



District-wide School Safety Plan

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Risk Management Department

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INTRODUCTION

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

The Minisink Valley CSD supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates ongoing district- wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

The Minisink Valley Central School District (MVCSD) has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The District-Wide School Safety Team consists of the following positions or affiliations:

Superintendent	Assistant Superintendent for C & I
Assistant Superintendent for HR	Assistant Superintendent for Business
Director of PPS	New York State Police Representative
Minisink Valley Elementary Principal	Mount Hope Police Chief
Minisink Valley Intermediate Principal	Director of Buildings & Grounds
Otisville Elementary Principal	Director of Transportation
Minisink Valley Middle School Principal	Minisink Valley High School Principal
Support Staff Representative	Director of Health, PE & Athletics
Orange County Sheriff's Office	

C. Concept of Operations

- The District-Wide School Safety Plan is directly linked to the individual Building- Level Emergency Management Operations Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Management Operations Plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.
- With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the building Emergency Response Team shall take place.
- Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this District-Wide Plan was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education on August 30, 2018.
- Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department within 30 days of its adoption. The Building-Level Emergency Management Operations Plan were submitted to local and state police within 30 days of its adoption.
- This plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required annual review is completed on or before September 1 of each year. A copy of the plan is available in the Office of the District Superintendent.
- While linked to the District-Wide School Safety Plan, the Building-Level Emergency Management Operations Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers law or any other provision of law in accordance with Education Law Section 2801 – a.

Section II: RISK REDUCTION / PREVENTION AND INTERVENTION

A. Prevention / Intervention Strategies and Strategies/Program

Initiatives

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

Prevention/Intervention Strategies

Listed below are documents, programs and activities the Minisink Valley CSD has developed and utilizes in support of the prevention of violence, as well as attempted early intervention to prevent escalation of deteriorating personal or group problems.

Student Rules (Code of Conduct)

The Minisink Valley CSD has revised the student Code of Conduct, which was approved by the Board of Education on June 7, 2018. This document clearly defines the long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. This Code of Conduct identifies possible consequences of unacceptable conduct, and ensures that discipline, when necessary, is administered promptly and fairly.

Student Harassment and Bullying Prevention Intervention:

MVCSD Board Policy #7535 - Bullying

MVCSD Board Policy #7545 - Dignity for All Students Act (DASA)

Extended Day and/or after school activities:

There are many after school clubs that help give our students a chance to further develop their interests and develop leadership skills. These include student clubs, interscholastic athletics, and enrichment opportunities across the K-12 spectrum

Other Program Initiatives:

- National Incident Management System (NIMS) training for emergency response team members
- New York State School Safety Guide (2007)
- School Safety Plan Guidance (SAVE -2010) Collaboration with the local Fire and Police Agencies
- MVCSD Counseling Center Services which can assist students with issues concerning: suicide prevention, substance abuse, peer mediation and/or conflict resolution.

Minisink Valley Central School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

B. Training Requirements and Exercises

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

1. Emergency response procedures will be practiced on as follows:
 - a. **Lock-Down**
 - b. **Lock-Out**
 - c. **Hold in Place**
 - d. **Shelter in Place**
 - e. **Evacuation**

2. **Building emergency drills** will be practiced a minimum of **12 times per school year**. Four of these drills will be lock-down drills, the remaining eight are required to be evacuation drills. These procedures will normally be tested and evaluated during the facilities fire evacuation drills. Eight of the required twelve drills must be completed in the first half of the school year. The date of completion of these drills is December 31 of each school year. The amendments to Education Law §807 (1-a) expanded fire drill requirements including the emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency.

3. The district will conduct **one early go-home drill** to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis. These drills have historically been attached to an evaluation of our emergency contact system through Orange-Ulster BOCES.

4. **The emergency plan for sheltering** in the event of a severe weather threat such as a tornado or thunderstorm will be practiced on an **annual basis** to test alerting and warning procedures. These include communications procedures, staff procedures and the movement of students to designated areas within the school building. The drills will be conducted by individual schools and evaluated by members of the Building Level Safety Committee. The drill will be documented within their Safety Committee Meeting Minutes.

5. The district will endeavor to conduct **one drill and/or table-top** exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a “violent incident” on an annual basis.

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

C. School Security

The Minisink Valley CSD is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

1. Screening of potential new employees which includes:

- Providing a resume
- Providing three references
- Submit to a criminal history background check that includes fingerprinting (for all new employees hired after July 1, 2001)

2. Training of all current and new staff regarding violence prevention and intervention using the National Incident Management System (NIMS) training for Schools program or other similar programs that meet the stipulated guidelines and requirements.

Implementation of School Security

1. Every door will be accessible as an exit.

2. Only one main door is used for visitors to access the school building and is manned by a school greeter during school hours.

3. No visitor will be allowed access to the school building without having a practical reason.

4. All staff have been assigned Picture IDs.

6. Cameras have been installed at main entrance and other strategic locations to monitor various buildings.

7. A district-wide monitoring procedures routinely utilizes existing staff to maintain a presence in hallways during passing times and maintain a presence in school parking lots at the beginning and end of school days.

D. School Resource Information (Vital Education Agency Information)

Each Building-Level Emergency Management Operations Plan will include the following information:

1. School population
2. Number of staff
3. Transportation needs
4. Business and home telephone numbers of key officials of each educational agency

The Building-Level School Safety Teams will insure that this information is updated routinely and is accurate.

E. Early Detection of Potentially Violent Behaviors

The Minisink Valley CSD will:

- Facilitate training for staff and students on specific policies regarding reporting of threats and conflicts, weapons, appropriate clothing and the clearly defined roles and responsibilities of all persons involved in the school setting.
- Announce and post the school's safety policies against violence in visible areas of the school.

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers should be given a checklist of these signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings

- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

- Information will also be made available to parents / guardians on how to identify potentially violent behavior.
- If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.
- Interpersonal violence prevention education package will be taught as appropriate.
- The District Superintendent will set specific time for the building principal(s) in conjunction with the Minisink Valley CSD Professional Development Plan to organize activities of particular concern.

F. Hazard Identification of Sites of Potential Emergencies

Potential hazards in the neighborhood and community are considered, such as facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults and above-ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in the community. The Minisink Valley CSD has consulted with local emergency managers on the hazard analysis for the area in which the school district is located. The Minisink Valley CSD has identified sites of potential internal and external emergencies and has included procedures within our Building Level plans for appropriate response actions.

Section III: RESPONSE

A. Notification and Activation (Internal and External Communications)

- Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closes response agency to ensure that the response to the incident is as rapid as possible.
- In the event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in Building-Level Emergency Management Operations Plan.
- The following systems may be utilized as forms of communications:

Telephone	District Webpage
District Mobile App	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	School Messenger

- Should parental and / or media notification be required. The school district will contact appropriate parents, guardians or persons in parental relation to the students/staff via media release, telephone contact, or others appropriate means in the event of a violent incident or early dismissal following the protocol listed in the Building- Level Emergency Management Operations Plan.

B. Situational Responses

Multi - Hazard Responses

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building-Level Emergency Management Operations Plan. They are as follows:

- Criminal Offenses
- Bomb Threat
- Written Threats
- Telephone / Verbal Threats
- Suspicious
- Packages
- Outside Facility

Evacuation for Bomb Threat
Shelter in Place for Bomb Threat
Bomb Threat Response Form
Civil Disturbance / Prison Break
Hostage Taking / Kidnapping
Intrusion
Suspected Student with a Weapon on Campus
School Shooting
Suicide Threat

Natural Hazards

Severe Thunderstorm / Tornado
Winter Storm / Ice Storm
Hurricane / Tropical Storm
Flood
Reservoir / Canal / Dam Failure
Earthquake

Technological Hazards

Mail Handling Protocol
Anthrax / Biological Threat On-Site
Biological Threat Off-Site
Air Pollution
Aircraft Crash
Gas Leak
Hazardous Material Incident – On Site
Hazardous Material Incident – Off Site
Radiological Incident
Water Emergency

Explosion and Fire

Explosion / Fire Emergency

Systems Failure

Building Structure Failure
Cyber Failure/ Computer Loss
Electrical System Failure
Energy Supply Loss / Utility Restrictions
Heating System Failure
Sewage System Failure
Transportation Fleet Loss

Medical Emergencies

School Bus Accident (Off-Site)
Epidemic / Human Disease

C. Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform building principal of implied or direct threat
- Determine level of threat with District Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

D. Responses to Acts of Violence

The Minisink Valley CSD recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Management Operations Plan and Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated.
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

E. Response Protocols

The district recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building-Level Emergency Management Operations Plan details the appropriate response to such emergencies utilizing the following protocols:

- Identification of the decision makers
- Determination of threat level
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

F. Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

New York State Police (Greenville Barracks): (845)856-6440
Mount Hope Police Department: (845)351-5111
Orange County: 911 or (845)615-0400

G. Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Orange County: 911 or (845) 615-0400

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Env.Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the Building-Level Emergency Management Operations Plan.

H. District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Management Operations Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building-Level Emergency Management Operations Plan.

I. Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or designee. In building-level emergencies, the administrator in charge or designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Management Operations Plan.

J. Protective Action Options

Depending on the emergency, response actions may include:

- School cancellation
- Early dismissal
- Evacuation
- Sheltering sites

Refer to detailed response action guidelines in the Building-Level Emergency Management Operations Plan.

Section IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:

- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with Team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary

- Crisis workers in offices to aid office staff to deal with parents' telephone calls and questions

Remind staff about "Teachable Moments"

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Crisis Team involvement

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident

B. Disaster Mental Health Services

The District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type emergency/disaster
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and family
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

CHAIN OF COMMAND

The Minisink Valley Central School District Superintendent will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools-Chief Emergency Officer

Brian Monahan

Office: (845) 355-5112

In the event the District Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Assistant Superintendent for C & I

Christian Ranaudo

Office: (845) 355-5117

BUILDING ADMINISTRATION

Minisink Valley High School Principal

Kenneth Hauck

Office: (845) 355-5156

Minisink Valley Middle School Principal

Michael Larsen

Office: (845) 355-5206

Otisville School Principal

Vincent Biele

Office: (845) 355-5855

Minisink Valley Intermediate School Principal

Paul Dombal

Office: (845) 355-5257

Minisink Valley Elementary School Principal

Colleen Fitzgerald

Office: (845) 355-5272

***ALL EMERGENCIES
FOR FIRE, POLICE & AMBULANCE
845-355-5115 & DIAL 911***

APPENDIX A

IMPLIED OR DIRECT THREATS OF VIOLENCE

The purpose of this policy is to provide a mechanism to assure those threats of violence in a school environment are addressed, whenever possible, before they occur. The policy is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. NOTE: This policy is applicable during any school-sponsored event or function, whether the event or function be on school property or not.

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

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

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

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

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

3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume threat is serious.
- Immediately report the threat to a Building Principal or Designee.

- Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

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

- Assume threat is serious.
- Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
- Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
- Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

5. The designated law enforcement officer or administrator, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume threat is serious.
- Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.

6. Once the assessment is complete, law enforcement and administrators shall convene privately to discuss the threat and consider options for follow-up action.

A. If it is agreed the threat is credible:

1. The law enforcement officer shall immediately follow standard operating procedures (SOP) as the situation dictates.
2. The school administrator shall take administrative action in accordance with School Board policy.
3. The student's parent/guardian shall be notified in accordance with School Board policy.

B. If it is agreed that the threat is not credible, the school administrator shall

assume responsibility to institute any further action deemed necessary.

7. Once the situation has been assessed and action taken, the School Principal assumes the responsibility for reporting to the Superintendent of Schools.

APPENDIX B

ACTS OF VIOLENCE

The Board of Education recognizes the danger that violent acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such an act.

A violent act shall mean an offense against property or involving danger to another person, including oneself.

The Board prohibits any district student from committing violent acts directed at any student, employee, Board member, community member, school building or property.

The Board directs the Superintendent of Schools to react promptly and appropriately to information and knowledge concerning a possible or actual violent act.

The Superintendent of Schools shall be responsible for developing appropriate and necessary administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the Building Principal regarding any information or knowledge relevant to a possible or actual act. The Building Principal shall immediately inform the Superintendent of Schools after receiving a report of such act.

When an administrator has evidence that a violent act has been committed, the following guidelines shall be applied:

1. The threat level will be determined.
2. If the situation warrants, the immediate area will be isolated and evacuated if deemed appropriate.
3. Administration will be notified.
4. If necessary, LOCKDOWN procedure will be initiated and appropriate law enforcement officials will be notified.
5. Situation will be monitored and the appropriate response will be adjusted accordingly.
6. If necessary EARLY DISMISSAL, SHELTER IN PLACE, or EVACUATION procedures may be initiated.

APPENDIX C

MEDIA NOTIFICATION PLAN

- As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Media Site Selection

- Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space: Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.

Containment: Ensure the site does not permit access by the media to the Command Post or student population.

Necessary Accommodations: Choose a location that permits direct access to restrooms and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

- The Superintendent of Schools should assign, in advance, a staff member as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.
- During the crisis the Public Information Officer, P.I.O., / Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

Recommended Policy

- The Superintendent of Schools will assign the P.I.O. or Media Coordinator for the district.
- If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

- The P.I.O. for police, emergency personnel, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.
- Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.
- The school district, law enforcement, and emergency response personnel have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parent/guardian are not unnecessarily alarmed.
- Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.
- If an arrest results from the situation, the law enforcement should coordinate this announcement through the school district spokesman and the Superintendent of Schools so necessary steps can be taken by the school to prepare the staff, students, and parent/guardian.

Tips for the P.I.O.

- Ensure all media inquires are routed to one person or office.
- Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.
- Do not reveal names of students or employees involved in the incident, without prior approval from the responding emergency response personnel and the school's legal department.
- When responding to the media, use the prepared official statement as your guide.
- Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

P.I.O. Guidelines

- Be brief.
- Avoid providing superfluous information or using professional jargon.
- Do not appear to be concerned mainly about the schools reputation.
- Anticipate questions especially on potentially controversial issues.
- Keep calm. Show sensitivity to the seriousness of the matter but do not overreact.
- Answer one question at a time and answer only the question that is asked.
- Do not treat anything as “off the record”.
- As official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you”.
- Do not reply “No comment”. This infers that information is being withheld.
- Ignore abrasive comments made by reporters and maintain a professional attitude.
- Provide updates to the media as events unfold, even after the initial crisis is handled.
- Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

APPENDIX D

PARENT/GUARDIAN NOTIFICATION PLAN

- Utilize districtwide notification systems (i.e. telephone, District mobile app, School Messenger and School District Website) or television / radio media to notify parent/guardian of an emergency involving an occupied school facility.
- Designate a reception center at a location away from the incident. Provide this information during the notification process.
- Several factors should be considered when selecting a reception center. They are as follows:

Physical Space: Select a site that will accommodate a large influx of people to include parent/guardian and district representatives.

Containment: Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.

Necessary Accommodations: Select a location that permits direct access to restrooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.

Support Personnel/Agencies: If the situation warrants station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. Law enforcement and emergency response personnel representatives should be at the site also.

Dissemination of Information: The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parent/guardian during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up to date information regarding the incident.

- Confidentiality and privacy issues regarding the identity of victims and individuals involved must be monitored closely to prevent unauthorized disclosure of information. This will also maintain some privacy for the family members of victims and others involved in the incident.

- Periodic updates should be given to keep parent/guardian apprised of the situation and help reduce the potential for them to become unnecessarily alarmed.
- One person should be releasing the information to ensure there is no circumventing of authorized channels.

APPENDIX E

POST INCIDENT RESPONSE / RECOVERY

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

- Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.
- Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.
- When necessary affected persons will be educated about the legal process and its requirements.
- A designated person will maintain contact with the law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.

Post Incident Response

- Disseminate facts and information using an established communication process.
- Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- Initiate established counseling and mediation services.
- Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration and mediation services to violence prone students/groups and to potential victims of violent actions.

- Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan. A site level team, composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff.

Site Level Post-Incident Response Team

- **Be very visible and accessible during the aftermath of a crisis.**
- **Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:**
- **Conducting staff information and debriefing meetings.**
- **Coordinating communication between parent/guardian, students, staff, district personnel, media, and the community.**
- **Deciding which classroom activities will work best in the days immediately following the crisis.**
- **Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.**
- **Provide referral services for victims and offenders.**

RECOVERY PLAN

At the conclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

Orange-Ulster BOCES Counseling Services

Contact: District Superintendent Work: (845) 291-0100

Orange County Mental Health

Contact: Darcie M. Miller, Commissioner of Mental Health Work: (845) 291-2600

After normal business hours and weekends contact the 24 hour emergency line at 1-888-750-2266

Request mental health worker on duty - give the information.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- A simple script teachers can read to students
- Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services

Currently the Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- Dispel rumors about incident and any student/staff involved
- Provide parent/guardian with information on where they can receive status updates without calling the district
- District website

- TV and radio stations
- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes
- Provide parent/guardian staff, and students with information about counseling services that is available to them and their families
- Provide parent/guardian with handouts on symptoms for depression and other mental health issues that students and family members may experience
- Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place.

CISM Program:

- Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.
- Periodically check on feelings, attitudes, and behaviors associated with the incident.
- Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.
- Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so.

APPENDIX F

SECURITY OF CRIME SCENE

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve from being disturbed or destroyed.

- Initial security at the scene is the responsibility of the Building Principal or Designee until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

School Crime Scene Management

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence. Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination.

Therefore, before the professionals arrive, it is paramount that the crime scene remain as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence.

The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.)

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival.

The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

Respond

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? The school's Emergency Response Team should be calling 911 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Law enforcement will adjust the perimeter if they need to.

Protect

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

Observe

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 if not already called or there.

Document

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

APPENDIX G

EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

In order to ensure the safety of our students with special needs and the school district staff, the following procedures must be followed in the event of an emergency and during all emergency drills.

- With regard to a multi-level building, the student(s) on the ground floor will be escorted out of the building by designated personnel to a predetermined location.
- With regard to a multi-level building, the student(s) above the ground floor will be escorted by designated personnel to a predetermined location on that floor. The student(s) and staff will then be escorted out of the building by fire department personnel. In the event that the primary predetermined location is obstructed, the student(s) will be escorted to an alternative predetermined location, then escorted out of the building by fire department personnel.

ELEVATORS MUST NOT BE USED DURING EMERGENCY PROCEDURES!

Building Principals, in cooperation with the Committee on Special Education Chairperson will:

- Identify probable areas that are easily accessible to fire personnel
- Select interior and exterior locations, and notify Fire Department Chief and appropriate school district staff
- Designate appropriate staff, which should include: personal care aide(s), guidance counselors, and school psychologists
- Insure that designated staff have access (keys) to predetermined locations
- Explain in detail the emergency procedures to staff and students

1:1 Aides:

- Must be able to identify and locate appropriate safety areas pre-determined by the Building Principal
- Must, at all times, have access (keys if needed) to predetermined locations
- Must remain with student at all times

Designated Personnel (school counselors, school psychologist, or support staff):

- Must be able to identify and locate appropriate safety areas pre-determined by Building Principal
- Must be familiar with student's current schedule
- Must remain with student at all times

APPENDIX H

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) LOCATIONS

Building	Location
MVHS	Main Lobby
MVHS	Pool
MVHS	Nurse
MVHS	Athletic Trainer
MVHS	Athletics Portable
MVMS	Lobby
MVMS	Nurse
MVIS/MVES	Lobby
MVIS	Nurse
MVES	Nurse
OE	Lobby
OE	Door 3
OE	Nurse
Central Office	Greeter Station