

# **MOUNT PLEASANT COTTAGE SCHOOL**

UNION FREE SCHOOL DISTRICT

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## **DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN**

UPDATED JULY 2019

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## SECTION I      GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### PURPOSE

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Mount Pleasant Cottage School Union Free School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

#### SUPERINTENDENT’S DIRECTIVE

The Superintendent or his/her designee will serve as the District’s Chief Emergency Officer (CEO)<sup>1</sup> whose duties shall include, but not be limited to:<sup>2</sup>

1. Coordination of the communication between school staff, law enforcement, and other first responders;<sup>3</sup>
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;<sup>4</sup>
3. Ensuring staff understanding of the district-wide school safety plan;<sup>5</sup>
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building,<sup>6</sup> by the dates designated by the commissioner. The CEO will

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<sup>1</sup> 155.17(1)(c)(xix) the designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to:

<sup>2</sup> 155.17(1)(c)(xix) the designation of the superintendent, or superintendent’s designee, as the district chief emergency officer whose duties shall include, but not be limited to:

<sup>3</sup> 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

<sup>4</sup> 155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans

<sup>5</sup> 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

<sup>6</sup> 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (BERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.

5. Assisting in the selection of security-related technology and development of procedures for the use of such technology;<sup>7</sup>
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;<sup>8</sup>
7. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807;<sup>9</sup> and,

#### IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13). At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District<sup>10</sup>. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel as deemed necessary. At the discretion of the Board of Education, a student may be allowed to participate on the safety team, however, no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.

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<sup>7</sup> 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

<sup>8</sup> 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan

<sup>9</sup> 155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807

<sup>10</sup> 155.17(c)(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures, and receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

**DISTRICT SAFETY TEAM:<sup>11</sup>**

*Members listed here may be removed from the “Additional Emergency Numbers” table.*

<b>TITLE</b>	<b>NAME</b>	<b>Role</b>	<b>OFFICE PHONE</b>
Superintendent of Schools	Stephen Beovich	Chief Emergency Officer	914-769-0456 ext. 201
Assistant Superintendent for Business	Angelo Rubbo	School Safety	914-769-0456 ext. 203
Principal, MPCs	Jessica Harris	School Safety	914-769-0456 ext. 227
Asst. Principal, MPCs	Michale Gordon	Team Safety Expert	914-769-0456 ext. 327
Principal, Edenwald	Christine Leamon	School Safety	914-769-0456 ext. 233
Asst. Principal, Edenwald	Brent Baier	Team Safety Expert	914-769-0456 ext. 284
Teacher	Michael Riley	School Safety	914-769-0456 ext. 293
Technology Specialist	Virgina Johnson	School Safety	914-769-0456 ext. 344
Safety Team Member	Joseph Mott	School Safety	914-769-0456 ext. 235
Senior Custodian	Richard Lauricella	School Safety	914-769-0456
Board Member	Wendy Naidich	School Safety	

<sup>11</sup> District-wide school safety team means a district-wide team appointed by the Board of Education, the Chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.



AVP, Pleasantville Cottage School	Jacqueline Cherry	Parent Representative	
AVP, Edenwald Center	Cristian Correa	Parent Representative	
Youth Officer	Walter O'Keefe	Local Law Enforcement	
Lieutenant	Martin Greenburgh	Local Law Enforcement	

### CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

### PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team and reviewed annually on or before September 1st of each year. A copy of the plan will be available at the District office and on the District website.
2. Building-level Emergency Response Plans shall be confidential and not 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.

3. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
4. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(xiii). This plan will be made available for public comment at least 30 days prior to its adoption.
5. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 15<sup>th</sup> of each year or within 30 days of adoption.

## SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

Mount Pleasant Cottage School UFSD believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring Student / School Safety. These protocols take the form of Prevention Programs, Building Personnel and Coordination with Local Emergency Officials. Annual Training has been adopted in student schedules as well (see below).

### PREVENTION AND INTERVENTION STRATEGIES

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

- **PBIS – Positive Behavior Interventions and Support** - PBIS is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environment where teachers can teach and students can learn.
- **RTI - Response to Intervention** - RTI is a process which includes the provision of systematic, research-based on instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. RTI is generally depicted as a three tiered model: Tier I include the provision of universal academic and behavioral interventions to all students in all settings; 80% of students are expected to respond to Tier I interventions. Tier II provides more targeted interventions for students who are not making adequate progress both academically and behaviorally. Progress is monitored more closely, and research-based interventions could last 6-10 weeks; approximately 15% of students require Tier II interventions. Tier III is for students not adequately responding to Tier I & II interventions, and involves intensive individualized services and interventions; up to 5% of students are expected to need this level of service. Functional Behavior Assessments and

Behavior Intervention Plans are possible Tier II & Tier III interventions.

- A Functional Behavior Assessment (**FBA**) is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.
- A behavior intervention plan (**BIP**) is a plan that's based on the FBA. A **BIP** can help to replace problem behaviors with more positive ones.
  
- **TCI – Therapeutic Crisis Intervention** - TCI is a system designed to assist organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, reducing potential and actual injury to young people and staff, teaching young people adaptive coping skills, and developing a learning organization. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. The goal of TCI training is to train staff to help young people develop new responses to their environment that will enable them to achieve a higher level of social and emotional maturity.
- **Restorative Justice** - is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships and communities ([restorativejustice.org](http://restorativejustice.org)).
- **Handle with CARE** - Specializes in safely managing behaviorally challenged and disruptive behavior. The training model is considered the "standard of best practices" in behavior management and safe physical intervention and is taught throughout the entire spectrum of the human services environment and schools. The focus is on the following areas:
  - Verbal De-Escalation
  - Personal Defense
  - Passive Holding (Restraint)

Other prevention and intervention strategies to reduce risk and prevent critical incidents may include the following:

1. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
  - Emergency Responders
  - Regional BOCES
  - District Consultants
  
2. Training for school staff working in an incident control capacity may include:
  - a. Individual and group de-escalation techniques
  - b. Non-violent conflict resolution skills
  - c. Peer mediation

3. Each building has some staff trained in nonviolent conflict resolution. In addition, the District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
4. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
5. Procedures relating to building security including utilization of staff and security equipment are as follows:<sup>12</sup>
  1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
  2. All staff members are expected to wear District-issued photo identification badges.
  3. After the designated start time of the school day, each school will be appropriately secured.
  4. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
  5. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge. Identification badges must be visible at all times when workers are on school property.
  6. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems
- g. Single or limited points of entry

### IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the District provides a wealth of school safety-related initiatives. These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through their classes as well as through work with school counselors, social workers, and school psychologists.

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<sup>12</sup> 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

The school district’s Code of Conduct is accessible to parents and students and reviewed with all students in the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

### REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting. Staff training programs meet S.A.V.E. requirements, and instruction on issues of school safety is provided to all employees each year.

The District has developed a system for reporting threats and actual acts of violence. Each school has designated a reporting process, which can be done anonymously. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

### TRAINING, DRILLS AND EXERCISES

#### DRILLS AND EXERCISES:<sup>13</sup>

The District will conduct emergency management drills and exercises annually including, but not limited to:

**EVACUATION AND LOCKDOWN DRILLS:** Evacuation and lockdown drills will be conducted with staff and students during school days in each school within the District twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school

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<sup>13</sup> 155.17(c)(1)(xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

year. Eight of all such drills shall be evacuation drills; four of these drills shall be lockdown drills. The first eight (8) drills are conducted prior to December 31st of each school year. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

**EARLY DISMISSAL DRILL<sup>14</sup>:** The District will conduct an Early Dismissal drill annually wherein students are dismissed early from each school. Parents will be notified of these drills well in advance. Transportation Officials and District staff may also take part in conducting and evaluating this drill.

**SHELTER-IN-PLACE DRILLS:** Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review.

Each Building-level Emergency Response Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency response agencies are encouraged to participate in these exercises. The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills.

#### STAFF DEVELOPMENT TRAINING:

All general staff will receive training on District-wide procedures as well as specific procedures specified in their respective building-level emergency response plan. This training must occur prior to September 15<sup>th</sup> of each school year or within 30 days of joining the district. MPCS conducts this training at a staff development day in August, online or a combination of both.<sup>15</sup>

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<sup>14</sup> 155.17(c)(2)(h) Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

<sup>15</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

The District will provide advanced training for each Building-level Emergency Response Team (BERT) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Hold-in-Place and Early Dismissal. The District may involve local emergency responders to participate in this training.

The Assistant Principal and/or TCI/Handle with care Trainer has provided training to Teaching Assistants, Teacher Aides and School Safety Monitors in the following areas:

- Positive Behavior Interventions and Support (PBIS)
- Active Supervision
- Incident Reporting
- Behavior Analysis Basics
- Conducting Behavioral Observations
- Behavioral Data Collection
- Classroom Behavior Management
- Point System and Positive Recognition
- Handle with CARE
- Behavior Intervention Plan(s) (BIP)
- Functional Behavior Assessment(s) (FBA)

#### PROACTIVE BUILDING SECURITY MEASURES<sup>16</sup>

1. The Mount Pleasant Cottage School Union Free School District is located on the Pleasantville Cottage School Campus. All vehicular and pedestrian traffic must enter through a manned gate.
2. All staff members are issued a vehicle pass, which must be displayed to enter the campus. Also, all staff members are required to wear visible identification badges.

All visitors are announced at the gate.

3. Safety Team Members have been trained to approach visitors and offer to assist them. Visitors will be escorted to the appropriate school office.
8. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.

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<sup>16</sup> 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

4. **Student-Related Measures:** Prior to entry, walk-through and hand-held metal detectors are used to check a student's person. Random searches are conducted when approved by the Building Principal or designee. Students who are habitual drug abusers or suffering from kleptomania may be subjected to random searches as part of their behavioral management plan, which has been developed in conjunction with the student, parent and appropriate school staff involvement (CST). Searches are conducted on the basis of the strength of suspicion and seriousness of the incident. Searches are conducted in consult with the Agency when necessary.
5. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
6. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. All visitors will be screened through the Raptor School Safety System. The building principals are responsible for supervision of the greeters and other staff.
7. Staff members are required to wear visible identification badges.
8. Visitors are required to sign in and wear visitor identification.
9. Visitor access is limited to specific areas of the school building.

#### VITAL EDUCATIONAL INFORMATION<sup>17</sup>

Information on each building’s student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan.

#### EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR<sup>18</sup>

This section contains the District policy and procedure regarding early detection of potentially dangerous behavior.

1. Efforts are made on the building level in each of the District’s schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and

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<sup>17</sup> 155.17(c)(2)(h)(3)(i) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

<sup>18</sup> 155.17(c)(1)(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;



preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, parents/guardians and students may be involved in this process.

2. Student Registration - The Agency makes every effort to alert the school if a student has a history of violent behavior. The Director of Student Services will make a note of the potential for violent behavior on the student intake sheet. Following the interview, assigned School Personnel is made aware of the history of violent behavior, the nature of the behavior and the triggers for the violent behavior.
3. Administrative Logs – The Agency Administrator on Duty (AOD) will send a communication log to the school three times a day. This log describes behaviors during a twenty four (24 hour) period that could be considered potentially dangerous or requiring follow-up. The Principal then disseminates all pertinent information to the faculty and staff members who work with the student (teacher, specials teacher, safety team and time out teacher).
4. Uniform Incident Reports – All violent behavior is reported through the School Tools Student Management System.
5. If a student continues to exhibit violent behavior, a Child Study Team (CST) is convened which consists of appropriate school and agency staff. The meeting is used to assist in developing a behavioral management plan. The goal is to assist in helping student(s) reduce violent episodes and manage their behavior more appropriately.
6. A “plain language” summary of the District’s Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
7. A “plain language” summary of the District’s Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
8. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
9. Efforts are made on the building level in each of the District’s schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, parents/guardians and students may be involved in this process.

10. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
11. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual’s behavior, and on responsible decision-making.
12. Each of the District’s school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
13. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
14. The District may work in collaboration with the Jewish Child Care Association to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific concerns.

**POLICE AGENCIES**

The District buildings fall within the jurisdiction of the following police departments:

<u>Agency</u>	<u>Phone Number</u>
Mount Pleasant Police Department	914-769-1941
Westchester County Police	914-741-4400
New York State Police	914-769-2600

**HAZARD IDENTIFICATION**

**IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES:**

The Director of Facilities and building custodians at each school will identify and locate areas of potential emergencies in and around its building. will. Local fire department personnel have and will continue to participate in these efforts.

1. The sites of potential emergencies include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.

3. Potentially dangerous sites indicated below, which are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - Electrical panels/shut-offs
  - Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system
  - Structural failure
  - HVAC
  - Water supply/shut-off
  - Chemical storage and cleaning supplies
  - Paper supply storage
  - Industrial arts room
  - Science rooms and labs
  - Isolated areas near the school
  - Nearby aqueduct, streams, ponds, rivers (flooding)
  - Steep areas near school
  - Unprotected exterior gas/electric, air conditioning supplies or equipment
  - Playground equipment

### SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING<sup>19</sup>

#### HIRING

Safety Team personnel are hired in response to ads on OLAS, references [*should this be "referrals"?*][from current employers, and part-time workers from the Agency.

- A. All Safety Team Members must clear the New York State Education Department Registry
- B. All Safety Team Members must clear the New York Justice Center Staff Exclusion List Check.
- C. All prospective School District employees must undergo a fingerprint supported background check.
- D. All Safety Team Members are fingerprinted and fingerprints must clear state and federal fingerprint registries according to the rules and regulations of the New York State Education Department.
- E. All Safety Team members must be Board approved.
- E. All Safety Team members undergo an orientation with the Assistant Principal or designee. (See Appendix)
- F. All Safety Team members must undergo Handle with Care Training.

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<sup>19</sup> 155.17(c)(1)(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

- G. All Safety Team members must sign the Mandated Reporting training document.

#### DUTIES AND TRAINING

##### **Safety Personnel**

- Each school building has an Assistant Principal and/or TCI/Handle with Care Trainer who is responsible for the training and deployment of safety personnel.
- All Safety Team members meet with the Assistant Principal on a daily basis to discuss incidents from the day before, problem areas, coverage issues and potentially dangerous situations.

##### **Required training includes:**

- Handle with Care and TCI Training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, Student & Staff Handbook, etc).
- Blood Borne Pathogen Training
- Mandated Reporter Training

## SECTION III RESPONSE

### NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

#### INTERNAL

After receiving the information from the Incident Commander at the scene, an email will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible. Other communication methods include:

- School Intercom
- School Phone System
- Cell Phones of School Safety Team and Staff
- Text Messaging

#### EXTERNAL

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts of an emergency event. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of staff, the Superintendent or his designee will provide updated information to parents and students through the Emergency Notification System. Additional information may also be found on the District's website: <https://www.mpcsny.org/>

During an emergency, all contact with the local media will be handled either by the Superintendent or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or their designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

## SITUATIONAL RESPONSES

### MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e., sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, and outside agencies.

## RESPONSE PROTOCOLS

### SCHOOL CANCELLATION

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will determine whether or not to do so.
- The Superintendent or their designee will activate use of the District's mass communication system should school be cancelled.
- The Assistant Superintendent for Business will contact local media, post the information on the website and social media sites utilized by the District.

### EARLY DISMISSAL

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will determine whether or not to do so.
- The Director of Student Services will designate people to arrange transportation for students.
- The Superintendent or their designee will activate use of the District's mass communication system.
- The Assistant Superintendent for Business will contact local media, post the information on the website and social media sites utilized by the District.
- The Superintendent or their designee will notify each of the building principals.

### EVACUATION

- The Superintendent or their designee will determine the level of the threat and whether it is necessary to evacuate the students.
- The Director of Student Services will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.

- The Assistant Superintendent for Business will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans, and will report to the superintendent or their designee any missing staff or students.

#### SHELTERING SITES (INTERNAL AND EXTERNAL)

- The Superintendent or their designee will determine the level of the threat, determine whether staff and students should be moved to sheltering site, and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans, and will report to the any missing staff or students.
- The Assistant Superintendent for Business will make appropriate arrangements for human needs in the event of a long-term situation.

#### PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS<sup>20</sup>

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Early or Alternate Dismissal
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Severe Weather
- Student-Made Threats
- Suicidal Students
- Suspicious Packages

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<sup>20</sup> 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

- Suspicious Persons

#### RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE<sup>21</sup>

The "Mount Pleasant Cottage School UFSD Emergency Response Procedures Guide" describes methods for the District to handle threats. The "Guide" gives step-by-step procedures for District employees to follow in the event of a threat. The "Guide" addresses threats from residents, day students, visitors and staff. It addresses violent acts, bomb threats and weapons on campus. The "Code of Conduct" addresses behavior fully. As outlined in the "Code of Conduct", Staff, the Assistant Principal, or the Principal addresses threats immediately.

A hierarchy of responses has been developed and is utilized when addressing violent behavior. Communication with the Agency is maintained whenever violent behavior is addressed. Members of the CRT have been trained to deescalate threats of violence by students and other personnel. Our safety team has also been trained to handle acts of violence and to recognize early warning signs of direct and implied acts of violence.

Other responses include:

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.

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<sup>21</sup> 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;



6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measure consistent with the District’s Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement.

## RESPONSES TO ACTS OF VIOLENCE<sup>22</sup>

School violence is not tolerated in the "Mount Pleasant Cottage School UFSD" and all violent acts are addressed. At times, police involvement may be sought. The level of intervention is based upon the severity, potential danger of the violent action or on the recidivistic nature of the violent act.

Response to violent acts is addressed in the "Mount Pleasant Cottage School UFSD Emergency Response Procedures Guide." Responses may include:

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Team (BERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The District’s mass communication system is typically utilized.
6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.

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<sup>22</sup> 155.17(c)(1)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;

7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.<sup>23</sup>
10. The district has a zero-tolerance policy for acts of school violence.

#### IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY<sup>24</sup>

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

#### COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES<sup>25</sup>

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<sup>23</sup> 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

<sup>24</sup> 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

<sup>25</sup> 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

## PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

### ASSIGNMENT OF RESPONSIBILITIES

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

### ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- **Public Information Officer** – Compiles and releases information to the news media.
- **Safety Officer** – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- **Liaison** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.

- **Operations** – Responsible for directing the implementation of action plans and strategies for incident resolution.
- **Logistics** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- **Planning/Intelligence** – Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.
- **Administration/Finance** – Responsible for all cost and financial matters related to the incident.

#### DISTRICT COMMAND POST (DCP):

Unless otherwise specified, The DCP will be located in the Central Administrative Offices. If necessary, the command post may be moved to an alternate site including the transportation facility and even non-district-owned buildings.

POTENTIAL ICS EMERGENCY SITES:

**BUILDING:**

**USES:**

Mount Pleasant Cottage School

Command Center  
Public Information Center  
Communications Center  
Shelter-in-Place  
Staging Area(s)

Edenwald School

Shelter-in-Place  
Staging Area(s)  
Alternate Command Center

## SECTION IV COMMUNICATION WITH OTHERS

### OBTAINING ASSISTANCE DURING EMERGENCIES FROM EMERGENCY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT AGENCIES<sup>26</sup>

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

### OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS, INCLUDING THE COUNTY OR CITY OFFICIALS RESPONSIBLE FOR IMPLEMENTATION OF ARTICLE 2-B OF THE EXECUTIVE LAW<sup>27</sup>

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:

1. Mount Pleasant Police Department
2. Thornwood Fire Department
3. New York State Police
4. Westchester County OEM
5. Westchester County Police Department
6. Mount Pleasant EMS
7. Red Cross

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<sup>26</sup> 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

<sup>27</sup> 155.17(c)(1)(vi) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

## CONTACTING PARENTS, GUARDIANS OR PERSONS IN PARENTAL RELATION TO THE STUDENTS OF THE DISTRICT IN THE EVENT OF A VIOLENT INCIDENT OR AN EARLY DISMISSAL<sup>28</sup>

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.<sup>29</sup> Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

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<sup>28</sup> 155.17(c)(1)(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

<sup>29</sup> 155.17(c)(1)(x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

## SECTION V RECOVERY

### DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team's response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District's Public Information Officer will assist in sending mass communication messages to affected groups. The District's Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

### DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.



## APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

### DISTRICT OFFICE

1075 Broadway  
Pleasantville, NY 10570  
Phone: 914-769-0456

### MOUNT PLEASANT COTTAGE SCHOOL

1075 Broadway  
Pleasantville, NY 10570  
Phone: 914-769-0456 x227

### EDENWALD SCHOOL

1075 Broadway  
Pleasantville, NY 10570  
Phone: 914-769-0456 x227

## APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

### APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

## APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

<b>TITLE</b>	<b>NAME</b>	<b>OFFICE PHONE</b>
Superintendent of Schools	Stephen Beovich	914-769-0456 Ext. 201
Asst. Superintendent, Business	Angelo Rubbo	914-769-0456 Ext. 203
Transportation Supervisor	David Rader	914-769-0456 Ext. 206
Custodial Supervisor	Richard Lauricella	914-769-0456 Ext. 228
District Clerk	Sheila Pappas	914-769-0456 Ext. 202
Town Supervisor	Carl Fulgenzi	914-742-2300
Police Department		914-769-1941
Thornwood Fire Department		914-769-0345
Ambulance - Westchester EMS		914-244-0440
<b>Westchester County</b>		
County Executive	George Latimer	914-995-2900
Emergency Management		914-231-1688
Public Safety Commissioner		914-995-2000
County Health Dept.		914-813-5020
Red Cross Emergency Services	Stuart Bethel	914-946-6500 ext. 300

## APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(14)** District-wide school safety team means a district-wide team appointed by the board of education. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
- **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(ii)** policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) nonviolent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- **155.17(c)(1)(vii)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- **155.17(c)(1)(ix)** policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
- **155.17(c)(1)(x)** policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of

violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

- [155.17\(c\)\(1\)\(xi\)](#) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- [155.17\(c\)\(1\)\(xii\)](#) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- [155.17\(c\)\(1\)\(xiii\)](#) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
- [155.17\(c\)\(1\)\(xiv\)](#) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- [155.17\(c\)\(1\)\(xv\)](#) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- [155.17\(c\)\(1\)\(xvi\)](#) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- [155.17\(c\)\(1\)\(xvii\)](#) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- [155.17\(1\)\(c\)\(xix\)](#) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:
- [155.17\(c\)\(2\)\(h\)](#) Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- [155.17\(c\)\(2\)\(h\)\(3\)\(i\)](#) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.