - kneel with your back to wall
  - place your head close to knees
  - cover the sides of your head with your elbows
  - clasp your hands firmly behind your neck

In laboratories, extinguish all burners if possible before taking cover. Stay clear of hazardous chemicals that may spill.

4. Evacuate building when earthquake is over. Get away from building. Use pre-planned fire exit routes if possible.
5. In evacuating, avoid electrical panels, wires, and electrical fixtures.
6. Do not return to building under any circumstances.
7. Since this type of emergency will be area-wide, each building principal must take responsibility for the details of emergency management.
8. Each teacher should attempt to account for the students in their care during the time of the earthquake.
9. Set up a Command Post in a visible and secure location (each school should know where and who is in a Command Post).
10. Since the emergency crews will be busy throughout the area operating on a priority basis, inform the 911 dispatcher and DCSD Emergency Management Coordinator (Jeff Montesano 607-327-2542) of the status of the school with as realistic a damage report as possible. Include number of injured, missing, those known trapped. It may be necessary to send a messenger to the fire station should communications be

disrupted.

11. Secure safe environment for students. Keep records of location of each student dispatched to alternative shelter.

\* Although the chance of an earthquake of serious magnitude occurring in this part of New York State is small, immediate action is necessary should one occur. Earthquakes do not give obvious warning before occurring.

## **ENVIRONMENTAL HEALTH/AIR QUALITY**

### **Guidelines for Indoor Air Quality (IAQ) Testing**

In general, if a Dryden Central School District (DCSD) employee has a concern about an IAQ issue, they are to first contact their building principal. The building principal will then contact the Facilities Director. The director will then ask maintenance to observe that the ventilation system is on and appears to be operating properly. The Facilities Director may contact the Health & Safety Coordinator at TST BOCES to investigate the area of concern. The Health & Safety Coordinator will review the history of the area of concern and determine when the space was last tested and/or remediated, and will speak with those individuals currently affected to get a clear understanding as to what exactly the problem or concern is. Allergy reports may be requested of the affected individuals. The Health & Safety Coordinator will examine the area of concern to look for obvious sources of contamination or sources of the particular problem. Based on those findings, the Health & Safety Coordinator will determine the appropriate air testing (if any) that is warranted. Then, based on the investigation of the area of concern, and based on the results of any air testing performed, appropriate recommendations will be made to the Supervisor of Buildings & Grounds. If the area of concern is carpeted, then please refer to the following section.

### **Guidelines for Steam Carpets during the School Year**

All carpeted areas in the DCSD are cleaned on a yearly basis (generally in the summer) by shampooing and extracting. Some areas that are more heavily soiled are cleaned more often. The shampooing and extraction method is an effective way to clean and maintain a carpet.

## **EXPLOSION**

### **Immediate Actions**

1. Pull the fire alarm and evacuate the building to at least 300 ft. according to plan.
2. Principal calls 911 and Superintendent, 607-844-5361 or x 2601, and DCSD Emergency Management Coordinator (cell 607-327-2542).
3. Once outside, await instructions from the **Incident Commander** who has alternate shelter site and route information. Route students to alternate shelter sites when necessary ([Appendix 23](#), page ).
4. Teachers should take attendance and remain outside with students, supervise, and reassure.

## **FALLING OBJECT**

In this class of events is included: plane crash, missiles, natural bodies such as meteorites, man-made commercial or military objects.

The event will be predictable (such as a satellite) or non-predictable (plane crash).

### **Immediate Actions**

1. If predictable, take necessary shelter for the time period of the probability of the event.
2. Set up a Command Post.
3. Keep students and staff in the sheltered areas.
4. Keep tuned to local media for information.
5. Keep staff and students informed of situation.
6. If non-predictable, take necessary action pertinent to the event such as fire, explosion, etc.

## **FIRE ALARM**

### **Immediate Actions**

1. If you notice smoke or fire in your building, pull alarm. Notify building administrator immediately who will call 911, Superintendent –607- 844-5361 or x2601, and the DCSD Emergency Management Coordinator cell 607-327-2542. Administrators will meet Fire Department with information.
2. When school fire alarm is sounded, evacuate building according to the map by door that indicates exit locations. All staff should be prepared to aid in the evacuation of students with physical handicaps, (crutches, braces, etc.).
3. Doors and windows must be closed to prevent the spread of smoke and gasses during evacuation.
4. Each teacher should account for students who were being supervised during the time of the fire. Reassure students. Report any missing students or injuries to the Incident Commander for medical assistance.
5. Await further instructions which may involve: procedure for return to school schedule, evacuation to an alternate site, or Go-Home Plan.

### **Dangers from Fires**

1. Smoke and toxic fumes are the most dangerous elements in school fires. It is for this reason that evacuation must take place quickly and orderly. Doors and windows must be closed to prevent the spread of smoke and gasses during evacuation. Open doors cause drafts that accelerate the rate of fire extension and move smoke throughout the building.
2. Crawling on all fours is an effective means of travel if caught in a fire. The best air is found about one



foot off the floor. Heavier poisonous gasses settle near the floor. Hot gasses move toward the ceiling. This information should be shared with all students and staff.

3. An out-of-building Command Post must be chosen as well as an alternative means of communication. ([Appendix 14B](#), page ).
4. Annual inspection of the building is mandated by law. It is during this time that valuable information may be obtained from the fire inspector and incorporated into pre-plans.
5. The resources of the fire department that services each school are available to teachers and administrators. Fire officials will assist in pre-planning or putting on school demonstrations and training.
6. Plan for the most serious event that might take place in the building under the most adverse of conditions. For example: an accelerated fire in the lowest floor between classes in the dead of winter during a snowstorm. By planning for the most serious circumstances, the easier events will be covered also.

## **FLOODING**

*Flood Watch:* Conditions are favorable for flooding. Make staff aware, but take no action.

*Flood Warning:* Rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground.

Determine if you live in a flood-prone area and what the average flood depths are in the community.

If you are in a flood-prone area, store materials like sandbags, plywood, plastic sheeting, and lumber to protect windows and make quick repairs (to those schools that are applicable).

Identify dams in your area. Be aware of what could happen if they fail.

Learn the community's flood evacuation route and the location of high ground. Provide here what the community's flood evacuation route is.

## **Immediate Actions**

1. Contact principal for flooding in your building and evacuate students to closest safe area. Second floor areas may use windows for exit with assistance, if necessary. **Do not evacuate students to second floor areas.**
2. Principal or designee notifies Superintendent – 607-844-5361 or x2601, and DCSD Emergency Management Coordinator (cell 607-327-2542).
3. Await instructions for alternate evacuation sites or the activation of the Go-Home Plan. If the PA system is nonfunctional, a messenger will be sent.
4. Deactivate any electrical equipment that is in danger of being inundated by the flooding, **if it is still safe to do so.**
5. Await the **Incident Commander** report to evacuate. Route and alternate shelter will be defined by the C.O.B. based on administrative decision.

6. Account for all students in your supervision area. Report any missing or injured students to the **Incident Commander**. Reassure students.
7. Avoid electrical equipment or objects that may fall. Do not drink school water unless you are told it is safe to do so.
8. Remain with students. Do not allow any student to return to building if evacuation has commenced.
9. In the alternate shelter, account for all students under your supervision at the time of the event and continue to reassure.

### **GAS LEAK**

The odor of natural gas may indicate a leak in the building, which may cause an explosion.

#### **Immediate Actions**

1. For a gas leak in your area, evacuate students and send designated runner to notify administration. Administrator or designee will call 911 Superintendent – (607) 844-5361 or x2601, and DCSD Emergency Management Coordinator (cell 607-327-2542).
2. After receiving warning, staff and students will go directly to alternate shelter.
3. Do not open windows or attempt to ventilate the building, as this may pollute a larger area or may cause the risk of explosion.
4. Remain with the students, supervise and reassure. Report any missing students or injuries to administration.
5. Await further instructions and prepare for the Go-Home Plan ([Appendix 24](#), page ).

### **HAZARDOUS MATERIALS EXPOSURE (outdoors)**

#### **Chemical Accidents**

1. If you witness a hazardous materials accident, spill or leak, call 911.
2. The main threat is toxic fumes. Keep students inside.

#### **If you are outside when hazardous materials spill:**

1. Move away from the spill.
2. Move upstream, uphill, and upwind; hazardous materials can be transported quickly by air and water.
3. Don't touch or step in spilled material.

#### **If you are indoors when hazardous materials spill:**

1. Close all windows and doors. Seal gaps under doorways and windows with wet towels and duct tape or a similar thick tape.
2. Close as many internal doors as possible.
3. If local authorities warn of an explosion, close all shades and drapes. Stay away from the windows to prevent injury from flying glass.
4. Turn off all ventilation systems, or go to 100 percent recirculation so that no outside air is drawn into the building.
5. If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel.
6. Remain in protected, interior areas of the building where toxic vapors are reduced.
7. Many chemicals can be hazardous in more ways than one. A chemical may be listed as flammable, but it also may be toxic, corrosive, or reactive, depending on conditions.

### **Immediate Actions**

1. Principal or designee will call 911 the Superintendent – 607-844-5361 or x2601, and DCSD Emergency Management Coordinator (cell 607-327-2542), to report as much accurate information as possible.
2. Facilities will determine if HVAC system needs to be shut off.
3. Immediately escort all exposed persons for medical assistance. Any exposure to hazardous materials must be checked out by competent emergency services. Bring material, name, or container as directed. Consult Safety Data Sheet (SDS) for treatment.
4. If directed by fire personnel, evacuate as directed.
5. Supervise and account for all students within your assignment.
6. Remain with the students if alternate shelter plan is in effect. Reassure students and direct them in an orderly manner. (See Alternate Shelter Plan)
7. Await instructions for possible Go-Home Plan. **Do not re-enter building for any reason.**
8. If fire personnel say that no evacuation is necessary, keep students and personnel away from the event site.

### **STORMS**

Storms include: snowstorms, ice storms, windstorms, heavy rainstorms, thunderstorms, hailstorms and hurricanes.

*Travelers' advisory:* Issued when ice and snow are expected to hinder travel.  
*Winter storm watch:* Severe winter weather is possible.  
*Winter storm warning:* Heavy snow, sleet or freezing rain is expected.

*Blizzard warning:* Heavy snow and winds in excess of 35 miles per hour are expected.

The Superintendent makes the decision to open, delay opening, or close schools. School employees and students will be notified by School Messenger or the radio and television for word of the district's plans.

## TORNADOES

*Tornado watch:* Conditions are favorable for a tornado or severe weather.

*Tornado warning:* A tornado has been sighted in the area.

Tornadoes occur in all 50 states, but the Midwest and Southeast are most vulnerable. Tornadoes are nature's most violent storms and can leave an area devastated within seconds. A tornado may sound like an airplane or train.

Although tornadoes normally travel for up to 10 miles before they subside, 200-mile "tornado tracks" have been reported. Tornadoes can strike at any time of year and sometimes accompany hurricanes. They occur most frequently during the spring.

- If you see a revolving, funnel-shaped cloud, call 911
- Teachers are responsible for students in their area.
- Know the location of shelter areas at school.
- Listen to the radio and television stations for weather updates whenever severe thunderstorms threaten.
- When a tornado is sighted, take cover immediately. Stay away from all windows, doors and outside walls. Protect your head from falling objects or flying debris. **Interior hallways on the lowest floors are usually safest. Stay away from windows and open spaces. Duck, cover, and hold.**
- If you're in school when a tornado strikes, go to pre-designated areas.
- Be cautious entering a building that may be damaged from high winds. Be sure that walls, ceiling and roof are stable and that the structure rests firmly on the foundation.
- If you're riding on a small bus and there is no shelter nearby, get out and lie flat in the nearest ditch, ravine, or culvert. Use your hands to shield your head.
- If you're on a larger bus, sit on the floor and hold onto the seat. If a substantial building is immediately available, get out and go to the structure.
- Don't try to run away from a tornado in a school bus or other vehicle. Cars and trucks are no match for these swift, erratic storms.

### **Immediate Actions**

1. After receiving warning, staff and students will go directly to Interior Shelter Areas and await directions.
2. Turn off passing bells, if possible.
3. Account for students who were being supervised at the time of announcement and report to the **Incident Commander or designee** any missing or injured students.
4. If there is not time to go to the shelter, sit on the floor, head down, arms and hands over head, next to an interior wall away from window, or get under desks or tables, face down flat on floor.
5. Injured staff and students will receive treatment from school emergency personnel.
6. Await evacuation instructions and continue to supervise and reassure the students.

## **UTILITY FAILURE**

The Buildings and Grounds Department will make every attempt to provide each building in the district has alternate sources of power to provide light and communication during a crisis. They will work with local utility companies to restore heating as quickly as possible and emergency response teams to provide alternative sources of heat (e.g. blankets).

If a building should lose electrical power, heat, water pressure or telephone service, take the following steps:

### **Immediate Actions**

1. Notify administration/Superintendent and the Facilities Director (607)327-2542 .
2. Determine the extent of the problem. Is it local or widespread?
3. Determine as best as you can how long the problem will last.
4. Determine if classes can continue without the specific utility.
5. Determine need for evacuation or Go-Home Plan.
6. If fire alarm is inoperable, institute Fire Watch (Building and Grounds staff conducts a walk-through inspection of all affected areas every 30 minutes to detect fire. A written report is kept).

## **C. Situational Response - Acts of Violence/Responses to Acts of Violence:**

The following pages provide a listing of acts of violence, both implied and direct threats, and the response procedures and protocols to be followed. This includes communication with district-level administration, state and local law enforcement agencies and emergency personnel.

In addition, the DCSD follows the Board approved guidelines in the District Code of Conduct.

## **GENERAL GUIDELINES FOR RESPONSE TO VIOLENT ACTS**

### **Immediate Actions**

Please keep the following guidelines in operation while implementing the process of responding to a violent act:

1. Notify superintendent and/or designee.
2. Be sensitive to confidential issues regarding student records and families.
3. Inform all staff members of the basic details of the incident, and continue to keep them informed. Establish a mechanism for all staff to continue to give you feedback throughout the entire process.
4. Inform students of the basic information known, in as personal and calm a fashion as possible. It is imperative that a plan of action be put in place so that every student enrolled can be reached during

after-school hours in case of an emergency.

5. Inform parents, caregivers, and persons in parental role. This will occur with all students for **any violent incidents that potentially impact a significant number of students** (includes general information about the incident).
6. In violent incidents necessitating building evacuation with go-home plan, parents will be notified via mass media and/or through School Messenger.
7. If only a small number of certain students are involved and/or impacted by a violent act, contact each of these students' parents and invite them to meet with you.

Note: if Student Discipline is needed, refer to the DCSD Code of Conduct.

## **ASSAULT OR RAPE**

### **Immediate Actions**

1. Notify the school nurse who will assess the need for EMS services. Treat life-threatening injuries only (airway, bleeding, circulation). Do not alter physical condition of the victim and surroundings to protect evidence.
2. Call for administrative assistance. The administrator shall notify the Superintendent and/or call law enforcement or other agencies. In case of physical injury/sexual assault/rape, law enforcement **must be called**.
3. Enlist help to control onlookers. If possible, isolate the action.
4. Clear the area of students.
5. Remain in visual contact of altercation encouraging those involved to cease. Secure area as a possible crime scene.
6. Remove objects that might increase danger to participants.
7. Await assistance from security and administrative staff.
8. Obtain names of those involved.
9. Treat life-threatening injuries only (airway, bleeding, circulation). Do not alter physical condition of victim and surroundings (to protect evidence).
10. Call the parent, spouse or other individual on the student's or employee's emergency information card, after consultation with law enforcement.
11. School nurse or other member of the emergency response team may accompany the victim to the hospital, if /guardian not available.

## **BOMB THREATS**

### **Immediate Actions:**

New York State Education Department  
Bomb Threat Response Guideline

Revised February 1999

### **Introduction**

Recent bomb threats and other acts of violence in schools have increased awareness concerning the importance of response actions and coordination among school officials, law enforcement officials and local emergency management officials. This guideline provides clarification regarding the roles of educators, staff and law enforcement officials related to bomb threats in schools. This document should be used as a guide in the development of the section of the school emergency management plan which addresses bomb threats.

Proper planning and prudent actions are necessary to protect the safety of students and staff. Therefore, it is critically important that school officials have a consistent, unified plan of action to deal with the threat of bombs and explosive materials in schools. **Section 155.13 of the Commissioner's Regulations requires schools to maintain a school emergency management plan to insure the safety and health of children and staff and to insure the integration and coordination with similar emergency planning at the municipal, county and State levels. This plan must be updated no later than October 1 of each school year.** Planning for a bomb threat is clearly an emergency, which must be included within the school emergency management plan.

### **School Bomb Threats**

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat – location, if any, time of detonation, etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured as described in these guidelines.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time you have to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

### **Police Notification and Investigation**

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county and/or local law enforcement agencies must be notified of any bomb



threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Police agencies, provided they have the property resources available, may conduct building searches with the permission of the school official responsible for the building. It is not unusual during a bomb threat for police officers, when present, to request volunteer assistance from school employees. People who can be the most helpful in looking for suspicious objects are the school employees themselves. This is due to the fact that employees may be able to quickly recognize objects which do and do not belong in the building. A stranger to the building does not have the advantage of the employee in conducting this type of building search.

It should be noted that the search for something unusual does not involve touching or handling the suspect object. Only specified and highly trained law enforcement officials are authorized to handle the suspect object when located. School officials and/or employees are not trained or authorized to touch, handle or move any suspected explosive device. Law enforcement officers, upon finding suspicious objects, will call for appropriate bomb technicians.

School officials should be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs and/or trained bomb technicians until a suspect device is located. It should also be noted that bomb-sniffing dogs have a limited time of efficiency so that their use is carefully considered.

### **Receiving Threatening Information**

Anyone receiving information about a bomb threat – by way of telephone, written note or through observing a suspicious object, must immediately notify the school building administrator or his/her designee, who will notify the Superintendent and police immediately. School personnel should not try to determine if a telephoned bomb threat or suspicious package or letter is a hoax. School personnel must proceed as if the threat is real. Bombs can be constructed to look like almost anything. Most bombs are homemade and the probability of finding a bomb that looks like a stereotypical bomb is almost nonexistent. Therefore, the administrator or designee is to notify local law enforcement officials and initiate the planning actions to move all occupants out of harms way. Bomb threat information is not to be treated as hoax and an official search must be conducted.

### **Written Bomb Threats**

If a written bomb threat is received, the handling of the note and its envelope should be kept to an absolute minimum since it will be used as evidence in the criminal investigation. Fingerprints will be taken from the note to help determine its source. If the note is contaminated with the fingerprints of the recipients, the value of this evidence will be significantly compromised.

### **Telephone Bomb Threats**

Handling a telephone bomb threat requires training and preparation of the person answering the call. The bomb threat caller is the best source of information about the bomb. Therefore, it is important to remain calm and try to get as much information as possible about the bomb from the person on the telephone. If possible, the person answering the call should signal co-workers of the threatening call while the call is still in progress. It is also desirable that more than one person listen in on the call.

Persons receiving threatening calls in a school should have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted. Individuals who are likely to be the first to respond to a threatening telephone call should receive training offered by the New

York State Police or local law enforcement agencies. You may contact your local BOCES Health and Safety Office for assistance in coordinating this training.

The New York State Police recommend that, if possible, the telephone threat be taped. Caller identification or other types of tracing devices should also be considered. The ***New York State Police Bomb Threat Instruction Card*** should be placed next to telephones that are most likely to receive such calls. Information to be asked of the caller includes:

- Where is the bomb located?
- When will the bomb go off?
- What does the bomb look like?
- What kind of explosive is involved?
- Why was the bomb placed?
- What is your name? (Sometimes the caller may be caught off guard and will give you his or her name.)

Other information which should be noted includes: the time of the call; language used by the caller; gender and approximate age of the caller (child or adult); speech characteristics (slow, fast, loud, soft, disguised, intoxicated, accented, etc.); and any noticeable background noises such as music, motors running or street traffic.

### **Bomb Threat Response Actions**

The following three actions **may** be used by school administrators when coping with a bomb threat in a school building. These actions require planning, preparation and training. The sequence of these actions may vary or occur concurrently, depending upon the circumstances; not each of these three steps will occur for all incidents.

- Pre-clearance of the building and maintenance of security to ensure no suspicious objects have been brought into the building by students, visitors or staff. Teachers should visually scan the room.
- Evacuation of the building after searching exit routes and evacuation areas
- Sheltering students in an area which has been “sanitized and cleared”

### **Building Evacuation**

When school officials receive information that a bomb threat has been received and the building has not been pre-cleared and kept secure, the school bomb threat procedures are to be immediately activated. This may or may not warrant immediate building evacuation. If the bomb threat indicates that an explosive has been placed outside the building, sheltering may be the most appropriate course of action. (See page 46 “Sheltering in the School – Potential Explosive Device Outside the Building”) If the threat indicates that the device is in the building or is nondescript in nature, building evacuation procedures are to be immediately activated.

The school emergency management plan for bomb threats should establish a process for determining who will be responsible for performing an initial search of the stairwells, lobby, entrances, exits and evacuation areas for suspicious objects. The immediate checking of these areas prior to evacuation is necessary so that a safe and expeditious evacuation may proceed. Simultaneously, all school employees should take a quick look around their work areas for any suspicious items. School emergency plans should make it clear that any suspicious items found must be left alone and must be immediately reported to the school administrator. Under no circumstances are school personnel to touch or move any suspecting items.

Based upon information known or not known about a bomb threat, and after it has been determined that reasonably safe passage of students and other occupants can be made to exit the building, an immediate evacuation signal must be given. Local law enforcement officials should be consulted as to options for signals during a bomb threat.

Persons evacuating the building should remain calm and orderly in order to prevent panic and confusion, which may result in an increased evacuation time, endangering lives and increasing the chances of injuries occurring.

The school emergency plan shall identify volunteer floor wardens and alternate volunteer floor wardens to ensure an orderly process for clearing each floor, including restrooms. When floor wardens have cleared their areas of responsibility, they should report to the command area in the evacuation assembly area.

Elevators are not to be used for evacuation purposes.

Occupants are to proceed to the designated safe evacuation assembly area. After accounting for all students and staff, the principal will determine next steps, as the situation requires. Designated evacuation areas should not be located near areas of incoming emergency responders. Open play fields, removed from the activity, are suitable evacuation assembly areas.

The Superintendent/principal should designate an easily accessible location and known position as a command post for coordination with emergency responders and receiving information and communications related to the incident.

### **Evacuation of Disabled Students, Staff and Teachers**

School emergency plans must provide evacuation procedures for all disabled persons. Assigned responsibilities and procedures to assist the disabled should be identified in the school emergency plan. Local emergency responders must be familiar with the school's plan for disabled persons and the school's emergency management plan as a whole.

### **Evacuation Areas**

Evacuation areas must be identified in the school emergency plan. The school emergency plan should address procedures for informing parents and/or guardians of actions to protect and provide safety for their children. Teachers and staff should know the location of evacuation areas where students will be taken, if necessary, during emergencies until dismissal time and/or parental/guardian pick-up. Students and parents should only be notified of that location, as needed, due to security considerations and confidentiality.

### **Weather Conditions and Evacuation**

The possibility always exists that students, faculty and staff may have to evacuate a school during inclement weather conditions. School emergency management plans should address procedures for prolonged outdoor exposure. Students must not be permitted to access their lockers to obtain their coats. Therefore, administrators at each school must determine how best to provide temporary shelter should the time outside be prolonged.

### **Re-occupancy of a School Building**

After a bomb search has been concluded, by or with law enforcement, the school administrator is the person responsible for making the decision to reenter the school building. Unlike fire chiefs during a fire, police officials have no legal authority to declare the building safe for re-occupancy. They will not be able to conclusively state that there is no bomb, only that the search did not reveal any.

Based upon information received from the building search, one of three decisions may be considered by the school administrator: (1) reoccupy the building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

### **Sheltering in Sanitized and Cleared Areas**

School administrators have the option of “sanitizing and clearing” an area in the school building, such as a gymnasium, to subsequently shelter students, faculty and staff while a full building search is conducted. This option is most appropriate in the following circumstances:

- An assembly space, such as a gymnasium, is thoroughly searched by volunteer school personnel and law enforcement personnel for suspect objects. This includes searching areas such as bleachers, locker rooms (including lavatory facilities), equipment storage areas, etc.
- Inclement weather conditions are such that a full-scale building evacuation may endanger students, faculty and staff. Severe cold weather is an example of such a condition.

It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.

### **Pre-Clearance and Security Screening in Lieu of Evacuation**

This option may only be implemented prior to the receipt of an actual bomb threat. This option is appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. An example of this may be during the administration of Regents examinations or during other school-wide events, such as dances, homecoming events, etc. This option may not be reasonable during other times. If the school administrator chooses to enact the prudent procedures outlined below, and there is reasonable accountability for ensuring the safety of students and other building occupants, then evacuation is not required. This approach may also be particularly helpful in the event of multiple bomb threats or bomb threats directed at all schools in a county, BOCES or school district.

School administrators who choose this option must ensure that all steps for ensuring the security of the building are followed completely. Local law enforcement officials and the New York State Police are available for consultation in preparing such a plan and for training school staff on screening techniques.

1. Staff may be requested to do a “walk-through” of the buildings and grounds prior to the arrival of students in the morning to assure that there are no suspicious objects in the building.
2. Staff members who complete the “walk-through” must report findings to the school principal. Monitors may be requested to walk around the outside of the building if State examinations are being administered.
3. A single point of entry to each building for students and staff must be established and monitored by a school official.

4. School staff may be requested to monitor all exits.
5. In the case of State examinations, students must not be admitted to the building for a State examination more than 30 minutes before the start of that examination.
6. Students may only be admitted to the building after passing through a checkpoint to ensure that they are bringing with them only lunch/snacks and other pre-approved items. This includes items such as inhalers (for medical purposes), pens, pencils and specific materials appropriate to the exam, such as a calculator or a compass. Student book bags and knapsacks must be inspected. It may be appropriate to send a notice home prior to the event to clearly state that book bags will not be permitted for that particular event.
7. During State examinations, exam locations are to be clearly marked. Except in those schools where regular interaction is occurring during the exam period, students must be allowed only in the specific areas of the building where the exams are being administered.
8. All lockers, including unassigned lockers, must have locks.
9. A reporting procedure must be in effect for sighting any unusual object or behavior.
10. Parking adjacent to buildings is not permitted.
11. In the event it is necessary to evacuate the building, the steps outlined in the preceding sections must be followed.

In summary, evacuation is not required provided the building and grounds have been “cleared” at the start of the day and continually monitored throughout the day. Please note that if the procedures are not completely and correctly put into effect, then the building must be evacuated to a “sanitized and cleared” area or completely evacuated upon the receipt of a bomb threat.

### **State Examinations**

If it is necessary to evacuate the building during State examinations, the students must not be allowed to talk to each other and they must be given extra time when they return to the examination to compensate for the time lost during the evacuation process. School personnel are advised to refer to the Administrators’ Manual for the impacted examination.

*Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of students is endangered, the principal has full authority to interrupt the examination immediately. If possible, the students should be kept under continuous supervision during the emergency and advised that they may not converse with each other. If it becomes feasible for testing to resume, students may be permitted to continue taking their interrupted test only if the students had been kept under continuous supervision and were not permitted to speak with each other during the interruption. In these circumstances, the ending time for the test should be adjusted so the students are given the full allotment of time for the examination. Following the examination, a written report of the circumstances must be sent by mail or fax (518-474-2021) to the Office of State Assessment.

## **Sheltering in the School – Potential Explosive Device Outside the Building**

If a bomb threat indicates that an explosive device is in a car, in the school parking lot, or somewhere else outside of the building, building occupants should remain inside the building. Building occupants should be moved to areas within the school that are free of glass, such as gymnasiums and auditoriums. Persons outside the building in parking lots, playgrounds, etc. should be moved further away or to a location that takes students out of harm's way. The New York State Police advise that there be at least 1,000 feet between individuals and the suspected area of a bomb.

## **School Employee Involvement**

To prepare for school emergencies such as a bomb threat, schools may form teams of volunteers from administration, faculty and staff to assist in locking or sweeping a building or grounds for suspect objects. Volunteer school teams familiar with the building would shorten the time needed to look for suspect items. Prior to an emergency incident, school officials should make certain volunteer personnel are trained and aware of their responsibilities and are willing to carry out such activities. School employees who volunteer or by job duty are assigned to assist should have access to building keys, floor plans and information about shut-off valves for heat, electricity and water.

## **Reporting Bomb Threats**

School officials must inform parents and guardians as soon as possible of an incident that results in the activation of the school emergency management plan, along with actions taken to protect the safety and well-being of students, staff and property.

Section 155.13(e) of the Commissioner's Regulations requires that Superintendents not in a supervisory district are to notify the State Education Department as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building in the district. A Superintendent of a school within a supervisory district is to notify the BOCES District Superintendent as soon as possible whenever the school emergency management plan is activated and results in the closure of a school building. The BOCES District Superintendent is to notify the State Education Department of all school building closures not related to routine snow emergencies.

Schools receiving bomb threats should send the following information to the State Education Department Office of Facilities Planning at fax (518) 486-5918 when it is safe to do so:

- Name of school
- Time and nature of the threat
- Action taken
- School contact person's name, telephone number and e-mail address

## **Regulatory Basis for School Bomb Threat Actions**

Section 155.13 of the Commissioner's Regulations requires BOCES and school district boards of education to prepare and annually update a school emergency management plan to insure the safety and health of children and staff, and to insure integration and coordination with local, county and State emergency plans. This plan further requires annual instruction and drills to ensure its effectiveness. In updating the school emergency plan, conducting drills and training, and providing education and notification, the following issues should be considered:

- Formulating a school policy specifying how students and employees are to leave the school premises during an emergency.
- Formulating a school policy regarding how to provide security for school premises during an emergency (i.e., public access, emergency responders, etc.).
- Media intervention policy.
- Communication procedures and access of details.

School emergencies have an impact on many people and other community operations. School administrators must cooperate and coordinate plans with their local and county emergency coordinators to insure that the school emergency plan is congruent with local and county plans and procedures. Issues of mutual concern might include:

- Traffic routing for emergency vehicles
- Emergency area perimeter security
- Parents or guardians rushing to school
- Telephone and communication overload

Case law under liability and negligence has established that a board of education has the duty to exercise due care toward its students, as would a reasonably prudent parent under comparable circumstance (*Mirand vs. City of New York* 84 NY2d 44 (1994)). Based upon Duty of Reasonable Care, a district's responsibility begins when a child is picked up and ends when a child is dropped off.

Section 807 of the Education Law<sup>1</sup> imposes a duty on the "principal or other person in charge of the school" to instruct and train the pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible without confusion or panic. An Attorney General's opinion declared a bomb threat as a potential emergency.

### **Criminal Penalties: False Reporting of Emergencies**

Schools need to educate the entire school community about the seriousness and penalties of reporting a false bomb threat. Information should be disseminated informing students and employees that the mere reporting of a false bomb threat is a crime that may result in imprisonment and/or civil penalties being imposed against the individual. When a person reports a false bomb threat, they commit a crime that is punishable by up to one to seven years imprisonment and a fine of up to \$5,000. (Falsely Reporting an Incident in the First Degree: Section 240.60 subsection 5 of the New York State Penal Law: Class "D" Felony).

Recently, laws dealing with this issue have been expanded to include instances where someone places a device fashioned to resemble or contain a bomb, when in fact it is an inoperative facsimile or imitation. In these circumstances, a person would also be guilty of a crime punishable by up to one to seven years imprisonment and up to \$5,000 fine (Placing a False Bomb: Section 240.62 of the school New York State Penal Law: Class "D" Felony).

If an emergency worker is seriously injured or killed while responding to or performing duties in connection with a bomb threat, the crime is elevated to a much more serious offense (Falsely Reporting an Incident in the First Degree: Section 240.60 subsection 2 of the New York State Penal Law: Class "D" Felony). This crime is punishable by imprisonment up to seven years and/or a fine of up to \$5,000.

### **District Bomb Threats Guidelines**

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<sup>1</sup> Section 807 is headed "Fire Drills" but the section itself speaks to emergencies, not fires. A section heading does not restrict broader language contained in the body of the section. (*People v. Long Island R.R. Co.*, 194 NY 130 [1909]).



- Call 911 and the Superintendent (844-5361 or x2601)
- Supervisor of Buildings & Grounds (607-327-2542)
- Secure Building – Cleaner to the office
- Cleaner and requested staff sweep halls and common area and place where evacuation will take place
- Announcement runner/PA go to evacuation place in the building
- Manage the situation with law enforcement

It is up to the building administrator (designee) in cooperation with law enforcement and the Superintendent (or designee) to evacuate the building

### **Bomb Threats on Buses**

1. Call 911 District Office and the Director of Transportation
2. Dispatcher finds out
  - Location
  - Number of students
  - Any immediately visible suspicious packages
3. District office/administrator decision based on all information available and advice of law enforcement, as to which plan of action:
  - Low Level Threat
    - Operator drives to nearest open area to transfer students
    - Evacuation when deemed necessary
  - High Level Threat
    - Driver stops bus safely and evacuates immediately and moves to a safe area at least 1000 feet away or further as directed by emergency personnel on the scene.
    - Keeps students together

### **CHILD ABUSE**

#### **HOTLINE NUMBER: 1-800-342-3720**

The Dryden Central School District Board of Education has approved Child Abuse Policy #7530.

The District is committed to providing complete and timely reporting of suspected child abuse and maltreatment to the State Central Register of Child Abuse and Maltreatment (SCR), and to cooperate fully with the Child Protective Service (CPS) of the Department of Social Services in order to protect children from abuse and maltreatment.

Title 6 of the Social Services Law and Article X of the Family Court act provide the legal framework for this Child Abuse Policy. These laws include a “mandatory reporting” clause that requires that any “school official” (teachers, teaching assistants, social workers, nurses, counselors, school psychologists and administrators) must report child abuse or maltreatment (neglect) when s/he has reasonable cause to suspect that a child coming before the official is abused or maltreated. The law does not require certainty or proof prior to reporting, and it is not the responsibility of the school official to prove abuse or maltreatment. **Only reasonable cause for suspicion is required to file a report.** The report must be made by the mandated reporter, who will ensure reporting and protective actions that are legally mandated are taken. (See

## RESOURCES SECTION for Department of Social Services Reporting form)

### **CIVIL UNREST - RIOT**

Although the social causes for civil unrest are probably justified in the minds of the perpetrators, the larger concern is for the safety of the general population and the stability of the society in the face of such events. The forces that are unleashed in a riot are usually directed at objects and persons at hand rather than targeted and premeditated areas.

#### **Immediate Actions**

1. ISOLATE the action is within the school. Keep students in classrooms. Do not permit crowds to form. Instruct teachers to remain with classes in their rooms until further notice. Implement lockdown procedures. (See [Appendix 21](#), page )
2. Call the police 911 and the Superintendent (844-5361 or x2601). Describe the event as accurately as possible including the approximate number of people involved, the presence of weapons and other pertinent information.
3. Do not attempt to intervene with perpetrators if destruction to property has begun. Avoid placing school personnel in danger. **Property can be replaced; people cannot.**
4. The safety of the perpetrators must also be considered. To protect the perpetrators, ISOLATE the action and keep contact between groups to a minimum.
5. Establish a Command Post with direct communications to the Superintendent and 911-dispatcher.
6. Activate any emergency pre-plans that may pertain to the event such as fire, explosion, etc. Contact Buildings and Grounds staff.
7. Lockdown or cause to be locked down any access to utilities, supplies, generators, heating plants, vehicles, etc., that may be protected by such action.

#### **Recovery Action**

After police officials have given official notice that the disturbance is over, and Buildings and Grounds has inspected the areas for damage and given clearance on building usage, at the discretion of the Superintendent of Schools, classes will resume, or students will be sent home.

### **KIDNAPPING/HOSTAGE - If a Kidnapping Occurs**

#### **When a student is taken forcibly from school (Weapons may or may not be involved):**

Person or persons who witnessed the student's removal should immediately document any pertinent information including description of individual, a car license number, description of car, and any other specific details. **Administrator will call 911 then Superintendent immediately.**

1. Information is to be reported immediately to administration via the nearest telephone. Do not use intercom system to relay information. The administration will be in contact with the police,

Superintendent of Schools, and parent(s). Refer to your documented information to assist them.

2. Faculty will be notified of the incident by messenger or alternate means. A faculty meeting will be scheduled for the close of the school day to discuss event and procedures for the following day. A fact sheet will be distributed to staff at this time.
3. Students will be advised of “need to know information” in an extended homeroom or first period announcement as determined by Superintendent or designee.
4. Plans will be instituted to place more personnel on campus for the next few weeks if principal and Schools Crisis Team deems it necessary. Continue to note any unfamiliar persons in the school building or on school grounds. Staff is to be instructed to immediately report any unidentified person in the building to the administration, and request ID if possible.
5. Plans for follow up assistance will be evaluated and made for the school community.

### **Procedure for Orders of Protection**

1. An order of protection is a legal court order authorized by a judge, which restricts the amount or degree or proximity of contact allowed between specific individuals.
2. Any Order of Protection must be filed with the building principal, and be updated yearly. Contact issuing Court for verification.
3. It is the responsibility of the principal to immediately inform all appropriate staff (including secretarial and Transportation). The principal will also notify law enforcement of the presence of an individual prohibited from entering the premises.

### **INFLUENZA AND INFECTIOUS DISEASE PLAN**

The District’s Health and Safety Officer has developed a district wide plan for responding to a possible pandemic flu event. This plan includes but is not limited to the following: a communication system with the entire school community including students, staff and families to help provide education and up to date information on infectious disease and working with outside agencies to provide any support necessary for the DCSD and greater community.

### **PHYSICAL ALTERCATIONS – FIGHTS**

#### **Immediate Actions**

**\* If weapons are involved, principal or designee calls 911 then Superintendent immediately. Clear the area of students.**

1. Direct students to cease fighting.
2. Call for administrative assistance and law enforcement if needed.
3. Enlist help to control onlookers. If possible, isolate the action. Keep contact between groups to a

minimum.

4. Clear the area of students.
5. Remain in visual contact of altercation encouraging or directing those involved to cease.
6. It is strongly recommended that you do not attempt to separate participants (especially teenagers). Property can be replaced. People cannot.
7. Remove objects that might increase danger to participants.
8. Await assistance from security (if applicable)\* and/or administrative staff.
9. Obtain names of those involved.

### **VISITORS/INTRUDERS**

Every staff member is responsible for the safety of students and the school. Therefore, it is essential that every adult in our schools follow procedures that will ensure the safety of everyone. This includes clear identification of our DCSD employees (by means of a photo identification tag) and visitors (visitor badges) to our building on a daily basis.

#### **Authorized**

Visitors, while welcome in school for their contributions to the education of children, are only to remain in school for purposes directly related to their authorized visit. All visitors must follow the procedures established by the building. This includes signing in and noting time when entering the building, wearing an identification tag/badge during their visit, and signing out and noting time when leaving. This includes the following: substitute teachers, family members, students not enrolled in our district, volunteers, maintenance workers, contractors, and vendors. A visitor who enters or remains in a school without authorization may be considered an intruder. If such determination is made, all necessary precautions and actions should be taken. The visitor registry shall be supervised by office staff members who have a clear view of the main entrance to the building. Each school safety team shall be responsible for establishing this procedure and determining the person(s) responsible for this task. Any group using a district facility will submit a building use form. The individual signing the building use form will be responsible for reviewing the visitor procedure with that group/individual.

#### **Unauthorized**

An assessment of all unauthorized visitors can be made immediately by any school staff member if it is determined that a visitor is unauthorized. After approaching an unauthorized visitor, the following emergency actions should be taken:

- Alert main office or designee by any means available
- Await further instructions from the person in charge of the building or the designee
- The **Incident Commander or designee** will determine additional actions, which may include initiating a lockdown ([See Appendix 21](#), page )

## **WEAPONS**

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is possible that guns and other weapons may be brought onto a campus, either by students (more likely at the secondary level) or outsiders. If it is ascertained by school personnel that a weapon(s) has been brought onto the campus, the following emergency actions will be taken:

### **Immediate Actions**

1. Principal or designee:
  - Calls 911
  - Alerts Superintendent – 2601

**Note: In this emergency situation, when law enforcement officials arrive, their authority supersedes school building/district authority.**

2. Await further instructions from **the Incident Commander** which may include initiating a lockdown. (See [Appendix 21](#), page )
3. Follow Lockdown procedures
  - Staff will secure their areas of responsibilities
  - Teacher will direct students to areas of cover
  - In non-classroom setting, i.e., playground, outside quad or cafeteria, etc., staff needs to assemble students to safe areas; classrooms, gym, auditorium, or away from building if threat is indoors.
  - Account for students in your supervision, and report injuries to **the Incident Commander**.
  - Await further instructions
  - Do not leave area until told to do so

**If an individual(s) fires a weapon(s) in your area, take the following actions:**

1. Call 911 if phone available; otherwise notify principal immediately who will call 911 and Superintendent for assistance.
2. Follow Lock Down Procedure and adhere to the **Incident Commander** directions.

Note: In an emergency when law enforcement is called to the school, School Personnel Authority is superseded by law enforcement when they are on site. However, Principal should still be the person to relay information.

**Do not cover windows (Law Enforcement personnel will want to see into each room).**

## **WRITTEN THREATS**

### **Immediate Actions**

Note: If bomb threat, refer to page of this section (State Education Guidelines 2/99).

Upon receipt of any other written threat of potential physical violence (or other atypical events that require immediate attention), the building principal should:

1. Contact Superintendent or designee immediately using a list and share factual record.
2. Principal, in consultation with central administration, develops a plan of action to include:
  - Call police
  - Remediating immediate safety concerns
  - Identifying and implementing of urgent support services
  - Review of critical/urgent information needs:
    - What information is known?
    - Who, within the school community needs what information?
    - What information can be shared legally with identified individuals (e.g., involved students, parents, responding agency personnel, law enforcement officers) and groups (students and/or parents as a whole); and determination of mode and channels of communication?
  - Informing students of the basic information known, in as personal and calm fashion as possible; it is imperative that a plan of action be put in place so that every student enrolled can be reached during after-school hours in case of an emergency
  - Sending Parent Notification Letter ([Appendix 19](#), page ) for all violent incidents that have the potential to impact a significant number of students
  - Conducting a post-event review to determine necessary continuing processes and communications (i.e., steps to full resolution of situation including long term support and information needs).
  - Conducting a final review to improve effectiveness of response to future events.

### **Arrangements for Obtaining Emergency Assistance from Local Government**

#### **FIRST LINE OF ASSISTANCE:**

911 Dispatcher  
Department of Emergency Response (DOER)  
91 Brown Road, Ithaca, NY  
POLICE/FIRE/EMS: 911  
911 Business Calls: 607-272-2444

The 911-dispatcher has a variety of services available such as police, fire response, rescue, emergency medical technicians, heavy rescue, auto extrication, communications, water rescue equipment, water pumps, and the like. The dispatcher also has contact with other emergency agencies on a priority telephone basis such as the Ithaca College Safety, Cornell Safety, and Inter-County disaster communications as well as direct links with medical services such as Cayuga Medical Center. There are few situations in which the 911 dispatcher cannot offer some assistance. The dispatcher's office is staffed 24 hours a day, all year.

It can be expected that in a countywide or statewide emergency event, the communication system for the 911 dispatcher may be inoperable or the resources dispatched by the office set on a priority basis. Under such conditions, it will be best for the school district to mobilize its own resources as in Part II of this emergency plan.

#### **INFORMATION**

Complete and valid information is essential to the management of an emergency event. The best information outside of the school may be obtained from the following sources in order of reliability:

- The National Warning System (NAWAS) (Information available through DOER: 607-272-2444)

- Fire Dispatch Office: 607-273-7288 (Tompkins County Dispatch Non-Emergency Number)
- New York State Police Teletype information (607-347-4440)
- Media, WHCU/WQNY/WYXL/WIII/WNYY, WICB, WSKG, CNY Central, WSR, YNN, WXHC, WBNG
- Individuals reporting information. (Validity of information varies. For example, a Fire Chief on the scene will probably have the best information available).

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

In the event of an emergency situation, the Superintendent or her designee will contact the local emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

The district has identified resources for such emergency situations. These resources and their contact numbers may be found at the front of this plan.

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

Resources available in the Dryden Central School District in the event of an emergency situation include:

Equipment:

- AED – Automatic External Defibrillator
- Buses
- Trucks
- Vans
- School cars

Staff:

- Registered nurses employed by the district
- Staff members trained in CPR/AED

Community Resources:

- Local ambulance

### **Procedures to Coordinate the Use of School District Resources and Staff during Emergencies**

During an emergency situation, the Superintendent or designee will be contacted to coordinate the use of school district resources and manpower.

### **Crisis Management Plan**

If an emergency of crisis proportions occurs during school hours building administrator will notify staff. Health and mental health people will be contacted by central office and asked to report to the scene if needed.

Message will be: *“There has been an emergency at [site]. It appears to be a [short description of emergency]. You are to [either report immediately to the site, go where directed or remain where you are] until further notice.”*

In addition, each building will have a communication plan to alert and inform staff about any school or district related emergency.. Each staff member will be provided with instruction on their role in this communication procedure in the event of an emergency situation. Specific responses to emergency situations

may be found in the Response section of this document. Please refer to the Table of Contents.

### **AUTOMATED EXTERNAL DEFIBRILLATORS (AED)**

The Dryden Central School District acknowledges the importance of automatic external defibrillation (AED) in the event of a sudden cardiac arrest and thus supports the implementation of a solid Public Access Defibrillation (PAD) Program pursuant to the New York State Department of Health Laws of 1998, Chapter 552 (The State Education Department/The university of the State of New York, James Butterworth, 2001). The purpose of this law is to make available in schools portable defibrillator units that can be utilized by community members and school staff (who have been trained and certified in CPR/AED by a Nationally-Recognized Organization) in the event of a life threatening cardiac emergency.

#### **LOCATION AND STORAGE**

AED units will be held in an affixed wall cabinet in a central location in each building. The wall cabinets with the AED's will be accessible to all persons anytime during the day and evening hours (including weekend hours) when the building is open. Each unit will be stored with all necessary Infectious Control Equipment (razor one-way pocket airway mask, vinyl gloves, scissors, towel or gauze dressings) as well as an extra set of electrodes, an incident report and a writing utensil.

A sign or notice shall be posted at the main entrance to each school building in which AEDs are stored, indicating the location of the AEDs within the building

An AED in the care of the athletic trainer will be kept for the purpose of coverage during athletic events (practice or contest events) for use as needed on athletes or other bystanders. The PAD Coordinator (Head Nurse) will be responsible for assigning and signing in/out the portable units to CPR/AED Certified Coaches, Nurses, Physical Education Instructors and staff in need of the portable AED unit for sporting or school sponsored events.

#### **USAGE**

The AED unit is a device to treat patients in cardiac arrest until emergency personnel arrive and take over patient care. Responders are only to operate under their scope of training.

If AED is not immediately available, perform CPR until LIFEPAK 500 unit arrives on scene. Use of the AED is authorized for emergency response personnel trained in CPR and use of the AED.

#### **Day Response**

Notify school nurse immediately in the event of possible cardiac arrest. Give location of victim. Call 911 (notify administrator in the building.) Once the 911 call is completed, all attempts should be made to contact next of kin that an emergency is in progress and the patient will be transported to the closest facility. Family or significant others may be advised to meet at the treating emergency department.

#### **Weekends, Evenings, Before School**

Once the 911 call is completed, remove the AED from the wall cabinet and proceed to the incident location. Responder (who is certified in CPR/AED) will then follow established protocol for use of the AED. Once the AED is used and the victim is transferred to EMS, the Worker is to complete the Defibrillator Incident Report Form and call PAD Coordinator at 607-327-2542.

#### **Re-inventory**

Once wall cabinets are opened and an AED unit is turned on for use or a portable AED unit is used, it must be re-inventoried as soon as possible by the Dryden Central School District's PAD Coordinator for return-to-service status. This process ensures that all components of the AED are in service and that



necessary accessories are complete.

#### D. Protective Actions Options/Evacuation

Response plans for school cancellation and early dismissal, both weather related and emergency evacuation are listed in the Response section of this document. Please refer to the table of contents.

If it is determined that a building must be evacuated, each school plan includes an evacuation site, an alternative site, and an evacuation route. In this event, the following procedures will be followed:

- The Superintendent or her designee will determine the level of threat
- The transportation department will be contacted to arrange for transportation
- All evacuation routes and sites will be cleared prior to evacuation
- All staff and students will be evacuated to the pre-arranged site
- Once at the evacuation site, all students and staff will be accounted for and any missing will be reported to the building principal immediately
- A determination will be made regarding the need for early dismissal
- If determined that early dismissal is necessary, local media will be contacted to inform parents of early dismissal
- Adult supervision or continued school supervisions/security will be provided
- An information center will be set up to allow parents/caregivers to make inquiries regarding the situation
- Appropriate district personnel will be retained until all students have been returned home.
- Only parent/caregiver or designee can sign student out of school.

#### **GO-HOME PLAN**

In the event that there is sufficient warning and ample time to return students to their homes in the face of a natural or man-made impending emergency, a decision to use the “Go-Home Plan” must be made.

In the face of a natural or man-made emergency, the “best” place for students to be is at home. This is true from the safety and psychological viewpoint. With students distributed over the entire geographical area of the school district, the chance for multiple loss of life at a school building is diminished. Parents and guardians, being aware of the impending emergency event, want to see their children at home, although in some cases, the presence of a parent/guardian will not be ensured. Principals/Building Administrators should include this information in a handbook or early September newsletter.

The Superintendent of Schools or designee is authorized to make or approve a “Go Home” decision. Principals need Superintendent approval to implement a Go-Home Plan.

Transportation must be arranged for return home. This may be done in one or more ways:

- school district buses
- private vehicles
- walking
- alternative transportation as described under “Command Post.” ([See Appendix 14B](#), page )

#### **Immediate Actions**

1. Announcement will be made by the administration about going home. The manner will depend upon the circumstances.
2. Students are allowed to retrieve belongings, if possible, and instructed to prepare for early dismissal.

3. Walkers will be advised to leave the grounds right away. Other students are to wait in the bus area. Students with special circumstances (e.g. those without regular transportation) are to follow administration instructions not to leave school.
4. Teachers are not to leave school until all students are on their way home and teachers have received word from administration that they are released.
5. Security will check the building to make sure that it is clear.

Parents/guardians should be advised of the return home through School Messenger and/or the media, WICB, WNYT, WHCU/WQNY/WYXL/WIII/WNYT, WSKG, WXHC, CNY Central, WSYR, Time Warner Cable News, as well as the District website.

Principals and designated school personnel should be retained until all students have been returned home or are on their way.

A variation of the Go-Home Plan is the Stay-Home Plan as is used with snow days through the media.

In the event that there is sufficient warning and ample time to return students to their homes in the face of a natural or man-made impending emergency, a decision to use the Go-Home Plan must be made.

#### **ALTERNATE SHELTER PLAN** **(for inclement weather, etc.)**

The occasion may arise when students have to be evacuated from a school building during inclement weather. For this reason, it is necessary to pre-plan an alternative shelter for the students.

1. The alternate shelter plan must be prepared on an individual school building basis.
2. This shelter plan should be pre-planned and tested, if possible, by a drill.
3. The organization of the shelter plan must include faculty supervision, communication and accountability of student and staff populations.
4. The following alternate shelters are suggested for purposes of planning:
  - Portions of school buildings that are unused, closed off, and are physically isolated from the contingencies of the emergency event
  - Separate school buildings attached or proximate to the emergency event; example: Dryden Elementary School and Dryden Middle School-High School
  - Public buildings or places of public assembly; example: TC3, Freeville Church, and Dryden Village Hall
  - Private housing, large private structures, depending on neighborhood; example: residential and senior center
  - Vehicle shelter such as buses (school district, public transportation, charter buses, private vehicles)
  - Fire houses (trucks removed)
5. The Alternate Shelter Plan should be filed with the Superintendent as a portion of Part II of the school's emergency plan.

It is imperative that thought and planning be given to an alternate shelter plan BEFORE an emergency event.

## **SECTION IV - RECOVERY**

### **A. Post Incident Response Team**

The post-incident response team is activated by the principal. The principal should contact the appropriate Director of Student Services who supervises the district psychologist, social workers, and school counselors. It is a school-based, interdisciplinary group of mental health professionals that can help family, close friends, and the school community respond to crises such as the death of a student or employee, a severe accident, violence, or abuse that causes a reaction beyond that which the regular school staff can cope.

#### **Membership:**

- The team leader (usually a counselor or other mental health professional)
- Principal
- School counselors
- School psychologists, social workers
- School nurses
- Call outside agencies as needed – refer to information referral services

#### **Responsibilities:**

- Respond when there is a serious accident or death involving students or staff
- The Team will meet at least one time during the fall semester and one time during the spring semester to remain up-to-date on appropriate responses to potential crisis.
- Meet periodically to support each other in dealing with the stress of being a counseling team member.

### **B. Post Incident follow-up process**

1. Post-Emergency Report Form ([Appendix 16](#), page ) will be filled out following all drills and actual emergency situations in occurring in the district and forwarded to the appropriate member of the District's leadership team.
2. The appropriate member of the District's leadership team or designee will complete the Post Incident Review Form ([Appendix 17](#), page ).
3. These forms will be reviewed as needed by the District Safe School Committee or Sub-Committee for comments and feedback.
4. The feedback and comments will be forwarded by the appropriate member of the District's leadership team to the building administrator to share with the schools safe schools team and all school staff if warranted.
5. Any changes to building emergency response plans will be implemented.
6. If any of the information obtained during this process seems important to share with all administration then information will be shared during admin team meeting.

### C. District Support for Buildings – General Building Procedures

1. Superintendent of Schools or designee is notified of community emergency.
2. Superintendent's staff notifies all principals and directors of situation.
3. Determination is made on extended homeroom period and/or grade assemblies in high schools and middle schools.
4. School Messenger is used to notify faculty and staff of an informational meeting.
5. Superintendent provides information for media.
6. Superintendent notifies Board of Education of plans.

#### **School Day One – At a.m. faculty meeting the following will happen:**

- Review information available regarding situation
- Review statement to be read in class as well as type of information to be shared with students
- Review support available for students and staff (Contact community resources if necessary), i.e. who and where
- Assign hallway duties to staff who have volunteered their planning period; “floating” coverage to be arranged for bathrooms, locker rooms, hallways and cafeterias
- Set time for afternoon staff meeting
- Provide support for those teachers who feel they may need assistance reading the prepared statement and leading group/class discussions
- Provide place for faculty to go if they feel need for personal support.

#### **School Day One of Recovery:**

- Students are directed to their homeroom as soon as they arrive at school by faculty members who are in hallway
- Teachers and mental health workers read prepared statement to students
- Homeroom is extended to discuss the crisis with students and for teachers to identify students who are severely affected by the situation; the school day may be modified as needed to meet the recovery needs of students and staff
- Central office staff members are assigned to building as needed by the Superintendent
- The District crisis management team is assigned as needed by the Superintendent's designee.

#### **At the p.m. faculty meeting the following will happen:**

- All staff and mental health workers will attend
- Everyone will be provided with an opportunity to discuss the tragedy
- Staff will have the opportunity to talk about the day
- Plans will be made for day two (according to the guidelines below)

#### **School Day Two of Recovery:**

- Classes will be scheduled as usual, unless otherwise indicated
- Teacher volunteers will continue to monitor hallways, etc.

- Faculty meeting will be scheduled for p.m. to discuss Day Two and to provide support for faculty members.

**The following pages include specific actions to be used during the RECOVERY stage of an emergency situation.**

#### D. Specific Actions in Recovery Stages

##### **Anthrax - Recovery Action**

Law enforcement and health officials will advise if any additional precautions need to be undertaken by any potentially exposed individuals or if specific clean-up procedures should be utilized. Contact 911 as first emergency response if there are questions in this area.

**On School phones: CALL 911**

##### **Building Collapse - Recovery Action**

Students and staff should be reassigned by the Superintendent to another building until such time as Buildings and Grounds has either cleared the building for use, or, has repaired the collapsed portion.

##### **Notes on Building Collapse**

- Portions of buildings as well as entire buildings have been known to collapse without warning. New or old, under repair or under new construction, steel, masonry or wooden, there is no pattern to building collapse.
- Often a building will give some pre-collapse warning such as plaster falling from the ceiling or dust dropping or sounds of strain. Should personnel experience any of these warning signs, the prudent action is to evacuate.

After all injuries are treated and all students and staff are evacuated, the Supervisor of Buildings & Grounds/Principal/Superintendent

- Determines the extent of damage
- Determines where students will attend school
- Gathers information, such as school reopening date and location of temporary school site to release to reporters
- Sends explanation to parents via School Messenger and post on District Website.

If a school building is destroyed as the result of a crisis, you must consider the future once the safety and emotional well-being of students and staff are addressed.

- Have the Superintendent/Principal meet with all staff (including Cleaners, food service, secretaries, teachers and aides) and allow time for questions and answers.
- Have the Superintendent or designee meet with parents, reporters and members of the community to give them facts. Allow time for questions and answers.
- Parents/guardians will want to help. Provide opportunities for them to do so. Have a counselor present at the meeting with parents to suggest ways that parents can help their children cope with the situation.

If busing is needed, recommend volunteers ride buses for the first day or two to help elementary students who have never ridden a school bus before.

Give teachers information for classroom discussion. Identify, watch and, if necessary, send high-risk students and staff to the counselor.

Have brief, daily meetings with staff for debriefing and information updates and for questions.

### **Earthquake - Recovery Action**

Depending on the severity of the quake, the Superintendent and appropriate civil authorities will determine whether students should be sent home immediately, or held, pending clearing of roads, establishing calm, etc. Buildings and Grounds will determine whether buildings are safe for occupancy. The Superintendent and appropriate building administrators, with directives from the State Department, will make plans for the gradual reopening of schools as conditions permit.

#### **Notes on Earthquakes**

- Earthquakes often occur as a series of quakes. When the initial earth tremor subsides, it may be followed by a second and third.
- The onset of major earthquakes is indicated by deep rumbling sounds or a rushing sound of disturbed air. The sounds of creaking, groaning, and building strains are perceptible just before a quake.

Due to the disruptive forces of an earthquake, utilities such as gas lines, electrical services, and stored fuels become hazards that evolve into fires and explosions.

### **Environmental Health/Air Quality**

#### **Guidelines for Steam Cleaning Carpets during the School Year**

Requests to have carpets cleaned during the school year will be evaluated on a case-by-case basis. Heating and ventilation systems in the suspect area will be checked by Facilities, if they are operational. A carpet dust sample will be taken and analyzed for the presence and levels of known allergens or containments. If test results show high levels of these agents, then the Health and Safety Coordinator will arrange with the Supervisor of Cleaners to have the carpet of concern steam cleaned. After the carpet has been steam cleaned, follow-up testing will be performed to check the effectiveness of the cleaning. If allergic reactions still persist following effective steam cleaning of the carpet then allergy reports from a physician will be required from those affected individuals to try and pinpoint the source of the problem.

### **Explosion - Recovery Action**

Appropriate fire, police, New York State Electric and Gas officials, and Buildings and Grounds people will clear building for cleanup and repair by Buildings and Grounds. Superintendent and building principal will determine if school can be continued in that building pending repairs.

#### **Notes on Explosions**

- Explosions are often followed by secondary explosions and/or fire. Students should be removed from exposure to possible flying glass (at least 300 feet from building).
- An explosion will probably NOT activate an automatic fire alarm. It is important to confirm that the

local alarm has been sounded and that the 911 dispatcher has been notified.

- Police/Fire investigators are necessary at such an event. Assist the authorities in gathering information by requiring witnesses to submit written statements.

### **Falling Object - Recovery Action**

After local and regional officials, in coordination with Buildings and Grounds, have cleared debris from the area, a determination will be made when to resume school activities. If building is damaged, Buildings and Grounds staff members must report extent of damage to Superintendent who will then make a decision on when school can resume.

### **Notes on Falling Objects**

- Although plane crashes are not predictable events, schools that lie near flight paths are more likely to be involved statistically. These schools should prepare for the expectation of such an event.
- Plane crashes are usually, but not always, accompanied by fire.
- Local fire chiefs have jurisdiction of plane crashes in their districts (including military planes) until military authorities arrive.
- Unidentified falling objects should not be handled, but should be protected from sightseers until authorized personnel (fire department) arrive on scene.

### **Fire Alarm - Recovery Action**

Building will be cleared for re-entrance by the Fire Chief. Students and staff will be permitted to enter and resume classes. If building has been damaged, damage will be assessed, fire officials will make a determination whether any portion of the building can be occupied. If building must be closed for repair or rebuilding, Superintendent and building principals will make alternative plans for school housing until such time as the building is ready for service.

### **Notes on Fire Alarms**

- The Fire Chief or his delegate has complete jurisdiction at a fire alarm (except where municipal charters vest the mayor with the jurisdiction). School officials do not have the authority to return students or staff to a building where an alarm has been activated until the fire department permits them to do so.
- All fires on school properties must be reported to the local fire department.
- Fire Departments automatically respond to fire alarms in school district buildings.
- A log of fire events should be kept in an Incident Report Form in each building. ([See Appendix 15](#), page ). Include date, time, nature and extent of the damage, circumstances of the fire, person reporting the fire and name of suspects in the event the fire is a malicious event. This information is valuable in assisting fire personnel during investigations if that becomes necessary. Incident Report Forms should be used by Building-level Safety Teams and for staff training, as appropriate.
- Appropriate school district personnel will be trained in the use of portable fire extinguishers in the areas where they work.



### **Flooding – Recovery Action**

Buildings and Grounds, under the direction of the Superintendent, must make an immediate survey of the damage and determine how soon the building can be reoccupied. If damage is slight, Buildings and Grounds must make a cleanup that reduces or eliminates any health hazards stemming from exposure to flood waters. If damage is extensive, Buildings and Grounds must initiate immediate repairs. The Superintendent and building principals must provide for alternative housing until building is ready for use.

#### Further Actions

1. Take steps to sandbag building exposures in cooperation.
2. Activate emergency pumping procedures through buildings and grounds department, as needed.

E.

### **Gas Leak - Recovery Action**

#### **Do not attempt to locate or find the leak!**

Fire, police and NYSEG officials, in cooperation with Buildings and Grounds, will locate source of leak and take corrective action. Fire and NYSEG officials will approve re-occupancy of building after repair is made.

### **Hazardous Materials Exposure - Recovery Action**

Since this emergency can occur very close to a school building on a major highway, determination of return to school will depend on clearance from D.O.T. and/or the County Health Department as well as local police and fire officials. The Superintendent and involved school personnel will make a determination to reopen schools based on the information from the local and regional officials in charge of the emergency scene.

If staff and students have been exposed to any hazardous substance in liquid, gaseous, or solid form, it will be necessary to monitor the effects of the exposure. This will be done through the school medical department, the school physician, head nurse and the nursing staff with the cooperation of the County Department of Health.

#### Notes on Hazardous Materials Exposure:

1. Examples of potential problems likely to occur in or near a school include:
  - Fuel truck (gasoline, gasohol, L.P. gas) on fire or involved in a motor vehicle accident near a school building
  - Chemical tank truck on fire or involved in motor vehicle accident near school
  - Chemical or pesticide spill in area proximate to or upwind from school
  - Railroad tank car derailed or overturned near school
  - Radioactive materials vehicle or standard transporter carrying radioactive cargo disabled or on fire near school
  - Any transported material that may be hazardous involved in spill, fire, or accident.
2. Evacuation to one-quarter mile is not excessive. Tanks, tank cars, closed containers filled with flammable gases tend to explode when heated sufficiently. The explosion is technically called a BLEVE (Blyh-ve) or a Boiling Liquid Expanding Vapor Explosion. Tank cars weighing tons have been tossed half a mile or more in a BLEVE.

3. It is possible to be exposed to ANY type of hazardous material in Tompkins County. Trucks carry every conceivable type of material.
4. In the event of a pesticide or other chemical spill, defer to emergency personnel for procedures. DO NOT EXPOSE STUDENTS OR PERSONNEL TO CHEMICAL FUMES.
5. Radioactive materials are supposed to be clearly marked with the magenta trefoil. DO NOT HANDLE ANY RADIOACTIVE MATERIALS. Call the 911 dispatcher who will alert specialized personnel.
6. The Health Department will automatically be called in the event that a large number of people may have been exposed to a hazardous material. Keep records of those who came into contact with the material and where these people can be located.

### **Medical Emergency - Recovery Action**

Note: The school nurse will report directly to the Superintendent's designee. The school district's medical team will consist of the designated school physician and the school nurse. The administrative medical team will further evaluate the immediate situation and assign medical staff as needed and research additional support as may be necessary. This team will advise the Superintendent, the Superintendent's designee and the building principal.

- The medical team, in conjunction with the building nurse, will make a medical determination based on all available information and establish directives for the district-wide medical approach to the situation. The designated school physician will determine the need for additional assistance/consultation from outside agencies or resources.
- The school nurse will be in direct contact with the nursing staff at the building or buildings to relay information and directives as well as to monitor additional staffing needs. This team will also direct the school nurse on site in providing building administrator, staff, students, and parents/guardians with necessary and correct information about the situation and needed interventions for safety.

### **Medical Emergency - Post Action**

- The Superintendent will relay information as needed to the media (possibly in conjunction with Tompkins County Health Department, Cayuga Medical Center, Dryden Fire Department, Dryden Police Department, or others as indicated by the parameters of the crisis). This information will be given to each of the building administrators to share with the SAFE schools team and the medical team prior to media release.
- The school nurse on site, in conjunction with the building administrator, will integrate medical information with support measures for staff and students, as well as parents and guardians. If necessary, the District Wide Safety Plan should be activated to mobilize additional mental health/health workers and community health workers. The Safety Team will assess the counseling needs of the school population. The Medical Team will assign additional medical staff to the schools(s) as needed and update the School Nurse with information as they are advised.
- If deemed necessary, the designated lead physician will report to the scene of the emergency to assist in compiling information and responding to new information. The school physician will also answer medical questions as they arise on site and remain in contact with the building administrator and the Superintendent's designee to advise of any significant changes in the situation.

The medical team will assign a meeting time and location to facilitate a review by the Dryden Central School District nursing staff to critique the events and response of the medical staff for future improvement of

medical services.

### **Radiological Incident (Peaceful) Recovery Action**

Because of the regional implications of a nuclear transport accident, as well as a reactor accident, regional and state officials will be involved in providing information for school officials. It would be expected that the County Health Department would provide detailed information from State Health Department officials to determine when radiation levels are low enough for area schools to resume operation.

### **Notes on Nuclear Accidents**

- Transportation accidents involving nuclear materials are rare and physical disruption of nuclear containers is virtually unheard of due to construction of said containers. Tests on canisters have been made with full-scale diesel locomotives at 75 mph without disruption of containment.
- Nuclear materials are classified as I, II, III, etc. according to potential danger. Postal regulations permit only grades I, II and III to pass through mails.
- Nuclear materials are labeled with standard symbols and letters.
- Airborne radioactive materials cannot be monitored (normally) with local equipment unless fallout occurs. Radioactive materials dissolved in air must be monitored with special equipment.
- The local health department has jurisdiction in the event of a peaceful nuclear incident.

### **Storms - Recovery Action**

Depending on type of storm, Building and Grounds will assess damage to buildings, if any. Transportation will determine whether it is safe to transport. Information provided by both will be given to Superintendent/Administrators to make determination of when to send children home; or, if already home, when to reopen the school.

#### **For elementary school students:**

Keep the students at school. Don't permit any of them to leave the school grounds unless they are picked up by a parent/guardian or by another adult who is named on the student's emergency card. Release after contact with authorized adult.

If the principal determines that some students could safely walk home, release them, after contacting authorized adult. Advise the students to stay together in a group and to observe safety rules.

The principal and assigned staff should remain at the school until notification from the transportation department is received that all students have been safely transported home.

#### **For secondary school students:**

If some students don't have transportation, direct them to report to a central location. If some choose to walk home, advise them to stay in a group and observe safety rules.

For all grade levels, the principal and assigned staff will remain at school until notification from the transportation department is received that all students have been safely transported home.

### **Notes on Storms**

- The 911 dispatcher, State Police Department, and Sheriff's Department get their weather information from the media. Tuning into local broadcast reports is probably the most efficient method of gaining information.
- Since storm damage will be area-wide, county emergency services personnel will be operating on a priority basis. Call for assistance if the school situation is at a life and safety level such as serious injury or rescue. Use local, in-house emergency personnel first.

### **F. Disaster Mental Health Services**

1. The Superintendent or designee starts community mental health workers and district mental health/health workers telephone tree.
2. The Superintendent or designee meets with mental health/health workers and appropriate administrators to adapt previous plans to situation.
3. Students who need counseling are sent to pre-assigned rooms where counselors will be available.
4. All mental health and health workers meet with the Superintendent or designee to critique day and plan for the next school day.
5. Mental health workers may contact parents of students for whom they have counseling concerns and will provide a list of such students for the Superintendent or designee.
6. Staff will continue to refer high-risk students to counselors who are in pre-assigned rooms.
7. Plans will be made for community support meetings in schools where this is needed.
8. Mental health/health workers will meet in the afternoon to begin phase out of community workers and reassignment of district workers.
9. Mental health workers will continue to contact parents of students who show signs of stress and may need further counseling.

### **Red Cross Support**

1. Provide Mental health counselors
2. Establish a Rest and Relief shelter for responders
3. Establish a family collection point for families / meeting point.

### **Follow-up Recovery Activities**

1. The Superintendent or designee will monitor, with help from administrators and mental health/health workers, the needs of each building and make assignment as necessary.
2. A final meeting of community and district mental health workers will be held to critique strategies.

3. District mental health/health workers will return to original assignments.
4. Students will be monitored for signs of emotional difficulty, with appropriate referrals to community workers as needed.

### **Building Administrator's Checklist For Disaster Needing Mental Health Services**

#### **Timeline**

##### **First 48 hours:**

- Use School Messenger/Activate phone tree
- Organize staff meeting
- Develop parent notification
- Form/activate counseling teams
- Access community agencies/DCSD staff
- Seeks out information about funerals
- Provide information on behaviors to watch for and when to seek help
- For any student death, remove from school messenger so phone calls will not go to student's home (should try to do immediately)

##### **First week:**

- Normalize, re-entry
- Target/identify at-risk individuals; feedback to staff/parents re: intervention recommended
- Provide ongoing counseling
- Disseminate articles

##### **First month:**

- Educate – teachable moments – curriculum
- Identify and become aware of potential triggers
- Continue availability of counseling/support groups
- Plan for one or two memorials, fundraising, family support, closure

##### **Other Ideas:**

- Update bibliography and organize
- Interact with students, families, staff and community
- Help parents understand children's reactions
- Help staff deal with reactions (their own and students)
- Help students/staff adjust
- Help all with re-entry to school environment
- Help with return of previously removed students to school community

### **Counseling Leader's Checklist**

1. Meet with the building principal to plan and participate in the before school meeting that the principal will call to inform all staff and announce plans for the day.
2. Quickly survey the staff as they gather, especially the principal. Be alert to visual cues, verbal signs, and effective signals as to how ready they are to proceed with the special work of the day.
3. Set up a "command center" for the crisis counselors. Make sure the room has telephones and other

communication equipment such as fax machines and computers.

4. Establish easy-to-locate “care rooms.”
5. Assist, if needed, with the following:
  - A statement to be read to students in the first hour of the day
  - Assurance, if possible and appropriate, of non-recurrence of further damages and loss
  - Permission or direction to take time to talk about the loss and the person
  - Announcement of where the “care rooms” are and how to be excused
  - Announce that a team of specially trained counselors are there to assist
  - Tell how students can identify them
  - Assurance that more information will be given as it becomes available.
6. Make sure School Messenger notice or the letter the students carry home to their parents includes: (Provide letter to Superintendent and designee)
  - An explanation of the event and an expression of sadness and shock
  - An explanation of how the school is coping with the event and caring for the students
  - Assurance of further information when it is available
  - Information about ceremonies or memorials and how students can be excused to attend
  - Signs to look for to determine if children are not coping normally with the situation; include telephone numbers to call for further information.
7. Make assignments to crisis response team members:
  - Let natural affinities guide assignments, if possible
  - Assign more experienced members to the classroom where the most severely affected students are located. A team member may have to follow the class schedule of a deceased middle school or high school student throughout the day
  - Assign at least two team members to a care room
  - Assign team members to “sweep” the halls, campus and restrooms looking for students who have not been able to remain in class; ask counselors to take quick “look-ins” of classrooms and the faculty lounge in order to take the pulse of the building.
8. Make a sibling search, using the student’s data card. Check to see that other schools that have siblings are caring for them.
9. Plan the after-school faculty debriefing with the principal. Offer to lead this meeting, if the principal wishes. Provide information about two different issues:
  - Technical:
    - What happened today?
    - What did the students do and say?
    - How quickly was learning restored to near normal?
  - Emotional:
    - How are they dealing with it emotionally?
    - What do they need to proceed with school tomorrow?

10. Include support staff and central office staff in information distribution and follow-up activities.

## **POST-INCIDENT COUNSELING TEAM**

The emergency counseling team is activated by the principal. The principal should contact the appropriate member of the District's leadership team who supervises the district psychologists, social workers, and school counselors. It is a school-based, interdisciplinary group of mental health professionals that can help family, close friends, and the school community respond to crises such as the death of a student or employee, a severe accident, violence, or abuse that causes a reaction beyond that which the regular school staff can cope.

### **Membership:**

- The team leader (usually a counselor or other mental health professional)
- Principal
- School counselors
- School psychologists, social workers
- School nurses
- Call outside agencies as needed – refer to information referral services

### **Responsibilities:**

- Respond when there is a serious accident or death involving students or staff.
- Meet periodically to keep up-to-date on appropriate responses to potential crises.
- Meet periodically to support each other in dealing with the stress of being a counseling team member.

### **Counselor/Social Worker Checklist**

1. Make assignments to crisis response team members.
  - Let natural affinities guide assignments, if possible.
  - Assign more experienced members to the classrooms where the most severely affected students are. A team member may have to follow the class schedule of a deceased middle school or high school student throughout the day.
  - Assign at least two team members to a care room.
  - Assign team members to “sweep” the halls, campus and restrooms looking for students who have not been able to remain in class. Ask counselors to take quick “look-ins” of classrooms and the faculty lounge in order to take the pulse of the building.
2. Make a sibling search, using the student's data card. Check to see that other schools that have siblings are caring for them.
3. Plan the after-school faculty de-briefing with the principal. Offer to lead this meeting, if the principal wishes.
4. Provide information about two different issues:
  - Technical:
    - What happened today?
    - What did the students do and say?
    - How quickly was learning restored to near normal?
  - Emotional:
    - How are they dealing with it emotionally?
    - What do they need to proceed with school tomorrow?



## **SECTION V - TERMINAL ILLNESS AND SUDDEN DEATH**

### **A. Response to Terminally Ill Student**

During any school year, it is possible that there may be students who have a terminal illness. Care must be given to provide continuing educational access to these students, yet, at the same time, provide support for other students and staff.

#### **1. Preliminary Steps**

- Principal will meet with parents to get an understanding of the needs of the student, the desires of the parents in relation to the child, and to provide the parents with a view of the support services that can be brought into use.
- Parents will meet with principal and support team, teachers, nurses and staff who will be working with the student. This meeting will cover the following issues:
  - Medication, if any
  - Medical procedures to be used, either routinely, or in case of emergency
  - Symptoms to be watched for
  - Physical limitations, if any
  - Counseling requirements, if any
  - Areas of the building, i.e. stairs, which may prove to be obstacles
  - Procedures to follow if student begins to develop critical symptoms at school, i.e., notification of parent, calling of ambulance, calling the doctor supervising the student, alerting the emergency room physician, and alerting all school personnel involved in the support system
  - Assignment of medical and mental health workers for both routine daily support, and support during critical periods
  - Transportation, regular or special bus, or family transport
  - Key district personnel to call, including the Superintendent, her designee, the school physician, the Coordinator of Health Services, etc.

#### **2. Daily Routines**

- Nurse will monitor the progress of the student, and keep in contact with parents, teachers, and family doctor as necessary.
- Principal will routinely meet with support staff to discuss progress and problems.
- Principal and support staff will meet with parents periodically for updates on issues affecting the health of the student.

#### **3. Critical Stage – (Child develops advanced symptoms at school and/or dies)**

- Principal and support team follow through with procedures developed in preliminary stage, including calling key district personnel.
- Mental health personnel put post-intervention plans in place. If those plans call for additional personnel, the Superintendent or designee must be called. See Section II of this Crisis Management Plan for more information on handling this crisis.
- Social worker will meet with parents to discuss how the school can support the parents, the child, and the child's friends during this period and after the death of the child.
- Social worker and nurse will make post-intervention plans for staff and students that take into consideration how and where the child dies.

#### 4. Critical Stage – (Child dies at home or in the hospital)

- Mental health personnel put post-intervention plans in place. If those plans call for additional personnel, the Superintendent's designee must be called.
- See Section III of this Crisis Management Plan for more information on handling this crisis.

### B. Sudden Death

The tragic phenomenon of sudden child/adolescent/staff death has, in recent years, represented a significant situation for many school communities. Because this traumatic experience can be so devastating for everyone involved, it becomes necessary for all school personnel to prepare themselves for such an eventuality.

The Crisis Management Plan has been written in anticipation of crisis that may occur within our community and/or within our buildings. While the Emergency Response Flip Chart details **immediate steps** to take safeguarding our students and staff in the event of an emergency, this safety plan helps prepare school personnel to handle the aftermath of the sudden death of a student or staff member.

This plan outlines advance preparation and training that must take place, activities that will occur when staff members are immediately alerted to a tragic circumstance, and what follows during the following two days. The plan allows for a somewhat different scenario when the circumstance occurs within a district building, rather than within the community.

No one likes to dwell on the unpleasant realities of life, however, recent events have shown that advance preparation can ease the fears and terrors that sudden death always leaves in its wake. The prompt, responsive actions of trained people can support our students and staff and get them through a difficult time.

The death of a young person is always shocking and usually unexpected. It has a great impact on the person's friends and acquaintances.

Each school has an important role to play in helping both students and staff members adjust to the death of one of the members of their "school family." This section gives you some recommended procedures to follow if a death occurs in your school family, whether it is the death of a student or a staff member.

In addition to general recommendations for dealing with deaths that result from disease or accident, this section of the manual also pinpoints suicide-warning signs to watch for and corresponding prevention strategies you can use.

Finally, this section deals with the role and function of a district crisis counseling team in helping people cope with the death of a student or school employee.

The extent to which a death causes a crisis in the school depends on the circumstances of that death. The procedures that follow may be far more than are necessary in some cases, but very pertinent and useful in others.

### C. Dealing with Death: Suicide/Suicide Threat/Sudden Death (Outside of School Day)

#### **Immediate Action**

1. Telephone tree will be used to inform staff (including all directors and central office administration) of

tragedy occurring when school is not in session.

2. Staff will be advised of a.m. faculty meeting scheduled 45 minutes before the start of school.
3. At faculty meeting, current accurate information will be reviewed and the method for communicating with students will be outlined. Counseling areas for staff and students will be identified as well as mental health workers.
4. Students who need support are to be sent without delay to the identified counseling areas.
5. If a large portion of the student body is affected, homeroom may be extended or first period devoted to communicating facts relating to the crisis and relaying pertinent announcements from the administration.
6. A prepared statement from the principal will be available for staff. Teachers should discourage discussion of any information other than the facts given in the statement.
7. Discussion of events with students should aim at suppressing rumors, unsubstantiated conclusions, and undue anxiety.
8. Afternoon faculty meeting(s) will be scheduled as needed to update staff and to handle questions, issues, and concerns.

**Cautions: A large assembly to discuss suicide is NOT recommended. With regard to a memorial or other observances for the deceased, be aware that there is a fine line between dramatizing a death and doing something appropriate that allows students to express a sense of loss.**

#### **Contacting the Family**

- Contact the family personally and offer support. Use a script written by a school counselor for use when notifying parent(s) or guardian(s) about an incident involving their child. The script should be open, honest, and sensitive and should provide information about access to professional and religious counselors.
- Designate one person at the school family members can contact for information.
- Obtain information about funeral arrangements, flowers, and home visits.
- Verify the names of surviving siblings (including cousins) and other family members and their schools.

#### **Death - Guidelines for What to Say When Student or Faculty Member Dies**

1. Convene the crisis management team -
  - *At elementary*: principal, social worker, psychologist, nurse, secretary, assigned teacher representative
  - *At secondary*: principal, social worker, psychologist, nurse, secretary, assigned teacher representative, counselor
2. Review facts; clarify information
3. Determine who needs to know
4. As a team, create a script, which must be approved by the building principal and the mental health professionals prior to being disseminated to students/staff.

- The letter will be delivered to each classroom and will be read at a previously agreed upon time by the classroom teacher.
  - Decide if others need to be consulted - extra mental health professionals
5. In the letter include:
    - Facts of when, who died
    - Who can be contacted for further information; people handling phones will be advised to read the prepared statement
    - Safe areas where students can go for counseling
    - Known funeral/memorial service facts
  6. In the letter, do not include:
    - Unsubstantiated facts, i.e. rumor, gory details
    - (If there are extenuating circumstances, decide what is necessary based on developmental levels).
    - Exact cause of death as children may be dealing with issues of cancer, heart disease, diabetes, etc.
  7. A letter will be sent home to parents, guardians and students.

### **Draft Letter**

I am sorry to inform you that **name** of our school community died **when (a) unexpectedly; or (b) of an extended illness**. At this time, we **are/are not** aware of the funeral arrangements. Please feel free to call **phone number** for further information.

Sincerely,

### **D. Dealing with the Death at School: Suicide/Sudden Death (During School Day)**

#### **Immediate Actions**

1. Principal or designee contacts emergency numbers (**911 and Superintendent**) if a student is in possession of a weapon or other lethal substances or has used such. Direct someone to make the call for you, if possible, and **stay with student if safety permits**. In the event that a poison or medication has been swallowed, do not leave student.
  - Secure the scene by establishing external perimeter
  - If a weapon was used, do not allow anyone to touch it.
  - **Police have responsibility for contacting family if death has occurred.**
  - School has responsibility for contacting family of injured student. Involved families will be instructed to meet their child at the medical facility. If families need assistance, call the police for safe transportation.
2. Be sure to notify the school nurse's office immediately.
3. Stay with the student. If necessary, place student on the floor and remove any substance from the mouth to prevent choking. Maintain an airway if trained to do so. Observe area to identify medication and poisonous substances (cleansers, etc.). If student is able to respond, determine what was taken, how much, when, and method used.
4. Enlist other staff's help to clear area of onlookers and concerned students. If needed, direct concerned students to an area to await mental health workers.

5. Await EMS services and/ or nurse. Continue talking to and reassuring student.
6. If student must be removed by stretcher, assist in clearing hallways to provide privacy and unobstructed passage for medical personnel.
7. Reassure other students. Do not disclose any personal information about student.
8. Refer other students as needed to psychologist, social worker, or nurse for follow up support.
9. A fact sheet will be prepared for teachers concerning the event. A faculty meeting will be arranged to discuss the situation and outline resources for the next day.
10. Next day activities will include referral of upset students to designated rooms to meet with mental health workers.
11. A p.m. faculty meeting may be scheduled to discuss additional support measures for staff and students.
12. Staff members are to contact mental health workers in the building to report students who continue to demonstrate signs of stress.
13. Plans will be made for a community support meeting if needed.

#### E. Suicide Threat (During School Day)

##### **Immediate Actions**

1. Call for administrative support and building mental health personnel assistance when aware of a student threatening or contemplating suicide. Report location, condition, and name (if known).
2. Principal or designee will notify family.
3. **Remain with student until assistance arrives.** In the event that student leaves the area, note route and any other pertinent information.
4. When other students are involved, reassure them and make referral to psychologist and social worker for follow up.

F.

#### G. Roles and Responsibilities in a Sudden Death Situation

##### **Faculty responsibilities**

- Give students an opportunity to discuss the loss. Let them grieve, talk and vent their anger together.
- Identify students who were close friends of the deceased. Don't forget to identify students who were church friends or were in clubs, activity groups, or on the same team as the deceased student.
- Notify the principal at lower grade schools. The principal should notify the faculty and watch for any signs of distress among students.
- Identify students who are in distress and talk with them. Have them escorted by another student to a group or individual counseling activity.
- Shorten and structure assignments. Postpone and reschedule tests, if necessary.
- Discuss funeral arrangements to prepare students who will attend.
- Plan whether students who wish to attend the funeral or memorial service will be taken by school

buses or by parents.

- Discuss with students if they wish to wear athletic or activity uniforms to the funeral.

### **Counseling responsibilities**

- Work with the district's crisis counseling team.
- Provide individual, small and large-group areas for students to talk with counselors.
- Cancel appointments and meetings that are not emergencies.
- Request additional secretarial or volunteer help to answer phones.
- Keep a list of students who are counseled. Make follow-up calls to students in distress (or their parents).

### **Administrative responsibilities**

- Encourage employees to meet with counselors. They will suffer emotional and psychological trauma similar to students in the school.
- Update employees as new information becomes available.
- Make announcements about activities and future meetings.
- Provide frequent information to control rumors.
- Be highly visible to show your presence, support, and control of the situation. Make sure students feel safe.
- Arrange for excused absences for students who wish to attend the funeral. Arrange bus transportation if large numbers of students attend.

### **Respond to parents, reporters and other members of the community**

- Identify a spokesperson to talk with reporters.
- Develop a written statement for secretaries and volunteers to read in response to telephone inquiries.
- Write a press release and update it as new information becomes available.
- Emphasize that action is being taken by the principal, staff, crisis counselors and others in assisting the students.
- Prepare a letter from the principal to send home with all students at the end of the day. The letter should include:
  - a brief statement about the incident
  - a summary of what has taken place throughout the day
  - changes to watch for in students, such as nightmares
  - phone numbers for community assistance
  - a request to notify the guidance office about any student concerns.
- Send a similar letter to parents at other schools that are affected.
- Meet with concerned parents and students if safety is a perceived or real issue.

### **Memorial Services and Special Activities**

- Encourage employees and students to plan a memorial service or special activity, such as an assembly, a tree planting, a yearbook dedication, recognition at high school graduation or other ceremony, a scholarship fund, letters to the family, or a plaque.
- Provide an activity for the staff and students who do not wish to attend special recognition ceremonies.
- Invite the family members to be guests at special ceremonies, but discourage family participation in assemblies within the first few months.
- Provide buses to a funeral or memorial service if a large number of students and employees plan to attend.
- Have counselors available to the students and staff after the funeral.

### **Things That Are Often Overlooked**

- Do you lower the flag to half-staff? For how long?
- What message(s) do you put on the school marquee or reader board?
- How do you tell secretaries to deal with tasteless telephone calls?
- How do you manage excessive offers of help?
- Who will answer cards and letters sent to the school?
- What information should be included in the school newspaper?
- Do you cancel after school extracurricular activities?
- Do you provide increased security?
- Do you encourage or discourage student visits to the site of death?
- Do you encourage or discourage students and employees who request a transfer to another school?
- Do you recognize or ignore the one-year anniversary of the crisis?

### **Grief**

People who have been affected by a crisis or have suffered grief typically suffer emotional and psychological trauma. They need to talk with someone who:

- Is a stable, objective person
- Understands and gently probes to allow expression of strong emotion
- They trust to express their pain, bewilderment, and anger to
- Seems to have experienced what they are going through
- Can assure them they are safe
- Can give advice when shock and active grief prevent normal coping and decision-making
- Will listen to them talk about the event as they experienced it
- Can diagnose their progress, help determine norms and answer the question, “Am I going crazy?”
- Provide information about the Employee Assistance Program

See Article entitled “Moving Through Grief and Loss” ([See Appendix 20](#), page ).



## SECTION VI – DISTRICT-WIDE SAFETY PLAN APPENDICES

Appendix 1	DCSD List of Buildings, Addresses, Contact Numbers
Appendix 2	List of District Level Staff, E-mail Addresses, Contact Numbers
Appendix 3	Community Mental Health Providers-Crisis Management Plan
Appendix 4	List of Local Public and Private Schools, Addresses, Contact Numbers
Appendix 4A	Sample Letter to Non-Public Schools
Appendix 4B	Questionnaire for Local Non-Public Educational Agencies
Appendix 5	Letter to Principals re Emergency Plan
Appendix 6	District-Wide School Safety Team
Appendix 7	Building Level School Safety Team
Appendix 8	Building Level Post-Incident Response Team
Appendix 9	Preliminary Planning for Emergency/Crisis Management
Appendix 10	Building Needs List
Appendix 11	Sample Letter to Parents: Emergency School Closing
Appendix 12	Sample Memo: Emergency Procedures
Appendix 13	Crisis Checklist – Building Administrators
Appendix 14	Incident Command System
Appendix 14B	Command Post
Appendix 15	Building Incident/Emergency Drill Report Form
Appendix 16	Post Emergency Report Form
Appendix 17	Post Incident Review Form
Appendix 18	Bomb Threats
Appendix 18A	New York State School Bomb Threat and Serious Incident Reporting Form
Appendix 19	Sample Notification Letter to Parents – Threat of Violence
Appendix 20	Moving Through Grief and Loss
Appendix 21	Security Procedures and Lockdown
Appendix 22	Bus Safety Rules.....
Appendix 22A	School Bus Emergency Student Release Form
Appendix 23	Alternate Shelter Plan (for inclement weather, etc.).....
Appendix 24	Go-Home Plan.....

**APPENDIX 1**  
**Dryden Central School District Buildings all have area code of 607**

School	Grades	Day	Phone	Fax
Cassavant Elementary School 32 School Street McLean, NY 13102	K-3	8:40 a.m. – 3:00 p.m.	838-3522 Or 844-8694 ext. 6319	838-8907
Dryden Elementary School 36 Union Street Dryden, NY 13053	PK-5	9:00 am – 3:22 p.m.	844-8694 ext. 1888	844-9449
Freeville Elementary School 43 Main Street Freeville, NY 13068	K-3	8:40 am – 3:00 p.m.	844-9251 or 844-8694 ext. 7318	844-3826
Dryden Middle School 118 Freeville Road Dryden, NY 13053	6-8	7:48 am – 2:19 p.m.	844-8694 ext. 4239	844-5174
Dryden High School 118 Freeville Road Dryden, NY 13053	9-12	7:48 am – 2:19 p.m.	844-8694 ext. 5243 or ext. 5237	844-8541

**APPENDIX 2**  
**Dryden Central School District Level Administration**

**(Do not release home telephone numbers without authorization.)**

Name	Office	E-Mail	Fax
Superintendent	844-5361 Ext. 1	jbaciga1@dryden.k12.ny.us	844-4733
Business Manager	844-5361 Ext. 1	jcase2@dryden.k12.ny.us	844-4733
Athletics Officer	844-8694 Ext. 5201	tkwiatk1@dryden.k12.ny.us	844-8541
Director of Student Services	844-8694 Ext. 1470	kvolpic1@dryden.k12.ny.us	844-5292
Director of Curriculum & Instruction	844-5361 Ext. 2611	ccovell1@dryden.k12.ny.us	844-4733
Transportation Director	844-4221	lcavana1@dryden.k12.ny.us	844-3062
Director of Facilities	844-8694 Ext. 9241	jmontes1@dryden.k12.ny.us	844-5223
Director of Information Technology Services	844-8694 Ext. 4266	pmacche1@dryden.k12.ny.us	844-5174
Director of Food Services	844-8694 Ext. 4206	mmunson1@dryden.k12.ny.us	844-3826

**APPENDIX 3**  
**Community Mental Health Providers**  
**Crisis Management Plan**

Directions: For most emergency situations, the building level mental health workers will be utilized first. If an incident exceeds the capacity of the building mental health workers and requires the services of Community Mental Health workers, the building principal should contact the Director of Student Services at 844-8694 ext. 1459 as soon as possible. The Director of Student Services may use the following list to reach community mental health workers. During the school day, use the office number first. In the evening or on weekends or during vacation periods, try the home or cell number given:

BOCES –TST Warren Rd. Ithaca, NY 14850	257-1551 (ext. 201) Superintendent: Dr. Jeffrey Matteson
Family and Children’s Service 127 W. State St. Ithaca, NY 14850	273-7494 (Office)
Suicide Prevention 124 E. Court St. Ithaca, NY 14850 Addition Contact:	272-1505 (Office)      272-1616 (Crisis)
Mental Health Association 301 South Geneva St. Ithaca, NY 14850	273-9250 (Office) (24-hour coverage)
Tompkins County Mental Health Dept. 201 E. Green St. Ithaca, NY 14850	274-6200 (Office)

**APPENDIX 4**  
**Tompkins County Schools**

Tompkins-Seneca-Tioga BOCES, 555 Warren Road Dr. Jeffrey Matteson, Superintendent	257-1551
Tompkins-Seneca-Tioga Community School, 555 Warren Road Belinda Adams, Supervisor of Exceptional Education	257-1551
William George Agency for Children's Services School District, 380 Freeville Road, Dryden, NY 13053 Sonia Apker, Superintendent	844-6460
Groton Central School, 400 Peru Road, Groton, NY 13073 Margo Martin, Superintendent	898-5301
Ithaca City School, 400 Lake Street, Ithaca, NY 14850 Luvelle Brown, Superintendent	274-2101
Lansing Central School, Route 34B, 264 Ridge Road, Lansing, NY 14882 Chris Pettograsso, Superintendent	533-4294
Newfield Central School, 247 Main Street, Newfield, NY 14867 Eric Hartz, Superintendent	564-9955
Trumansburg Central School, Whig Street, Trumansburg, NY 14886 Kimberly Bell, Superintendent	387-7551

**APPENDIX 4A**  
**Compliance Letter**

[Date]

[Person in Charge]

[Title]

[Name of Nonpublic Educational Agency]

[Address]

[Dryden, NY 13053]

Dear \_\_\_\_\_:

The Dryden Central School District, in compliance with section 155.13 of the Regulations of the Commissioner, is updating its Emergency Management Plan. In order to comply with that regulation, it is necessary for you to complete the enclosed questionnaire. The information received from you will be incorporated into a district-wide emergency management plan. Upon completion, a copy of the plan will be sent to you upon request.

If you have any questions about the information requested, or the emergency management plan, please call me at (607) 844-5361.

The Dryden Central School District must update its Emergency Management Plan by October 1<sup>st</sup> of each year, so please submit the questionnaire by September 1<sup>st</sup> of each year to me at the following address:

Dryden Central School District  
118 Freeville Road  
P.O. Box 88  
Dryden, NY 13053

Sincerely,

Superintendent of Schools

**APPENDIX 4B**  
**Questionnaire For Local Non-Public Schools**

Date \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Principal \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Name of Associate Principal \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Name of School Nurse \_\_\_\_\_

Name of School Physician \_\_\_\_\_

Name of Health Aide \_\_\_\_\_

Name of Nurse Practitioner \_\_\_\_\_

List the number of adults at your facility who are qualified to give:

First Aid \_\_\_\_\_

CPR \_\_\_\_\_

Describe what kind of transportation you need to transport handicapped children home, or to another location:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX 4B**  
**(continued)**

If you plan to have parents transport children home in the event of an emergency, please indicate how you plan to notify them at the time of the emergency:

---

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---

---

If you plan to have all children transported home on school buses in the event of an emergency, please indicate the number of school buses you will need:

---

  
(number)

Describe any special problems the Dryden Central School District should be aware of that would affect your school in case of a local, regional or state emergency:

---

---

---

---



**APPENDIX 5**  
**Letter to Principals re: Emergency Plan**

TO: Principals

FROM: XXXXXXXXXXXXXXXX

DATE: August 1, [current year]

RE: Emergency Management Plan

One of my responsibilities is to prepare and keep updated an Emergency Management Plan for the Dryden Central School District in response to Section 155.13 of the Regulations of the Commissioner. Part of this includes the identification of sheltering areas in your buildings that can reasonably protect children and staff from flying glass in case of explosion, tornado, earthquake, etc.

Please review the areas in your school to determine where (if any) of these areas are located. Then please send me a floor plan of your building with these areas highlighted. Look for corridors where there are no outside windows, enclosed auditoriums, gymnasiums where there are no windows, stages, and large boiler rooms, for example. If you have a question or need assistance with this, please call the Superintendent at 844-5361 or our Health and Safety Coordinator, at 257-1555 ext. 460.

Additionally, please highlight the office area that you will use as a command post, both to give and receive directions in case of an emergency. I assume this will be the main office area in each school, but some of you may have different ideas for your specific building.

The Dryden Central School District is required to update its Emergency Management Plan by June 30<sup>th</sup> of each year, so please submit this information to me by October 1<sup>st</sup> of each year.

Thank you,

Superintendent of Schools

**APPENDIX 6**  
**District –Wide School Safety Team**

Each year the following chart is utilized to create the DCSD District Safety Team. Additional members are added to include a diverse representation from the school community. The members of this team are responsible for revising and maintaining this document throughout the school year.

INSERT THE NAMES AND TELEPHONE NUMBERS OF THE MEMBERS OF THE DISTRICT WIDE SCHOOL SAFETY TEAM. MAKE CERTAIN TO INCLUDE ALTERNATE/BACKUP MEMBERS FOR EVERYONE. THIS PAGE NEEDS TO BE UPDATED AS NEEDED.

Name	Office	Home	E-Mail	Fax	Cell/Pager
Administrator(s)- District and Building Level					
School Board					
Students					
Teachers					
Head Nurse					
Parent Organizations					
School Safety Personnel					
Social Worker					
Local Law Enforcement and Emergency Response Agencies					
Other School Staff					
Community Member					
Designated Public Information Officer					

**APPENDIX 7**  
**Building Level School Safety Team**

INSERT THE NAMES AND TELEPHONE NUMBERS OF THE MEMBERS OF THE CRISIS MANAGEMENT TEAM. MAKE CERTAIN TO INCLUDE ALTERNATE/BACKUP MEMBERS FOR EVERYONE. THIS PAGE NEEDS TO BE UPDATED AS NEEDED.

Name	Office	Home	E-Mail	Fax	Cell/Pager
Administrator(s)- District and Building Level					
School Board					
Students					
Teachers					
Head Nurse					
Parent Organizations					
School Safety Personnel					
Social Worker					
Local Law Enforcement and Emergency Response Agencies					
Other School Staff					
Community Member					
Designated Public Information Officer					

**APPENDIX 8**  
**Building Level**  
**Post-Incident Response Team**

INSERT THE NAMES AND TELEPHONE NUMBERS OF THE MEMBERS OF THE CRISIS MANAGEMENT TEAM. MAKE CERTAIN TO INCLUDE ALTERNATE/BACKUP MEMBERS FOR EVERYONE. THIS PAGE NEEDS TO BE UPDATED AS NEEDED.

Name	Office	Home	E-Mail	Fax
Principal				
School Counselor				
School Psychologist				
Head Cleaner				
Social Worker				
Security Aide (if applicable)				
School Secretary				
School Resource Officer (if applicable)				
Teacher(s)				
Other School Staff (e.g. nurse, family liaison, etc.)				

## APPENDIX 9

### Preliminary Planning for Emergency/Crisis Management

Members of the School Safety Team for the \_\_\_\_\_ school year are:

Name	Position	Phone Extension

The chain of command in case the principal is not in the building is: \_\_\_\_\_

\_\_\_\_\_

Procedures for removing special needs children and very young or particularly vulnerable children from the school are: (Name the child and the adults involved, and phrase to describe procedure.) \_\_\_\_\_

\_\_\_\_\_

### ROSTER OF EMERGENCY PERSONNEL ON STAFF

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

Position	Name *	School Telephone Number
Nurse		
Other RNs or certified nurses on staff:		
Firefighters and fire officers (volunteer or not) on staff:		
Certified, advanced first aiders on staff:		
Individuals certified to do CPR/AED on staff:		

\*List names only with permission

**APPENDIX 10**  
**Building Needs List**

Building	No. Of Pupils	No. Of Staff	No. Of Buses	No. Of Handicap Buses
Cassavant Elementary School				
Dryden Elementary School				
Freeville Elementary School				
Dryden Middle School				
Dryden High School				
Buildings & Grounds Department				
Transportation Department				

**APPENDIX 11**  
**Sample Parent Letter on Emergency Closing Form**

[Date]

Dear Parents:

Sometime this year a school emergency may force us to send children home earlier than usual. Such emergencies may be due to increasingly bad weather, but could be related to utility failure, fire or any one of a series of emergencies.

During such emergencies, it will be impossible for children to use the school telephone to call you.

You must make plans with your child to prepare for such an event that might include walking or riding the bus as usual, having a key to get in the house or going home with someone else. Whatever the arrangement, it is important that each child be reassured that he/she knows what to do, without having to call home or work.

Please complete the attached form and have your child return it to his/her teacher as soon as possible.

Thank you for your cooperation regarding this matter. If we do have an emergency, advanced planning with your child and completion of this form will help us get your child home safely.

Sincerely,

[Building Principal]





**APPENDIX 12**  
**Memo to Parents/Students/Staff**  
**Re: Emergency Procedures - Sample**

TO: Parents of the Dryden Central School District

FROM: \_\_\_\_\_

DATE: [Date]

RE: Emergency Procedures

All school districts in the State of New York are required to develop plans for handling emergencies of all kinds. The Dryden Central School District has updated its Emergency Management Plan, which provides procedures for staff to follow in case of such emergencies as fire, explosion, building collapse, bomb threats, and tornadoes.

Further, we have also developed a District Safety Plan to help staff with an emergency occurring in school, or within the community. Copies of this plan is available on our website. Some of the procedures are summarized as follows:

Type Of Emergency	Procedure To Be Followed	Alarm
Fire	Evacuate the building according to the building plan.	Fire alarm/Strobes
Tornado Warning	Upon receiving warning, students and staff go immediately to interior corridors away from glass.	Loud-speaker announcement
Snow storm increasing in intensity to dangerous level	Early dismissal – Buses would begin bus routes, walkers would be dismissed. Staff would leave after children have left.  Announcement made on local radio and TV stations and district website and SchoolMessenger	Loud-speaker announcement

Students and staff do prepare for emergencies. For example, twelve evacuation drills are held each year, eight before December and four after December.

Further, sheltering and early dismissal procedures are practiced at least once a year. The early dismissal procedures currently in use are the same procedures to be used in an emergency.

It should be noted that emergencies might occur at any time of the day, with disrupted communications preventing the use of school telephones. It is important that parents develop, with their children, plans for taking the bus home, walking home or going to the house of a friend. Your principal will be working on “Go Home” or Early Dismissal Procedures in the near future, and will be asking you to have a “Go Home” procedure on file at the school for your child that does not entail the use of the telephone.

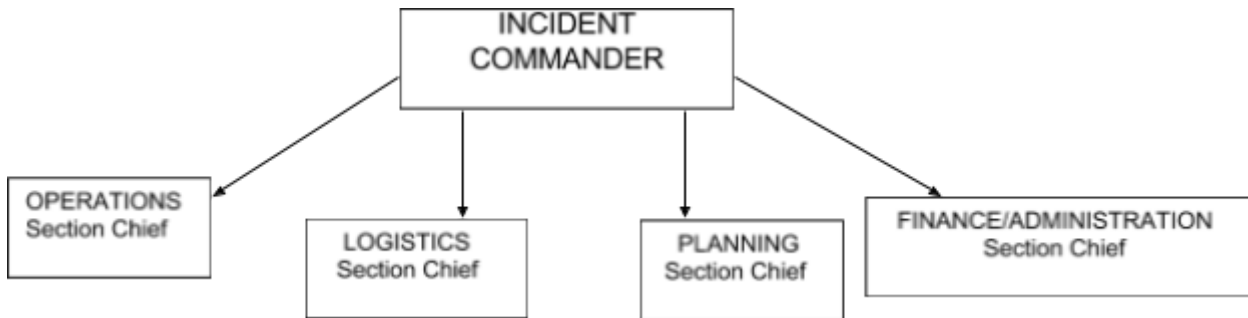
If you have questions, please call your school office.

**APPENDIX 13**  
**Crisis Checklist**  
**Building Administrators**

- \_\_\_\_\_ Call 911
- \_\_\_\_\_ Inform the Superintendent, who will notify all central office administrators and the district admin team, the district emergency support team, the Board of Education, and any additional emergency personnel of the crisis. Superintendent will activate the phone tree and/or other communication system if necessary.
- \_\_\_\_\_ The Building School Emergency Response Team is notified immediately.
- \_\_\_\_\_ The building principal decides if a crisis counseling team is needed.
- \_\_\_\_\_ The building principal activates the crisis counseling team, if necessary, by requesting support from the district emergency support team.
- \_\_\_\_\_ Observe the staff as they gather. Be alert to visual cues, verbal signs, and effective signals as to how ready they are to proceed with the special work of the day.
- \_\_\_\_\_ Set up a “command center” for the crisis counselors. Make sure the room has telephones and other communication equipment such as fax machines and computers.
- \_\_\_\_\_ Establish easy-to-locate “care rooms.”
- \_\_\_\_\_ Assist, if needed, with the following:
  - A statement to be read to students in the first hour of the day
  - Assurance, if possible and appropriate, of non-recurrence of further damage and loss
  - Permission or direction to take time to talk about the loss and the person
  - Announcement of where the “care rooms” are and how to be excused
  - Announce that a team of specially trained counselors are there to assist
  - Tell how students can identify them
  - Assurance that more information will be given as it becomes available
- \_\_\_\_\_ Make sure the letter (either generated by building administrator or district emergency support team) the students carry home to their parents includes:
  - An explanation of the event and an expression of sadness and shock
  - An explanation of how the school is coping with the event and caring for the students
  - Assurance of further information when it is available
  - Information about ceremonies or memorials and how students can be excused to attend
  - Signs to look for to determine if children are not coping normally with the situation
  - Include telephone numbers to call for further information

## APPENDIX 14

### Incident Command System



### FIVE PRIMARY ICS FUNCTIONS

#### COMMAND:

- Sets objectives and priorities
- Has overall responsibility for the incident or event...in smaller events or incidents, the Incident Commander may accomplish all five management functions.
- The Incident Commander is the only position that is always staffed in ICS applications.
- A basic ICS operating guideline is that the person at the top of the organization is responsible until authority is delegated to another person.

#### OPERATIONS:

- Conducts tactical operations to carry out the Incident Action Plan.
- Develops tactical objectives, organization and directs all resources.

#### LOGISTICS:

- Provides support to meet incident needs.
- Provides resources and all other services needed to support the incident.

#### PLANNING:

- Develops the Incident Action Plan to accomplish the objectives.
- Collects and evaluates information and maintains resource status.

#### FINANCE/ADMINISTRATION:

- Monitors costs related to the incident.
- Provides accounting of procurements, time recording and cost analysis.

#### INCIDENT COMMANDER'S RESPONSIBILITIES:

- The Incident Commander (IC) is responsible for all functions and duties not delegated.
- The IC has overall responsibility for accomplishing the mission related to the incident.
- Primary delegations are to the General Staff.
- Other delegations may go to the Command Staff.

## APPENDIX 14 (continued)

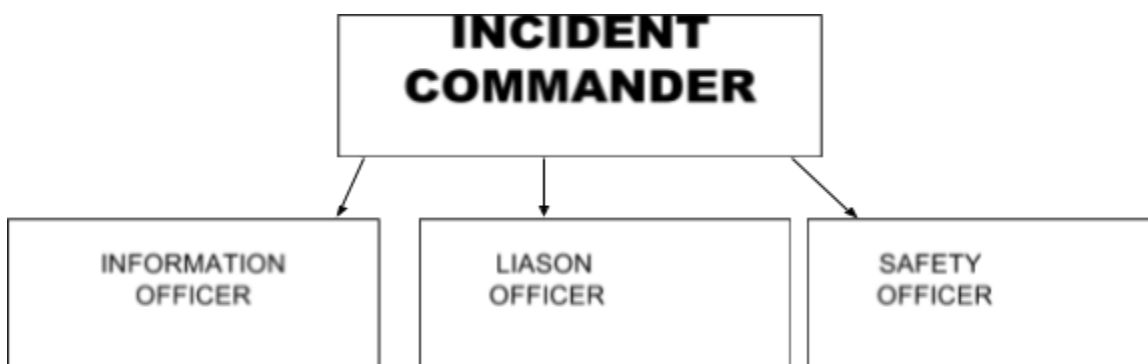
### ADDITIONAL INFORMATION

#### STAGING:

- Established whenever necessary to temporarily locate resources awaiting assignment.
- Should be an off-site location.
- Supervisor assumes title of *Staging Area Manager* (reports to Operations Section Chief)
- Separate staging for different disciplines may be set up (e.g., police, fire, EMS, unassigned manpower or personnel)

#### LOGISTICS SECTION:

- Responsible for all of the services and support needs of an incident, including essential personnel, facilities, equipment and supplies.
- The IC determines the need to establish the Logistics Section, based on the size of the incident, complexity of support and how long the incident is expected to last.



### COMMAND STAFF

- **INFORMATION:** Point of contact for the media or other organizations seeking information. Only one per incident; other agencies can provide assistants.
- **SAFETY:** Monitors safety conditions and develops measures for assuring safety of all assigned personnel.
- **LIAISON:** Point of contact for other agency representatives involved in incident or event. Helps in coordinating their involvement.

## **APPENDIX 14B**

### **Command Post**

The Dryden Central School District shall participate with fire, EMS and law enforcement personnel in the integrated incident command system (ICS).

For purposes of good management, a COMMAND POST is essential to an emergency event. Any situation greater than a minor event requires a COMMAND POST. **This post must have:**

- IN/OUT communications, such as a telephone, radio, runners or portable walkie-talkie sets
- Protection for operating personnel
- A location and IDENTIFICATION known to emergency personnel and local resource personnel
- Accessibility during the entire term of the event
- Sufficient room to accommodate all the people necessary for decision-making and the attendant materials
- A location near enough to the event to be useful.

**Some “best” Command Post locations could be:**

- Administrator’s office
- School office
- A large meeting room
- A below-ground installation
- A large vehicle such as a school bus or a van
- A local nearby resident
- A trailer, camper or temporary building moved on to the location

**The functions of a Command Post are:**

- Provide a central location for decision-making and direction for personnel
- Provide a known central location, to which incoming personnel report
- Provide updated good information to personnel and emergency authorities
- Provide communications to inside and outside personnel
- Provide a staging point in the event of confusion and disorder

## APPENDIX 14B (continued)

An alternative Command Post is necessary in the event that the main building is involved in the emergency. Alternative locations should be established in the pre-plan. A local residence is often suitable if it is large enough and the owners are cooperative in setting up the contingency. It may be necessary to commandeer (take over) a building as Command Post in the event of a serious natural emergency.

Communications at the Command Post are essential. Holding a telephone line open with the Superintendent's office is suggested so that incoming calls from the media and parents do not close off the link. Keeping the link open is done by making the telephone call and keeping the line on "stand-by" or HOLD.

Alternative communications may be secured through two-way radios used by grounds personnel or by the use of runners to deliver messages.

The chain of command at the event must be pre-planned and firmly established. This chain of command varies according to circumstances. For example, at a fire emergency, the Chief is the authority, while at a health-related situation such as a peaceful nuclear accident, the Health Department holds jurisdiction. Military events transcend all other events in terms of jurisdiction. Another factor is the extent of the event. The larger the extent of the event, the higher the command head (local, county, state levels, etc.).

In the school district, the chain of command should run from the Superintendent to the building principal to the department heads, head teachers, or whatever hierarchy exists in the school. This chain of command should be firmly established at the local building level.

Pre-planning is the job of the district levels of command and the building levels. Preplans should consider the "worst possible situation" in a given event so that all contingencies are covered. Practice is needed in reporting the extent of the event and the nature of the event and the degree of intensity of the event, so that appropriate preplans may be put into effect.

Transportation resources must be considered for evacuation purposes. In most cases, the district school bus system would suffice and normal modes of communication can be used to establish the standard operating procedures. However, if the school buses are not available, alternative transportation must be found. The following list of possibilities must be pre-planned with local and district authorities:

- TCAT 277-7433
- Swarthout Coaches, Inc. 257-2277
- Greyhound 272-7930
- U.S. Army Reserve Center 272-3515
- Personal vehicles
- Church buses
- Adjoining school district transit system (Lansing, Ithaca)



**APPENDIX 15**  
**Building Incident/Emergency Drill Report Form**

LOCATION: \_\_\_\_\_

TYPE OF INCIDENT: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ ☐ A.M. ☐ P.M.

Person reporting incident: \_\_\_\_\_

Level of intensity of incident (check): ☐ Drill ☐ Minor ☐ Serious

Building Response: Normal Operations Yes \_\_\_ No \_\_\_

Lockdown Yes \_\_\_ No \_\_\_

Evacuation Yes \_\_\_ No \_\_\_

Sheltering Yes \_\_\_ No \_\_\_

Early dismissal Yes \_\_\_ No \_\_\_

Notes (responders, issues, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*\* Principal completes form, sends one copy of this form to the district office and retains one copy for a building log of incidents.**

**Principal will have a post conference with appropriate first responders and superintendent.**

**The Principal that took the report will bring completed forms to the next Safety Committee.**

**APPENDIX 15 (continued) all area codes are 607 unless noted otherwise**

Notifications	Telephone No.	Yes	Time	No
Superintendent	844-5361			
Buildings and Grounds	607-327-2542			
Tompkins County 911 Dispatcher	911			
Dryden Fire and Ambulance	844-8124			
Freeville Fire Department	844-9662			
McLean Fire Department	838-3700			
Dryden Village Police	844-8119			
Tompkins County Sheriff's Dept.	272-2444			
New York State Police (Freeville)	347-4440			
TC3 Public Safety	844-6511			
Emergency Response Office	257-3888			
Town of Dryden Highway Dept.	844-8888			
Tompkins County Highway Dept.	274-0300			
New York State D.O.T.	756-7072			
Tompkins County Health Dept.	274-6888			
Cayuga Medical Center	274-4011			
Cayuga Medical Convenient Care	274-4150			
Cortland Regional Medical Center	756-3740			
American Red Cross	273-1900			
Poison Control Center	800-222-1222			
Village of Dryden Dept. Public Works	844-5265			
Village of Freeville Dept. Public Works	745-8110			
YNN (Your News Now)	(315) 234-1010			

WHCU 870AM	257-6400			
WICB 91.7FM (ITHACA COLLEGE)	274-3168			
WYXL 97.3FM	257-6400			
WNYY 1470AM	257-6400			
WQNY 103.7FM	257-6400			
Cayuga Radio Group	257-6400			

**APPENDIX 16**  
**Post Emergency Report Form**

To be completed whenever community emergency services are called to the school except for false alarms and drills and whenever there is an incident or disaster as identified in the Emergency Management Plan.

FORM COMPLETED BY:	SIGNATURE:
DATE OF EMERGENCY:	TIME EMERGENCY NOTIFICATION RECEIVED:
<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE:</u> AGENCY      TIME OF <u>CONTACTED</u> <u>CONTACT</u>  POLICE _____ FIRE DEPARTMENT _____ COUNTY EMERGENCY MANAGEMENT OFFICE _____ OTHER _____	
DURATION OF EMERGENCY:	COMMAND POST OPENED:  YES ____ NO ____
OVERTIME WORKED: YES ____ NO ____ (If yes, attach supporting documentation)	FOOD SERVED: YES ____ NO ____ (If yes, attach supporting documentation of resources used)
OTHER COSTS INCURRED: YES ____ NO ____ (If yes, attach supporting documentation)	DAMAGE TO STRUCTURES: YES ____ NO ____ ESTIMATED AMOUNT ____
RESPONSE ACTIONS TAKEN: (Brief narrative description)	
DATE FOR COMMITTEE REVIEW OF INCIDENT:	Submit copy of completed form to: Dryden Central School District Office

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**APPENDIX 17**  
**Post Incident Review Form**

- To be completed by the appropriate member of the District's leadership team or designee and filed in that office
- A meeting of the key staff members and emergency responder representatives directly involved in the incident is the vehicle through which the information is collected
- The meeting is to be held, whenever possible, within two (2) weeks of the incident
- An "Incident" is an "event" that is identified within the District-Wide Safety Plan

Building/Location\_\_\_\_\_

Principal/Position\_\_\_\_\_

Date of Incident\_\_\_\_\_ Date of Meeting\_\_\_\_\_

Name of Incident According to the District Plan\_\_\_\_\_

Brief Description of the Incident \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Location of Incident\_\_\_\_\_

Emergency Responders at the Scene\_\_\_\_\_

\_\_\_\_\_

In Reference to the District/Building Plan:

What went well with regards to the district response to the Incident?

What part of the plan did not get followed? Why?

What recommendations should be made to the Building and/or District Plan Committees regarding the plans?

Other Comments

Title of Person completing the form\_\_\_\_\_

Signature\_\_\_\_\_ Date\_\_\_\_\_



## **APPENDIX 18**

### **Bomb Threats**

TO: District Superintendents and Superintendents of Schools  
FROM: James A. Kadmus, Deputy Commissioner of Education  
SUBJECT: Bomb Threat Penalties

Governor Pataki signed legislation into law on October 19, 1999 making it a Class E felony for anyone to issue a false bomb threat directed toward a school in New York State. This law also includes the crime of falsely reporting an incident of an explosion, fire, or the release of a hazardous substance. Individuals convicted of issuing a bomb threat face felony criminal prosecution, as well as a one-year suspension of their driver's license. Persons may face youthful offender or juvenile delinquency adjudication. This new law directs that any bomb threat or falsely reporting an incident unrelated to school grounds is now a Class A misdemeanor. The new law takes effect on December 1, 1999.

Related legislation was signed this past summer permitting municipalities, fire districts, and other emergency service providers to seek restitution costs associated with their response to a bomb threat on school grounds. The legislation allows for up to \$10,000 in restitution to be paid by any individual convicted of reporting a false incident or bomb, and up to \$5,000 to be paid by the parents of a child who makes a false report. Parents may make a hardship application to the court for judgments over \$500. This law took effect in July 1999.

Hundreds of hours of class time have been lost in New York State schools as a direct result of bomb threats. Over 600 such threats were called into schools during the 1998-1999 spring semester alone. As of the beginning of November, close to 70 bomb threats had already been directed at schools for the 1999-2000 school year. This new legislation sends a clear message that this behavior must not be tolerated or accepted.

The frequency of violent acts and bomb threats in schools has been on the increase nationwide throughout the past few years. A bomb threat is a criminal act and must be treated as such any time one is received. Law enforcement authorities must be notified immediately upon the receipt of any bomb threat. Schools have an obligation and a responsibility for the safety and protection of students and other building occupants upon the receipt of any bomb threat. Therefore, if a bomb threat occurs in a school, it is critical that the entire school administration, faculty and staff have a thorough understanding of their respective roles and responsibilities throughout this event. Schools must have a precise plan prepared detailing these roles and responsibilities.

Questions regarding school emergency planning and the *Revised Bomb Threat Response Guideline* may be directed to the State Police Troop Headquarters in your area.

In 1999, the Office of Facilities Planning started collecting data on school bomb threats via a reporting form included in the February 1999 school bomb threat guidance document issued by the State Education Department and the State Police. This process predated the Uniform Violent Incident Reporting (UVIR) process mandated by Project SAVE – which also includes school bomb threat data.

Since the UVIR system is now operational, please note that we are no longer accepting the 1999 bomb threat reporting form. Please report all bomb threat data annually on the UVIR. For additional guidance on the UVIR, please see: <http://www.emsc.nysed.gov/sss/SAVE/>. Please complete the “Serious Bomb Threat and Incident Reporting Form,” and send to the appropriate member of the District’s leadership team. ([Appendix 18A](#), page )

**APPENDIX 18A**  
**New York State School Bomb Threat and Serious Incident Reporting Form**

<b>New York State School Bomb Threat and Serious Incident Reporting Form</b>	<b><u>Return Completed Report :</u></b> Dryden Central School District PO Box 88 Dryden, New York 13053 Or FAX to: 607-844-4733
<b>Name of School District:</b>	<b>Building:</b>
<b><u>Incident Type: (please circle all that apply to this event)</u></b>  Arson      Bioterrorism      Bomb      Bomb Threat      Knife/Blade      Gun      Other	
<b><u>Incident Delivery Method: (please circle all that apply)</u></b>  Telephone      E-Mail      Fax Verbal      Written Other	
<b>Date of Incident:</b>	<b>Time of Incident:</b>
<b>School District Contact Person:</b>	<b>Contact Person Telephone #</b>
<b>Description of Incident:</b>	
<b>Name of Law Enforcement Agency Notified of Incident:</b>	<b>Law Enforcement Contact Person &amp; Telephone Number:</b>
<b>Actual Class Time Lost as a Result of this Incident:</b>	
<b>Actions Taken by School District in Response to Incident:</b>	



<b>Attach Additional Sheets as Needed</b>	

**APPENDIX 19**  
**Sample Notification Letter to Parents**

**THREAT OF VIOLENCE**

(School Letterhead)

(Date)

Dear Parents, Guardians, and Caregivers:

Unfortunately, a threat was found in one of the ( ) of our school this morning. I would like you to know about the actual incident.

The words written on the wall, while somewhat indiscernible, expressed a threat to others. The (Ithaca Police Department or Tompkins County Sheriff's Department or New York State Police), and the Superintendent of Schools and all staff members were notified of the incident. With the help of staff and the (Ithaca Police Department/Tompkins County Sheriff's Department/New York State Police), a plan has been put in place to provide the children and staff with a safe and healthy environment while in school. Although we do not know who made the threat, our first and foremost concern is the safety of your student. We will continue to investigate the situation with the hopes of catching the guilty person.

Threats of this type will not be tolerated by the district or by any law enforcement agency. Please discuss with your student the seriousness of these types of threats and the importance of talking to an adult immediately if they know of any threat.

Sincerely,

(Principal's Name)  
Principal

## **APPENDIX 20**

### **Moving through Grief and Loss**

#### **Understanding the Many Losses We All Face**

#### **Turning the Tide on Grief and Loss**

Many kinds of changes that ebb and flow through your life, both positive and negative, can create a sense of loss. When you face a loss, waves of feelings, called grief, act as your natural healing response. You can cope with your loss by recognizing it, understanding the waves of grief, and getting support during the grieving process. The waves of grief do eventually subside, and you can once again feel hope and reinvest in the future.

#### **When a Loss Clouds the Horizon**

After a loss, you may feel isolated, depressed, and alone. Grief can seem like an overwhelming wave, and its strong undercurrents of feelings may make you think you're "falling apart." You may be tempted to suppress the pain of grief or mask it with alcohol or drugs. Letting yourself fully experience your grief is the most effective, healthy way to shore yourself up after a loss.

#### **Recognize Your Loss**

Most people expect to feel grief with the loss of a life. But even positive changes – marriage, a new home – or seemingly minor changes at home or on the job can result in a loss. The depth and duration of your grief can depend on whom or what you lost and how much you valued the person, object, or goal.

#### **Understand the Waves of Grief**

Like a wave, the grief process follows a natural course that builds and ultimately, recedes. But waves of grief, with their intense emotional, physical, and mental undercurrents, can wash over you for some time. You may want to resist but "flowing" with these waves helps you accept your loss and focus on a hopeful future.

#### **Get Support During Grief**

You can help yourself in a number of ways while you grieve. Because grief can be exhausting and overwhelming, taking care of yourself is important. Good listeners can help you sort out your feelings. Professional help is always available for guidance or reassurance when your perspective is clouded.

#### **Losses That Can Cause Grief**

A loss doesn't have to be "bad" to produce grief. Nearly any change or turning point in your life can signify a loss. Whether positive or negative, big or small, losses can bring on the process and feelings of grief. Knowing what changes can result in loss and grief is the first step in identifying your feelings and moving through grief.

#### **Relationship Changes**

- Divorcing or separating
- Marrying or committing to someone
- A new baby, or a child leaving home
- Friendship changes

#### **Life Changes**

- Death of a spouse, family member, or friend
- Becoming pregnant or losing a pregnancy

#### **Health Changes**

- Personal injury or illness
- Changes in family members' health

#### **Job-related Changes**

- Gaining or losing a promotion or career opportunity
- New work conditions, hours, or responsibilities

- Retirement

## **APPENDIX 20 (continued)**

### **Other Changes**

- Loss of income or financial readjustment
- Changes in habits (such as quitting smoking)

### **UNDERSTANDING GRIEF: THE FIRST WAVE**

Loss and grief can disturb your “normal” life just as a wave disturbs a calm sea. Like a wave, your grief must progress through a natural cycle before receding. It can’t be rushed or turned back. As it rises and crests, you must recognize your loss and experience the pain of grief. As it subsides and recedes, you’ll adjust to changes your loss brings and start to reinvest in life. Undercurrents of intense feelings normally can accompany grief for some time. But if pulling through them seems to take an extended time, you may need to seek help.

### **Working Through the Wave**

#### **Recognize the Reality of Your Loss**

Initially, your loss can numb you. Things may be so changed that you feel swept up in a sense of unreality. You may ask, “Did it really happen?” or even “What happened?” Doing something concrete can help you recognize that your loss is real and, like a wave, can’t be turned back.

### **Working Through the Undercurrents**

As you grieve, emotional, physical, and mental undercurrents can push and pull at you. Some you may feel more strongly than others, depending on whom or what you lost, and your degree of attachment to or dependence on the loss. But you must encounter each feeling in turn, and not ignore any, for full healing.

### **Experience the Pain**

Your feelings may be so overwhelming that you try to avoid them. But tears, sadness, thinking about your loss, or other expressions of grief aren’t “breaking down,” they’re “breaking through.” Denying or minimizing this pain only postpones the day you must face it, so allow yourself to flow with it.

### **Emotional Undercurrents**

Denial – Disbelief and detachment are natural first reactions to a loss. It’s normal to wish the loss never happened. Anger – You may feel “robbed,” and angry with the person or thing you lost for disappointing, deserting, or hurting you. Guilt – You may feel unreasonably responsible for your loss, or guilty about some of your other feelings.

Despair – Losses can bring varying degrees of sadness, loneliness, and yearning. Hope – Gradually accepting your loss and adjusting to the changes it brings can give you hope for the future again.

### **Adjust to Change**

As the wave’s energy begins to subside, you’ll have to adapt to the changes your loss signifies – learning new skills and behavior, taking on new responsibilities, getting used to the way things are now. These changes can take time, and be difficult to make, but they’re also a chance for personal growth.

### **Physical and Mental Undercurrents**

Normal physical reactions to grief can include insomnia or needing more sleep than usual, loss of appetite, chest or throat tightness, weakness, lack of energy, and breathlessness or sighing. Mentally, you may feel fearful, preoccupied (especially with your loss), anxious, confused, foggy, or forgetful. Long after your loss, you may still find it hard to concentrate fully. If such symptoms don’t subside after a time, seek professional help.

### **Reinvest in Life**

As the wave of your grief begins to recede, your life becomes calmer. The changes you’ve had to make in your life start becoming more natural and habitual. It’s normal to still miss what you’ve lost, but you’ll be

concentrating more on tomorrow's sunrise, beginning to let yourself dream, love, and work again.

## **APPENDIX 20 (continued)**

### **UNDERSTANDING GRIEF: SMALLER WAVES OVER TIME**

Waves of grief can wash over you whenever something reminds you of your loss. Although they may continue for months or years, the waves usually become smaller and less frequent over time. Flowing with each wave and not struggling against it is the surest way for you to move toward a hopeful future.

#### **Reminders of Loss**

Just when you think you should be “over” your loss, reminders can plunge you into another wave of grief. Special dates, pictures, even songs or smells can start you on a new wave that you must again work through. By flowing with these waves, and not struggling against them, you’ll find reinvesting in life comes more easily each time. As time passes, these waves will grow smaller, less frequent, and easier to deal with.

#### **Struggling Against the Waves**

Struggling against the wave of grief is natural. But pretending that you don’t care about your loss or that it never happened only prolongs the time it takes to reinvest in life. Others may suggest that you should be “over it” by now. You may fear the pain or embarrassment of crying, talking about it, or being angry. Later, you may feel “bad” about feeling “good.” You can deal with these normal feelings by expressing and sharing your grief.

### **GET SUPPORT WHILE YOU GRIEVE**

You can cope with grief by taking care of yourself, talking to good listeners, and getting help if your grief seems insurmountable, especially if you begin relying on alcohol or drugs.

Remember that professional resources have the skills to help you find pleasure and meaning in life again.

#### **Take Care of Yourself**

The grieving process can wear you out, especially at first. Pay special attention to your need for rest and nourishment while you’re grieving; some people find that gentle exercise also helps relieve the pent-up feelings and stress of grief. Put unrelated stressful decisions on hold, at least initially, and don’t force yourself to do things that feel uncomfortable. Instead, set small goals that you can realistically achieve. Allow yourself time alone or with others as you need it.

#### **Find Good Listeners**

Telling others how you feel helps you to recognize and accept your loss. Others who have weathered grief can reassure you that you’re not alone, but avoid “advice-givers” or people who try to offer solutions. Choose as listeners people you trust or who have supported you in the past. The best listeners are ones who won’t be embarrassed by your strong emotions. And say “yes” if friends or others offer practical help, such as shopping, cooking, or cleaning, when you’re feeling overwhelmed.

#### **Know When to Get Help**

Seek professional help if:

- You’re having trouble coping day to day, or you don’t begin to feel better over time.
- You’re abusing alcohol or medications to make yourself feel better, cope, forget, or “numb” your pain.
- You’ve been thinking more than fleetingly about suicide.

#### **Resources for Special Help**

Your company’s Employee Assistance Program or Human Resources or Medical Department can give you information and referrals to professional counselors if you’re interested. Your doctor or clergy can also provide support or suggest counseling services for you. Many social agencies, such as the American

Association of Retired Persons, Parents Without Partners, and hospices, offer individual guidance and support groups for special kinds of losses.

## **APPENDIX 20 (continued)**

### **LOOKING UP AFTER A LOSS**

You can cope with losses in your life by learning to recognize them and understanding how grief affects you. Although losses do change your life, they also provide new goals and opportunities for fulfillment. The grief that accompanies loss is an inseparable part of loving and caring, from which most people emerge with a greater understanding of themselves and others.

### **Bullying Story**

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd." I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him and as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I said, "Those guys are jerks. They really should get lives." He looked at me and said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived.

As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried his books. He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with me and my friends. He said yes. We hung all weekend and the more I got to know Kyle, the more I liked him, and my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "Boy, you are gonna really build some serious muscles with this pile of books everyday!" He just laughed and handed me half the books. Over the next four years, Kyle and I became best friends. When we were seniors, we began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor, and I was going for business on a football scholarship. Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak.

Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than I had and all the girls loved him. Boy, sometimes I was jealous. Today was one of those days. I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, big guy, you'll be great!" He looked at me with one of those looks (the really grateful one) and smiled. "Thanks," he said. As he started his speech, he cleared his throat, and began. "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach, but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his mom and dad looking at me and smiling that same grateful smile. Not until that moment did I realize its depth. Never underestimate the

power of your actions. With one small gesture you can change a person's life.



## **APPENDIX 21**

### **Security Procedures: Lockdown**

#### **Lockdown Rationale**

Lockdown is utilized when a real or perceived threat of physical harm from violence, firearms, or other deadly weapons threatens the safety of the staff and students, or when an administrator feels it necessary to quickly limit movement within the building for some other potential threat or emergency.

Consistent language and procedures for lockdowns will be used throughout the district. This will avoid any confusion when staff and students move throughout the school district.

All internal and external entrances/exits are secured, including offices, classrooms, exterior doors, and windows. No movement of students or staff within the building is permitted during lockdown except with authorization of the building administrator or law enforcement. The building administrator or designee communicates the lockdown status to staff immediately. Code words should NOT be used to indicate a lockdown procedure, but rather state, this is a Lockdown, secure the building, over the PA.

To ensure that all students are safe and accounted for, teachers should quickly check adjacent hallways and bathrooms for students and have student(s) enter the closest classroom and lock the door. Once the door is closed and locked, it should not be opened for any reason. No information, including notes, should be passed under the door.

The school administrator/designee or law enforcement officers are the only persons to unlock the door and remove students, or cancel the lockdown. The discontinuance of a lockdown is done only by face-to-face communication, not via radios, public address system, or phones. Teachers should contact the office via phone of intercom ONLY in cases of extreme emergency or to notify administrator/law enforcement of the location/description of perpetrator(s).

#### **Lockdown Procedures:**

- Lockdown will be announced by intercom, PA system or otherwise.
- Administrator- call 911
- Immediately gather all students from hallways and areas near your room into your classroom or office.

This includes common areas and restrooms.

- Turn off lights and keep blinds open. Lock or barricade door(s).
- Direct students to inside wall, out of sight and away from doors and windows.
- Maintain silence. Do not use telephones for outside calls, except to call 911 if necessary.
- Document and attend to any injuries.
- Do NOT respond to the intercom, PA system or other announcements once lockdown is initiated.
- Take attendance including additions. Missing students' last known locations should be noted.
- No one should be allowed to enter or leave a classroom or office under any circumstances.
- Do not answer or communicate through your locked door.
- Do not allow anyone into your "secured" area.
- Do not answer a classroom telephone.
- Do not slide anything under the door.
- Do not evacuate building for Fire Alarm unless you see smoke. Doing so could compromise the safety of those already secured.

Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.

Administration, in consultation with law enforcement, may decide that the building does not need to remain in a full lockdown but may still require some area(s) of the building or exterior be locked. A clear explanation of the plan will be provided directly to all staff and students. In order to avoid confusion codes will not be

used to describe the alternate plans. The communication will be given by administration and/or law enforcement when going room to room.

## **APPENDIX 22**

### **Bus Safety Rules**

These rules will be reviewed with students twice yearly as a preventative procedure.

The following are the rules/reminders for safety posted on the bus.

- Be on time
- Always walk, never run, to or from the bus
- Stand back from the curb while you wait for the bus. Wait until the bus comes to a complete stop before approaching the bus.
- Don't push or shove
- Stay seated on the bus
- Keep all parts of the body and other objects inside the bus
- Use good language and classroom voices; don't shout or swear. Be quiet at all railroad crossings.
- Listen to and follow the directions of the driver
- Always wait for the driver's signal before crossing
- Always cross at least ten feet **in front** of the bus; never cross behind the bus
- Never crawl under a school bus

When teachers are addressing bus safety they should talk with their students about the importance of remaining calm during an accident or incident and listening to the driver or adult in charge. In the event that no adult is able to be in charge (injury of adult), teachers should remind students that they have to be in charge and take care of each other. Students know bus safety and evacuation procedures; teachers must review the procedures with students.

**APPENDIX 22A**  
**School Bus Emergency**  
**Student Release Form**

**DIRECTIONS:** *This form is to be used when releasing students from a school bus to parent/caregivers during an emergency or at unscheduled locations. You must obtain all the information requested, including confirmation of parent/caregiver photo I.D.*

**Please Print**

Student Name	Parent/Guardian Name	Telephone Number	Signature	Photo ID

**APPENDIX 23**  
**Alternate Shelter Plan**  
**(for inclement weather, etc.)**

The occasion may arise when students have to be evacuated from a school building during inclement weather. For this reason, it is necessary to pre-plan an alternative shelter for the students.

- The alternate shelter plan must be prepared on an individual school building basis.
- This shelter plan must be pre-planned and tested, if possible, by a drill.
- The organization of the shelter plan must include faculty supervision, communication and accountability of student and staff populations.
- The following alternate shelters are suggested for purposes of planning:
  - Portions of school buildings that are unused, closed off and are physically isolated from the contingencies of the emergency event.
  - Separate school buildings attached or proximate to the emergency event.
  - Public buildings or places of public assembly.
  - Private housing, large private structures, depending on neighborhood.
  - Vehicle shelter such as buses (school district, public transportation, charter buses, private vehicles).
  - Fire houses (trucks removed).
- It is imperative that thought and planning be given to an alternate shelter plan BEFORE an emergency event.
- The Alternate Shelter Plan should be filed with the Superintendent as a portion of Part II of the school's emergency plan.

## **APPENDIX 24**

### **Go-Home Plan**

In the event that there is sufficient warning and ample time to return students to their home in the face of a natural or man-made impending emergency, a decision to use the “Go-Home Plan” must be made.

In the face of a natural or man-made emergency, the “best” place for students to be is at home. This is true from the safety and psychological viewpoint. With students distributed over the entire geographical area of the school district, the chance for multiple loss of life at a school building is diminished. Parents, being aware of the impending emergency event, want to see their children at home, although in some cases, the presence of a parent will not be ensured. Alternative neighborhood sites should be established by parents: places for their children to go in the event that an unexpected “Go Home” is required. Principals/Building Administrators should note this in a handbook or early September newsletter.

The Superintendent or designee is authorized to make or approve a “Go-Home” decision. Principals need Superintendent approval to implement a Go-Home Plan.

Transportation must be arranged for return home. This may be done in one or more ways: (1) school district buses; (2) private vehicles; (3) walking; (4) alternative transportation as described under “Command Post” (Appendix 14B, page ).

#### **Immediate Actions**

5. Announcement will be made by the administration about going home. The manner will depend upon the circumstances.
6. Students will be allowed to retrieve belongings, if possible, and instructed to prepare for early dismissal.
7. Walkers will be advised to leave the grounds right away. Other students are to wait in the bus area. Students with special circumstances (e.g. those without regular transportation) are to follow administration instructions not to leave school.
8. Teachers are not to leave school until all students are on their way home and teachers have received word from administration that they are released.
9. Buildings & Grounds staff members will check the building to make sure that it is clear.

Parents should be advised of the return home through the media, WICB 91.7FM, WHCU 870AM, WYXL 97.3, WNYX 1470AM, WQNY 103.7 and cable TV Channel 10.

Principals and designated school personnel should be retained until all students have been returned home or are on their way.

A variation of the Go-Home Plan is the Stay-Home Plan as is used with snow days through the media.

In the event that there is sufficient warning and ample time to return students to their homes in the face of a natural or man-made impending emergency, a decision to use the Go-Home Plan must be made.

## SECTION VII - EXPOSURE CONTROL PLAN

### H. INTRODUCTION

Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B (HBV), and Hepatitis C (HCV) warrant serious concerns for workers occupationally exposed to blood and certain other body fluids that contain Bloodborne pathogens. It is estimated that more than 5.6 million workers in health care and public safety occupations could be potentially exposed. In recognition of these potential hazards, the Occupational Safety and Health Administration (OSHA) have implemented a regulation [Bloodborne Pathogens 29 Code of Federal Regulations (CFR) 1910.1030] to help protect workers from these health hazards.

The major intent of this regulation is to prevent the transmission of Bloodborne diseases within potentially exposed workplace occupations. The standard is expected to reduce and prevent employee exposure to the Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and other Bloodborne diseases. The Occupational Safety and Health Administration (OSHA), estimate the standard could prevent more than 200 deaths and about 9,000 infections per year from HBV alone. The standard requires that employers follow universal precautions, which means that all blood or other potentially infectious material must be treated as being infectious for HIV, HBV and HCV. Each employer must determine the application of universal precautions by performing an employee exposure evaluation. If employee exposure is recognized, as defined by the standard, then the standard mandates of a number of requirements. One of the major requirements is the development of an Exposure Control Plan, which mandates engineering controls, work practices, personal protective equipment, HBV vaccinations and training. The standard also mandates practices and procedures for housekeeping, medical evaluations, hazard communication, and record keeping.

For Public Sector Employers, you may contact the following State Labor Department Public Employee Safety and Health District Office:

<b>Albany</b>	(518) 457-5508
<b>Binghamton</b>	(607) 721-8211
<b>Buffalo</b>	(716) 847-7133
<b>Garden City</b>	(516) 228-3970
<b>New York City</b>	(212) 352-6116
<b>Rochester</b>	(716) 258-4570
<b>Syracuse</b>	(315) 479-3212
<b>Utica</b>	(315) 793-2316
<b>White Plains</b>	(914) 997-9528

## **POLICY**

The Dryden Central School District is committed to provide a safe and healthful work environment for our entire staff. In pursuit of this endeavor, the following Exposure Control Plan (ECP) is provided to eliminate or minimize occupational exposure to Bloodborne pathogens in accordance with OSHA Bloodborne Pathogens Standard, Title 29 Code of Federal Regulations 1910.1030.

The ECP is a key document to assist our district in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

- Employee exposure determination
- The procedures for evaluating the circumstances surrounding an exposure incident, and
- The schedule and method for implementing the specific sections of the standard, including:
  - Methods of compliance
  - Hepatitis B vaccination and post-exposure follow-up
  - Training and communication of hazards to employees
  - Record keeping

Exposure Control Plan developed:

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

Reviewed/Revised Dates:

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

Signature or Initials \_\_\_\_\_ Date \_\_\_\_\_

## **PROGRAM ADMINISTRATION**

The School Nurse is responsible for the implementation of the ECP. The School Nurse will maintain and update the written ECP at least annually and whenever necessary to include new or modified tasks and procedures.

Those employees who are reasonably anticipated to have contact with or exposure to blood or other potentially infected materials are required to comply with the procedures and work practices outlined in this ECP.

The Superintendent of Buildings & Grounds will have the responsibility for written housekeeping protocols and will ensure that effective disinfectants are purchased.

The School Nurse will be responsible for ensuring that all medical actions required are performed and that appropriate medical records are maintained.

The Superintendent of Schools will be responsible for training, documentation of training, and making the written ECP available to employees, OSHA and NIOSH representatives.

The Supervisor of Buildings and Grounds will maintain and provide all necessary personal protective equipment (PPE), engineering controls (i.e., sharp containers, etc.), labels, and red bags as required by the standard. The Supervisor of Buildings and Grounds will ensure that adequate supplies of the aforementioned equipment are available.

The School Nurse will be responsible for the consideration and implementation of appropriate commercially available and effective safer medical devices to eliminate or control occupational exposure (To be performed at least annually)

## **EMPLOYEE EXPOSURE DETERMINATION**

- As part of the exposure determination section of our ECP, the following is a list of **all** job classifications at our establishment in which all employees have occupational exposure and will be offered Hepatitis B vaccine within ten days of date of hire:
  - Athletic coaches
  - School Nurse
  - Health Office personnel
  - Bus Drivers, Cleaners
  - Cleaners
  - Maintenance Workers
  - Special Education Classroom Teachers and Aides
- The following is a list of job classifications in which **some** employees at our establishment have occupational exposure. Included are a list of tasks and procedures in which occupational exposure may occur for these individuals. A post-exposure Hepatitis B vaccine will be offered for exposure incident.
  - All other employees

All exposure determinations for A and B were made without regard to the use of Personal Protective Equipment (PPE).



## EFFECTIVE DATES-CODE OF FEDERAL REGULATIONS

- |   |                |
|---|----------------|
| • Bloodborne Pathogens Standard (Including Universal Precautions)                         | March 6, 1992  |
| • Exposure Control Plan   | May 5, 1992    |
| • Record keeping  | June 4, 1992   |
| • Information and Training  | June 4, 1992   |
| • Methods of Compliance (Except Universal Precautions)                                    | July 6, 1992   |
| • Hepatitis B Vaccination and Post-Exposure Evaluation and Follow-Up                      | July 6, 1992   |
| • Labels and Signs  | July 6, 1992   |
| • Bloodborne Pathogens Standard Revised   |                |
| • Occupational Exposure to Bloodborne Pathogens; Needle stick and other Sharps Injuries;: |                |
| • Final Rule  | Jan 18, 2001   |
| • Effective date of revisions   | April 18, 2001 |

The methods of implementation of these elements of the Code are discussed in the subsequent pages of this Exposure Control Plan.

## METHODS OF IMPLEMENTATION AND CONTROL

### 1. Universal Precautions

As of March 6, 1992, all employees will utilize Universal Precautions. Universal Precautions is an infection control method which requires employees to assume that all human blood and specified human body fluids are infectious for HIV, HBV HCV and other Bloodborne pathogens (see Appendix A) and must be treated accordingly.

### 2. Exposure Control Plan (ECP)

Employees covered by the Bloodborne Pathogens Standard will receive an explanation of this ECP during their initial training sessions. It will also be reviewed in their annual refresher training. All employees will have an opportunity to review this Plan at any time during their work shifts by contacting the Health and Safety Coordinator. Employees seeking copies of the Plan may contact the School Nurse. A copy of the Plan will be made available free of charge and within 15 days of the request.

The School Nurse will be responsible for reviewing and updating the ECP annually or sooner if necessary to reflect any new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure.

The annual exposure control plan update will also include the following elements:

- Any new technologies (e.g. engineering controls or work procedures) that reduce or eliminate exposure.
- Documentation of how the employer considered and implemented the use of available safe medical devices, including:
  - A list of devices or procedures that were considered;
  - A description of the method(s) used to evaluate each device or procedure;
  - A summary of the results of each evaluation.
  - A statement of the reasons why each particular device or procedure was selected or rejected.

- Documentation on how employer solicited employee involvement in the identification, evaluation, and collection of effective engineering and work practice controls. Such input will be solicited from non-managerial employees who are responsible for direct patient care and are potentially exposed to injuries from contaminated sharps.

### 3. Engineering Controls and Work Practices

In the control of occupational exposure to Bloodborne pathogens, the use of effective engineering controls, to include safer medical devices, work practices, administrative controls and personal protective equipment, is emphasized.

Engineering controls and work practice controls will be used to prevent or minimize exposure to Bloodborne pathogens. The specific engineering controls and work practice controls we will use and where they will be used are listed in the Standard Operating Guidelines in Appendix H which will be distributed at annual refresher training. These Guidelines are posted at various locations throughout the district's buildings.

New technology for needles and sharps will be evaluated and implemented whenever possible to further prevent accidental needle sticks and cuts. Our engineering controls (i.e. sharps containers, etc.) will be inspected and maintained or replaced by the School Nurse as needed or at least annually.

Examples of engineering controls include, but are not limited to:

- Self-sheathing needles
- Puncture-resistant disposal containers for contaminated sharps, orthodontia wire, or broken glass
- Mechanical needle recapping devices
- Bio-safety cabinets
- Ventilated laboratory hoods
- Needleless injection system
- Needleless IV access systems
- Retractable scalpels

Examples of work practice controls include, but are not limited to:

- providing readily accessible hand washing facilities
- washing hands immediately or as soon as feasible after removal of gloves
- at non-fixed sites (i.e., emergency scenes, mobile blood collection sites) which lack hand washing facilities, providing interim hand washing measures, such as antiseptic towelettes and paper towels. Employees can later wash their hands with soap and water as soon as feasible
- washing body parts as soon as possible after skin contact with blood or other potentially infectious materials occurs
- prohibiting the recapping or bending of needles
- shearing or breaking contaminated needles is prohibited
- labeling
- equipment decontamination
- prohibiting eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses in work areas where there is a likelihood of occupational exposure
- prohibiting food and drink from being kept in refrigerators, freezers, shelves, cabinets or on counter tops or bench tops where blood or other potentially infectious materials are present

- requiring that all procedures involving blood or other potentially infectious materials shall be performed in such a manner so as to minimize splashing, splattering, and generation of droplets of these substances.
- placing specimens of blood or other potentially infectious materials in a container which prevents leakage during collection, handling, processing, storage, transport or shipping
- examining equipment which may become contaminated with blood or other potentially infectious materials prior to servicing or shipping and decontaminating such equipment as necessary. Items will be labeled per the standard if not completely decontaminated

#### 4. Personal Protective Equipment (PPE)

Personal protective equipment must also be used if occupational exposure remains after instituting engineering and work practice controls, or if controls are not feasible. Training will be provided by Tompkins-Seneca-Tioga BOCES Work Environment Health & Safety Coordinator in the use of the appropriate personal protective equipment for employees' specific job classifications and tasks/procedures they will perform.

Additional training will be provided, whenever necessary, such as if an employee takes a new position or if new duties are added to their current position.

Appropriate personal protective equipment is required for the following tasks; the specific equipment to be used is listed after the task:

<b>TASK</b>	<b>EQUIPMENT</b>	<b>WHO PROVIDES PPE?</b>
Blood/Body Fluid Cleanup	Disposable latex gloves or disposable vinyl gloves	Supervisor/District
	Disposable paper towels	Supervisor/District
	Sanitary absorbent material	Supervisor/District
	Plastic bags with twist seals	Supervisor/District
	Liquid soap packet or alcohol towelettes	Supervisor/District
	Gauze pads	Supervisor/District
	Bandages – assorted sizes	Supervisor/District
	Shoe covers/Booties	Supervisor/District
	Gown or Apron	Supervisor/District
	Face shield/ Eye protection	Supervisor/District
	Resuscitation barrier	Supervisor/District

PPE items include:

- gloves
- gowns
- laboratory coats
- face shields
- masks
- eye protection (splash-proof goggles, safety glasses with side shields)
- resuscitation bags and mouthpieces

As a general rule, all employees using PPE must observe the following precautions:

- Wash hands immediately or as soon as feasible after removal of gloves or other personal protective equipment.
- Remove protective equipment before leaving the work area and after a garment becomes contaminated.
- Place used protective equipment in appropriately designated areas or containers when being stored, washed, decontaminated, or discarded in accordance with Appendix H.
- Wear appropriate gloves when it can be reasonably anticipated that you may have contact with blood or other potentially infectious materials and when handling or touching contaminated items or surfaces. Gloves must be replaced if torn, punctured, contaminated, or if their ability to function as a barrier is compromised.
- Following any contact of body areas with blood or any other infectious materials, you must wash your hands and any other exposed skin with soap and water as soon as possible. Employees must also flush exposed mucous membranes (eyes, mouth, etc.) with water.
- Utility gloves may be decontaminated for reuse if their integrity is not compromised. The decontamination procedure will be in conformance with manufacturer's written instructions. Discard utility gloves when they show signs of cracking, peeling, tearing, puncturing, or deterioration.
- Never wash or decontaminate disposable gloves for reuse or before disposal.
- Wear appropriate face and eye protection such as a mask with glasses with solid side shields or a chin-length face shield when splashes, sprays, splatters, or droplets of blood or other potentially infectious materials pose a hazard to the eye, nose, or mouth.
- If a garment is penetrated by blood and other potentially infectious materials, the garment(s) must be removed immediately or as soon as feasible. If a pullover scrub (as opposed to scrubs with snap closures) becomes minimally contaminated, employees should be trained to remove the pull-over scrub in such a way as to avoid contact with the outer surface; e.g., rolling up the garment as it is pulled toward the head for removal. However, if the amount of blood exposure is such that the blood penetrates the scrub and contaminates the inner surface, not only is it impossible to remove the scrub without exposure to blood, but the penetration itself would constitute exposure. It may be prudent to train employees to cut such a contaminated scrub to aid removal and prevent exposure to the face.

Repair and/or replacement of PPE will be at no cost to employees.

Employers shall ensure that employees use appropriate PPE unless the employer shows that the employee, temporarily and briefly, declined to use PPE based on the employee's professional judgement that its use would have prevented the delivery of healthcare or public safety services or posed an increased hazard to the safety of the worker. The circumstances must be investigated and documented to determine whether changes can be instituted.

Refer to Appendix I for additional information on PPE.

## **5. Training**

All employees who have or are reasonably anticipated to have occupational exposure to Bloodborne pathogens will receive training conducted by Tompkins-Seneca-Tioga BOCES Work Environment Health & Safety Coordinator. Training will be provided at the time of initial assignment to tasks where occupational exposure may occur.

Tompkins-Seneca-Tioga BOCES Work Environment Health & Safety Coordinator will provide training on the epidemiology of Bloodborne pathogen diseases. Fact Sheets, located in the Appendix Section, and training materials will be used to inform employees of the epidemiology, symptoms, and transmission of Bloodborne diseases. In addition, the training program will cover, at a minimum, the following elements:

- A copy and explanation of the standard
- Epidemiology and symptoms of Bloodborne pathogens
- Modes of transmission
- Our Exposure Control Plan and how to obtain a copy
- Methods to recognize exposure tasks and other activities that may involve exposure to blood
- Use and limitations of Engineering Controls, Work Practices, and PPE
- PPE - types, use, location, removal, handling, decontamination, and disposal
- PPE - the basis for selection
- Hepatitis B Vaccine - offered free of charge. Training will be given prior to vaccination on its safety, effectiveness, benefits, and method of administration. (See Appendix O)
- Emergency procedures - for blood and other potentially infectious materials
- Exposure incident procedures
- Post-exposure evaluation and follow-up
- Signs and labels - and/or color coding
- Questions and answer session

Annual training for all employees shall be provided within one year of their previous training. An Employee Education and Training Record (see Appendix B) will be completed for each employee upon completion of training. This document will be kept with the employee's records at the office of the appropriate supervisor for that employee.

## **TRAINING PROGRAM ELEMENTS**

### **Highlights of Training Program Elements**

- Contents of standard
- Epidemiology of Bloodborne diseases
- Exposure Control Plan
- Job duties with exposure
- Types of control
- Protective equipment
- Hepatitis B vaccination program
- Emergency procedures
- Post-exposure procedures
- Signs/labels/(color coding)
- Question and answer session

## 6. Hepatitis B Vaccination

Tompkins-Seneca-Tioga BOCES Work Environment Health & Safety Coordinator or School Nurse will provide information on Hepatitis B vaccinations addressing its safety, benefits, efficacy, methods of administration and availability. A general overview of these considerations is given in Appendix L for review. The Hepatitis B vaccination series will be made available at no cost within 10 days of initial assignment to employees who have occupational exposure to blood or other potentially infectious materials unless:

- the employee has previously received the series
- antibody testing reveals that the employee is immune
- medical reasons prevent taking the vaccination
- the employee chooses not to participate
- employees are first aid providers who are in a collateral duty as defined in Section 12.0.

All employees are strongly encouraged to receive the Hepatitis B vaccination series. However, if an employee chooses to decline HB vaccination, then the employee must sign a statement to this effect.

Employees who decline may request and obtain the vaccination at a later date at no cost. Documentation of refusal of the HB vaccination (see Appendix C1) will be kept in the office of the supervisor for that employee and the School Nurse.

Appendix C is an optional form that may be used to record the employee vaccination series information.

### **Highlights of Hepatitis B Vaccination Other Requirements**

- Participation in Pre-screening is not a prerequisite for receiving Hepatitis B vaccination
- Hepatitis B vaccination provided even if employee declines but later accepts treatment
- Employee must sign statement when declining HB vaccination
- Vaccination administered in accordance with the latest United States Public Health Service (USPHS) recommended protocol
- HB vaccination booster doses must be available to employees if recommended by USPHS
- Current USPHS recommendations concerning antibody test

## 7. Post Exposure Evaluation and Follow-up and Procedures for Reporting, Documenting and Evaluating the Exposure

Should an exposure incident occur, contact the School Nurse immediately. Each exposure must be documented by the employee on an "Exposure Report Form" (see Appendix D). The School Nurse will add any additional information as needed.

An immediately available confidential medical evaluation and follow-up will be conducted by the School Physician. The following elements will be performed:

- Document the routes of exposure and how exposure occurred.
- Identify and document the source individual (see Appendix E), unless the employer can establish that identification is infeasible or prohibited by State or local law (See Note #1).
- Obtain consent (See Note #2) and test source individual's blood as soon as possible to determine HIV, HBV, and HCV infectivity and document the source's blood test results.

- If the source individual is known to be infected with either HIV, HBV or HCV testing need not be repeated to determine the known infectivity.
- Provide the exposed employee with the source individual's test results and information about applicable disclosure laws and regulations concerning the source identity and infectious status.
- After obtaining consent, collect exposed employee's blood as soon as feasible after the exposure incident and test blood for HBV, HIV, and HCV serological status.
- If the employee does not give consent for HIV serological testing during the collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days (See Note #3).
- Post exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service.
- Counseling.
- Evaluation of reported illnesses.

Appendix D "Exposure Incident Report" and Appendix E "Documentation and Identification of Source Individual (Form)" and Appendix F "Employee Exposure Follow-Up Record" (see Note #4) will be provided to the employee so they may bring them along with any additional relevant medical information to the medical evaluation. Original copies of these appendixes will be maintained with the employee's medical records.

The Department Supervisor or School Nurse will review the circumstances of the exposure incident to determine if procedures, protocols, and/or training need to be revised.

<b>Note to Employer:</b>
<b>Note #1</b> Public Health Law (Article 27-F) requires information about AIDS and HIV to be kept confidential. This law requires that anyone receiving an HIV test MUST sign a consent form first. The law strictly limits disclosure of HIV-related information. When disclosure of HIV-related information is authorized by a signed release, the person who has been given the information MUST keep it confidential. Re-disclosure may occur with another authorized signed release. The law only applies to people and facilities providing health or social services.
<b>Note #2</b> If consent is not obtained, the employer must show that legally required consent could not be obtained. Where consent is not required by law, the source individual's blood, if available, should be tested and the results documented.
<b>Note #3</b> If, during this time, the exposed employee elects to have the baseline sample tested, testing shall be done as soon as feasible.
<b>Note #4</b> Appendixes D, E, and F are optional forms which have been provided to assist employers with gathering information that is required by the standard. If an employer chooses not to use these forms, this information must still be provided and recorded in accordance with the Standard. Also note that Appendix E letter predominately will apply to Public Sector employers.
<b>Note #5</b> Following an exposure incident, prompt medical evaluation and prophylaxis is imperative. Timeliness is, therefore, an important factor in effective medical treatment.

## Highlights of Post Exposure Evaluation and Follow-Up Requirements

- Documentation of exposure routes and how exposure incident occurred
- Identification and documentation of source individual's infectivity, if possible
- Collection and testing of employee's blood for HBV, HCV, and HIV serological status (employee's consent required)
- Post-exposure prophylaxis when medically indicated
- Counseling
- Evaluation of reported illness

### 8. Health Care Professionals

The School Nurse will ensure that health care professionals responsible for employee's HB vaccination and post-exposure evaluation and follow-up be given a copy of the OSHA Bloodborne Standard. The School Nurse will also ensure that the health care professional evaluating an employee after an exposure incident receives the following:

- a description of the employee's job duties relevant to the exposure incident
- route(s) of exposure
- circumstances of exposure
- of possible, results of the source individual's blood test
- relevant employee medical records, including vaccination status

### Healthcare Professional's Written Opinion

- The exposed employee's health care provider will provide the employee with a copy of the evaluating healthcare professional's written opinion within 15 days after completion of the evaluation.
- For HB vaccinations, the healthcare professional's written opinion will be limited to whether the employee requires or has received the HB vaccination.
- The written opinion for post-exposure evaluation and follow-up will be limited to whether or not the employee has been informed of the results of the medical evaluation and any medical conditions which may require further evaluation and treatment.
- All other diagnoses must remain confidential and not be included in the written report to our firm.

### 9. Housekeeping

Supervisor of Buildings & Grounds has developed and implemented a written schedule for cleaning and decontaminating work surfaces as indicated by the standard.

AREA	SCHEDULED CLEANING (DAY/TIME)	CLEANERS AND DISINFECTANTS USED	SPECIFIC INSTRUCTION
Area where an incident occurs	As needed	EPA registered disinfectants	Refer to Standard Operating Guidelines in Appendix H



- Decontaminate work surfaces with an appropriate disinfectant after completion of procedures, immediately when overtly contaminated, after any spill of blood or other potentially infectious materials, and at the end of the work shift when surfaces have become contaminated since the last cleaning.
- Remove and replace protective coverings such as plastic wrap and aluminum foil when contaminated.
- Inspect and decontaminate, on a regular basis, reusable receptacles such as bins, pails, and cans that have likelihood for becoming contaminated. When contamination is visible, clean and decontaminates receptacles immediately, or as soon as feasible.
- Always use mechanical means such as tongs, forceps, or a brush and a dust pan to pick up contaminated broken glassware, never pick up with hands even if gloves are worn.
- Store or process reusable sharps in a way that ensures safe handling.
- Place regulated waste in closeable and labeled or color-coded containers. When storing, handling, transporting or shipping, place other regulated waste in containers that are constructed to prevent leakage.
- When discarding contaminated sharps, place them in containers that are closeable, puncture-resistant, appropriately labeled or color-coded, and leak- proof on the sides and bottom.
- Ensure that sharps containers are easily accessible to personnel and located as close as feasible to the immediate area where sharps are used or can be reasonably anticipated to be found. Sharps containers also must be kept upright throughout use, replaced routinely, closed when moved, and now allowed to overfill.
- Never manually open, empty, or clean reusable contaminated sharps disposal containers.
- Discard all regulated waste according to federal, state, and local regulations, i.e., liquid or semi-liquid blood or other potentially infectious material; items contaminated with blood or other potentially infectious materials that would release these substances in a liquid or semi-liquid state if compressed; items caked with dried blood or other potentially infectious materials and capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

## Laundry

- The following contaminated articles will be laundered:
  - Clothing and or garments contaminated blood/body fluids
  - Towels
  - Wash cloths
  - Blankets
  - Pillow cases
  - Gowns
  - Sheets

Laundering will be performed by the School Nurse, health office personnel or cleaners in laundry rooms.

- The following requirements must be met, with respect to contaminated laundry:
  - Handle contaminated laundry as little as possible and with a minimum of agitation.
  - Use appropriate personal protective equipment when handling contaminated laundry.
  - Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transporting.
  - Bag contaminated laundry at its location of use.

- Never sort or rinse contaminated laundry in areas of its use.
- Use red laundry bags or those marked with the bio-hazard symbol unless universal precautions are in use at the facility and all employees recognize the bags as contaminated and have been trained in handling the bags.
- All generators of laundry must have determined if the receiving facility uses universal precautions. If universal precautions are not used, then clearly mark laundry sent off-site with orange bio-hazard labels or use red bags. Leak proof bags must be used when necessary to prevent soak-through or leakage.
- When handling and/or sorting contaminated laundry, utility gloves and other appropriate personal protective equipment (i.e., aprons, mask, eye protection) shall be worn.
- Laundries must have sharps containers readily accessible due to the incidence of needles and sharps being unintentionally mixed with laundry.
- Linen soiled with blood or body fluids should be placed and transported in bags that prevent leakage. If hot water is used, linen should be washed with detergent in water at least 140F - 160F for 25 minutes. If low-temperature (<140F) laundry cycles are used, chemicals suitable for low-temperature washing at proper use concentration should be used.

Disposable protective clothing shall be utilized to the extent possible. For incidentally contaminated clothing or articles, laundry items shall be placed in red bio-hazard bags and collected by the laundry facility responsible for cleaning.

#### 10. Labeling

The following labeling method(s) will be used at our facilities:

- Appropriately marked containers and labels suitable for marking non-readily identifiable materials are available through the School Nurse for all bio-hazard storage and disposal for regulated waste, sharps containers, laundry bags, contaminated equipment and containers.
- The School Nurse and the Cleaners will ensure warning labels are affixed or red bags are used as required. Employees are to notify the Supervisor of Buildings & Grounds if they discover unlabeled regulated waste containers.

#### 11. Record keeping

##### Medical Records

- Medical records are maintained for each employee with occupational exposure in accordance with 29 CFR 1910.1020 (formerly 1910.20).
- The School Nurse is responsible for maintenance of the required medical records and they are kept at the office of the School Nurse's Office as well as the District Office.
- NOTE: Refer to the Appendix Section for copies of applicable medical record forms.

- In addition to the requirements of 29 CFR 1910.20, the medical record will include:
  - The name and social security number of employee
  - A copy of the employee's Hepatitis B vaccinations and any medical records relative to the employee's ability to receive vaccination
  - A copy of all results of examinations, medical testing, and follow-up procedures as required by the standard
  - A copy of all healthcare professional's written opinion(s) as required by the standard
  - A copy of the information provided to the health care professional
- All employee medical records will be kept confidential and will not be disclosed or reported without the employee's express written consent to any person within or outside the workplace except as required by the standard or as may be required by law.
- Employee medical records shall be maintained for at least the duration of employment plus 30 years in accordance with 29 CFR 1910.20.
- Employee medical records shall be provided upon request of the employee or to anyone having written consent of the employee within 15 working days.

### Training Records

- Bloodborne pathogen training records will be maintained by the each department supervisor at his or her office.
- The training record shall include:
  - The dates of the training sessions
  - The contents or a summary of the training sessions
  - The names and qualifications of persons conducting the training
  - The names and job titles of all persons attending the training sessions
- Training records will be maintained for a minimum of three (3) years from the date on which the training occurred.
- Employee training records will be provided upon request to the employee or the employee's authorized representative within 15 working days.

### Transfer of Records

The employer shall comply with the requirements involving transfer of records as indicated in 29CFR1910.1020(h).

If the Dryden Central School District ceases to do business and there is no successive employer to receive and retain the records for the prescribed period, the employer shall notify the Director of the National Institute for Occupational Safety and Health (NIOSH) at least three (3) months prior to scheduled record disposal and prepare to transmit them to the Director.

### Sharps injury log

The School Nurse will establish and maintain the sharps injury log for recording percutaneous injuries from contaminated sharps.

The sharps injury log will contain at least the following information:

- The type and brand of device involved in the incident
- The department or work area where the exposure incident occurred
- A description of how the incident occurred

### **Highlights of Medical Records**

- Employee name and social security number
- Employee Hepatitis B vaccination status
- Medical testing and post-exposure follow-up results
- Healthcare Professional's Written Opinion
- Information provided to the healthcare professional

### **Highlights of Training Records**

- Training Dates
- Training session content or summary
- Names and qualifications of trainers
- Names and job titles of all trainees

## **12. First Aid Providers**

This section only applies to employees who are designated to render first aid assistance, but this assistance is not their primary work assignment. First aid providers who are in this collateral duty category at this facility are listed below for easy reference and also in the Employer Exposure Determination on page 116.

### **Designated First Aid Providers: Athletic Coaches**

In the event of a first aid incident where blood or other potentially infectious materials (OPIM) are present, the employee(s) providing the first aid assistance is (are) instructed to report to the School Nurse as soon as possible.

The School Nurse will generate a report and the Health and Safety Coordinator will maintain a report (Appendix D can be used) which describes names of the first aide provider, date, time and description of the incident.

The School Nurse will ensure that any first aide provider that desires the vaccine series after an incident involving blood or OPIM will receive it as soon as possible, but no later than twenty four hours after the incident.

The School Nurse will train first aid providers on the specifics of the reporting procedures, in addition to all the training required in Section 5.0. Training.

## **SECTION VIII – EXPOSURE CONTROL PLAN APPENDICES**

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## APPENDIX A

### OCCUPATIONS AT RISK

#### DEFINITIONS

Before beginning a discussion of the standard there are several definitions that should be explained which specifically apply to this regulation. These definitions are also included in paragraph (b) of the standard.

- A. **Blood** - human blood, human blood components, and products made from human blood.
- B. **Bloodborne Pathogens** - pathogenic micro-organisms that are present in human blood and can infect and cause disease in humans. These pathogens include, but are not limited to, Hepatitis B virus (HBV), and Human Immunodeficiency virus (HIV), and Hepatitis C virus (HCV).
- C. **Contaminated** - the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.
- D. **Exposure Incident** - a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties.
- E. **Occupational Exposure** - reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

## **APPENDIX A (continued)**

### **F. Other Potentially Infectious Materials (OPIM)**

1. The following human body fluids:

- semen
- vaginal secretions
- cerebrospinal fluid
- synovial fluid
- pleural fluid
- pericardial fluid
- peritoneal fluid
- amniotic fluid
- saliva in dental procedures
- any body fluid visibly contaminated with blood
- all body fluids in situations where it is difficult or impossible to differentiate between body fluids;

2. Any unfixed tissue or organ (other than intact skin) from a human (living or dead)

3. HIV-containing cells or tissue cultures, organ cultures, and HIV or HBV-containing cultures medium or other solutions; and

4. Blood, organs, or other tissue from experimental animals infected with HIV or HBV.

### **G. Regulated Waste**

1. Liquid or semi-liquid blood or other potentially infectious materials;

2. Contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed;

3. Items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling;

4. Contaminated sharps; and

5. Pathological and microbiological wastes containing blood or other potentially infectious materials.

## APPENDIX A1

### JOB CLASSIFICATIONS IN WHICH ALL EMPLOYEES HAVE OCCUPATIONAL EXPOSURE TO Bloodborne PATHOGENS

Below are listed the job classifications in our facility where **all** employees in this job classification will have a reasonably anticipated exposure to human blood and other potentially infectious materials.

JOB TITLE	DEPARTMENT/LOCATION
School Nurse	School Health Office
Health Office Personnel	School Health Office
Bus Driver	Transportation Center
Cleaners	All School Buildings
Maintenance Workers	All School Buildings
Special Education Classroom Teachers	All School Buildings
Athletic Coaches and Trainers	School P.E. Offices/Athletic Facilities
Grounds Workers	All School Property
Superintendent of Buildings & Grounds	All School Buildings
Mechanics	Transportation Center
Special Education Teacher Aides	All School Buildings
School Bus Attendant/Monitor	Transportation Center



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## APPENDIX B

### EMPLOYEE EDUCATION AND TRAINING RECORD

EMPLOYEE

DATE OF HIRE

JOB TITLE

DATE  
ASSIGNED

INITIAL TRAINING:				
SUBJECT		LOCATION	TRAINER	EMPLOYEE SIGNATURE
A. The Standard				
B. Epidemiology & Symptoms of Bloodborne Diseases				
C. Modes of Transmission				
D. Exposure Control Plan				
E. Recognizing Potential Exposure				
F. Use & Limitations of Exposure Control Methods				
G. Personal Protective Equipment (PPE)				
H. Selection of (PPE)				
I. HBV Immunization Program				
J. Emergencies Involving Blood or Potentially Infectious Materials				
K. Exposure Follow-Up Procedures				
L. Post Exposure Evaluation and Follow-Up				
M. Signs & Labels				
O. Opportunity to Ask Questions				

ADDITIONAL EDUCATION:				
SUBJECT(S)	DATE	LOCATION	TRAINER	EMPLOYEE SIGNATURE

ANNUAL RETRAINING:				
SUBJECT(S)	DATE	LOCATION	TRAINER	EMPLOYEE SIGNATURE

	A T E			

## APPENDIX C

***CONFIDENTIAL***

### **HEPATITIS B VACCINE IMMUNIZATION RECORD**

Vaccine is to be administered on:

Elected dates:

First:

One month from elected date:

Six months from elected date:

Employee Name:

Date of first dose:

Date of second dose:

Date of third dose:

Antibody test results - pre-vaccine (optional):

Antibody test results - post-vaccine (optional):

Time interval since last injection:

Employee Signature:

## APPENDIX C1

### DECLINATION STATEMENT

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

<b>Employee Signature</b>	<b>Date</b>
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## APPENDIX D

Side 1 of 2-sided form

<b>EXPOSURE INCIDENT REPORT</b> <b>(ROUTES AND CIRCUMSTANCES OF EXPOSURE INCIDENT)</b> <b>Please Print</b>				
<b>Date Completed</b>				
<b>Employee's Name</b>		<b>S. S.#</b>		
<b>Home Phone</b>		<b>Business Phone</b>		
<b>DOB</b>		<b>Job Title</b>		
<b>Employee Vaccination Status</b>				
<b>Date of Exposure</b>	<b>Time of Exposure</b>	<b>A.M.</b>	<b>P.M.</b>	
<b>Location of Incident (Home, Street, Clinic, Etc.)-Be Specific:</b>				
<b>Nature of Incident (Auto Accident, Trauma, Medical Emergency) - Be Specific:</b>				
<b>Describe what task(s) you were performing when the exposure occurred - Be Specific:</b>				
<b>Were you wearing Personal Protective Equipment (PPE)?</b>				
<b>Did the PPE Fail?</b>				
<b>If YES, Explain how:</b>				
<b>Were you using Engineering Controls?</b>				

Did the Engineering Controls fail?				
If YES, Explain how:				
What body fluid(s) were you exposed to (blood or other potentially infectious material)? Be specific:				
What part of your body became exposed? Be specific:				
Estimate the size of the area of your body that was exposed:				
For how long?				
Did a foreign body (needle, nail, auto part, dental wires, etc.) penetrate your body?				
	Yes		No	
If Yes, what was the object?				
Where did it penetrate your body?				
Was any fluid injected into your body?	Yes		No	
If Yes, what fluid?	How much?			
Did you receive medical attention?	Yes		No	
If Yes, where?				
When?				
By Whom?				
Identification of Source Individual(s)				
Name(s)				

Did you treat the patient directly?	Yes		No	
If Yes, what treatment did you provide - Be Specific				
Other pertinent information				



## APPENDIX E (LETTER)

Dear *(Emergency Room Medical Director, Infection Control Practitioner)*:

During a recent transport of a patient to your facility, one of our pre-hospital care providers was involved in an event which may have resulted in exposure to a Bloodborne Pathogen.

I am asking you to perform an evaluation of the source individual who was transported to your facility. Given the circumstances surrounding this event please determine whether our worker is at risk for Infection and/or requires medical follow-up.

Attached is a “Documentation and Identification of Source Individual” form which was initiated by the exposed worker. Please complete the source individual section and communicate the findings to the designated medical provider.

The evaluation form has been developed to provide confidentiality assurances for the patient and the exposed worker concerning the nature of the exposure. Any communication regarding the findings is to be handled at the medical provider level.

We understand that information relative to human immunodeficiency virus (HIV) and AIDS has specific protections under the law and cannot be disclosed or released without the written consent of the patient. It is further understood that disclosure obligates persons who receive such information to hold it confidential.

Thank you for your assistance in this very important matter.

Sincerely,

## APPENDIX E (FORM)

**CONFIDENTIAL**

### DOCUMENTATION AND IDENTIFICATION OF SOURCE INDIVIDUAL

Name of Exposed Employee \_\_\_\_\_

Name and Phone Number of Medical Provider Who Should Be Contacted:

\_\_\_\_\_

#### Incident Information

Date \_\_\_\_\_

Name or Medical Record Number of the Individual Who is the Source of the Exposure

\_\_\_\_\_

#### Nature of Incident

\_\_\_\_\_ Contaminated Needlestick Injury

\_\_\_\_\_ Blood or Body Fluid Splash Onto Mucous Membrane or Non-Intact Skin

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

#### Report of Source Individual Evaluation

Chart Review By: \_\_\_\_\_ Date: \_\_\_\_\_

Source Individual Unknown - Researched By: \_\_\_\_\_ Date: \_\_\_\_\_

Testing of Source Individual's Blood:    Consent Obtained \_\_\_\_\_    Refused \_\_\_\_\_

#### CHECK ONE

\_\_\_\_\_ Identification of source Individual infeasible or prohibited by state or  
Local law. State why if infeasible: \_\_\_\_\_

\_\_\_\_\_ Evaluation of the source individual reflected no known exposure to  
Bloodborne Pathogen.

\_\_\_\_\_ Evaluation of the source individual reflected possible exposure to  
Bloodborne Pathogen and medical follow-up is recommended.

Person completing report: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Report the results of the source individuals blood tests to the medical provider named above who will inform the exposed employee. Do not report blood test findings to the employer.

***HIV related information cannot be released without the written consent of the source individual.***

## APPENDIX F

<b><i>CONFIDENTIAL</i></b>
<b>EMPLOYEE EXPOSURE FOLLOW-UP RECORD</b>

Employee's Name:	Job Title:
Occurrence Date:	Reported Date:
Occurrence Time:	

<b>SOURCE INDIVIDUAL FOLLOW-UP:</b>	
Request Made To:	
Date:	Time:
Sampling completed or refused	Date

<b>EMPLOYEE FOLLOW-UP:</b>		
Employee's Health File Reviewed By:	Date	
Information given on source individual's blood test results.	Yes	Not Obtained

<b>Referred to healthcare professional with required information:</b>	
Name of healthcare professional:	
By Whom:	Date:

<b>Blood Sampling/Testing Offered:</b>	
By Whom:	Date:

<b>Vaccination Offered/Recommended:</b>	
By Whom:	Date:

<b>Counseling Offered:</b>	
By Whom:	Date:

<b>Employee Advised of need for further evaluation of medical condition:</b>	
By Whom:	Date:



## APPENDIX G

### INFORMATION ON REGULATED MEDICAL WASTE

The following information is included to assist you in evaluating and contracting for a transport, handling, and disposal company, should you not be equipped to handle your regulated waste.

**Checklist for regulated waste contracting:**

1. Request the company's identification number

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2. Request to review the manner of record keeping

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3. Documentation to include:

- List of items collected
- Method of destruction
- Site for destruction
- Proof of destruction

4. Requested Information on Insurance and bonding

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**For additional information on  
regulated medical waste, contact:**

Waste Transporter Permit Section  
NYS Department of Environmental Conservation  
625 Broadway, 9<sup>th</sup> Floor  
Albany New York 12233-7253  
(518) 402-8707