

BLIND BROOK-RYE SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY & EMERGENCY MANAGEMENT PLAN

Updated July 2018

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Introduction

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 is a discipline that 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.

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 ameliorate 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.

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 plans are responsive to the needs of all schools within the District and are consistent with the more detailed emergency school plans required at the building level. Districts stand the risk from a wide variety of acts of violence, natural and man-made 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 Blind Brook-Rye School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, School Board, and the entire Blind Brook-Rye School District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

Section I Safety and Emergency Management Planning Guidelines

Background

The Blind Brook-Rye School District Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Blind Brook-Rye School District School Board and under the direction of Superintendent Dr. Jonathan Ross, a District Emergency Response Team (DERT) will be utilized to for the purpose of emergency management within the district. The DERT includes but is not limited to, district administrator(s), building level administrator(s), district staff, parent(s), student(s), district consultant(s) and other school and community personnel as deemed necessary. One charge of the DERT is the development and maintenance of the District-wide Safety and Emergency Management Plan.

This DERT shall also serve as an Emergency Planning Committee, whose duties shall include the development, review and updating of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.13. These plans have been incorporated into a single document called the Blind Brook-Rye Public School District Safety and Emergency Management Plan.

Superintendent's Directive

The Superintendent of Schools requires each building principal to develop a school emergency management plan in compliance with Commissioner of Education Regulation 155.13. The plan should be developed and updated annually with the assistance of the School Emergency Response Team (SERT). 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 Emergency Planning Committee for annual approval and incorporation into the overall District's Safety and Emergency Management Plan.

A. Concepts of Operation

1. The district-wide School Safety and Emergency Management Plan will be directly linked to individual Building Safety and Emergency Management Plans for each building. Protocols developed in the district-wide School Safety and Emergency Management Plan will guide the development and implementation of Building Level Safety and Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response at an individual school will be by the School Emergency Response Team.
3. Once the Superintendent and/or his/her 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.

B. Plans Review

The District Safety and Emergency Management Plan shall be monitored and maintained by the **District Emergency Response Team (DERT)** and be reviewed annually on or before July 1 of each year.

Building level Safety and Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a. Full copies of the district-wide Safety and Emergency Management Plan and any amendments will be submitted to the State Education Department. Building-level Safety and Emergency Response Plans will be supplied to the Village of Rye Brook to be included in the village's Emergency Management Plan.

Full copies of the district-wide School Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to the Village of Rye Brook Police Department within 30 days of adoption.

Section II Planning for and Dealing with Dangerous Behavior

A. Early Detection of Potentially Dangerous Behavior

The following are the District's policies and procedures for disseminating information regarding early detection of potentially dangerous behavior. Additional information is contained in Appendix 5.

1. A 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 a school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for bullying, violence and harassment.
2. A "plain language" summary of the 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.
3. 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.
4. 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. Child Study Teams or their equivalents meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. Guidance counselors, school psychologists, school social workers, nurses, outside agencies (as appropriate),

administrators, teachers, parents/guardians and students are involved in this process.

5. 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.
6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
7. Each of District's school psychologists/social workers facilitates counseling groups for identified students around issues related to poor social skills development, anger management, and good decision-making.
8. Certified and non-certified staffs 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. Further, these staff benefit from technical assistance within the context of the instructional setting across the year.
9. The District works in collaboration with building-level and district-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

B. Prevention and Intervention Strategies

1. Training for school monitors working in an incident-control capacity may include:
 - a. individual and group de-escalation techniques,
 - b. non-violent conflict resolution skills and
 - c. mediation
2. The District may provide de-escalation techniques and non-violent conflict resolution training to other staff annually. It is recommended that each building have some staff trained in non-violent conflict resolution.
3. Trainings are available during staff training sessions, conference days, and school seminars.

4. Procedures relating to building security including utilization of staff and security equipment may include:
 - a. Surveillance Cameras
 - b. Door-lock (buzzer) entry systems
 - c. Portable Radios
 - d. Alarm Systems
 - e. Keypad or swipe entry systems
 - f. The District will continue investigating other security equipment and measures:
5. Strategies to improve communication among students and between students and staff and reporting potentially violent incidents:
 - a. Blind Brook High School has mediation, conflict resolution, diversity, peer leadership and anger management programs available to students on a co-curricular and extra-curricular basis. Health curricula provide for some safety components. Character education programs and other strategies are incorporated into the High School.
 - b. Blind Brook Middle School has a wealth of school safety related initiatives. These programs include peer mediation, bully prevention, conflict resolution, social skills development, anger management and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with guidance counselors, social workers, and psychologists.
 - c. BMP Ridge Street Elementary School has a wide range of programs that impact school safety. The District has a character education program that complies with Project S.A.V.E.
6. Students, staff, parents and others will be educated about the importance of reporting threats or acts of violence and the procedures of reporting. See Appendix 4 – Incident Report Forms
7. The Blind Brook-Rye School District has developed a system for reporting threats of and actual acts of violence. The procedure for reporting is as follows:
 - Each school has designated a reporting process (the principal of each school is listed in Appendix 1.)
 - Students are educated to report to staff members threats and acts of violence.
 - Staff members are required to report all student referrals to the administration for investigation.

- Staff training programs meet S.A.V.E. requirements. Two hours of instruction on issues of school safety need to be provided to all employees each year.
- Training can/should include but is not limited to:
 - de-escalation training
 - warning signals for violence
 - non-violent conflict resolution
 - emergency response team training
 - mediation
 - mentoring
 - social skill development
 - others

8. The following programs are offered throughout the Blind Brook-Rye School District:

Program:

- Bullying Prevention
- Conflict Resolution
- DARE
- Dealing with Stress and Conflict
- Enrichment Center
- Getting Along
- Guidance Programs
- Health Curriculum
- Instructional Strategies / Targeted Lessons
- Key Club
- Making Good Choices
- Mentoring Programs
- Parenting Workshops
- Peer Mediation
- PTA Arts in Education
- Red Ribbon Week
- SADD
- Social Skills Group
- Social Studies Curriculum
- Students against Violence
- Student Assistance Program(s)
- Student Council
- Student Newspaper
- Student Senate
- Tolerance and Respect Program
- Wellness Day

C. **Responding to Acts of Violence and Implied or Direct Threats**

Additional information is contained in Appendix 8

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 property.
2. Staff members are required to immediately inform the Principal or his / her designee of any direct or indirect threat of violence or actual act of violence to students, themselves, others or property. The Principal or her/his designee decides whether or not to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence or actual act of violence towards students, themselves, others or property.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or her/his designee will decide whether or not to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, get help to determine the level of threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and in memorandum form after the situation has been resolved.
5. The Principal or her/his designee will also decide whether or not 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.** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police. See Appendix 4 for report forms.
6. The principal, and/or her/his designee then determine the appropriateness of directing the Building Emergency Response Team to be activated.
7. The School Emergency Response Team (SERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter – In – Place, Fire or Early Dismissal and will follow the appropriate protocol (see appendixes for further information). The Incident Commander 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.
8. 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 SERT members) are required to Lockdown in the nearest appropriate classroom or office and await further instruction.

9. Procedures for contacting parents, guardians and persons in parental relation to students in event of a violent incident or early dismissal are spelled out by each building. In the event a student makes a threat of violence against themselves, including suicide, the Principal will contact the parent(s) or guardian immediately to inform of the incident. The Principal will also meet with the SERT to review the incident and protocols for immediately addressing the matter and making ready a plan to assist the student upon return to school.
10. Aggressively dangerous and violent students should only be restrained by qualified staff. Police should be called when necessary to remove these students. Violent adults are to be reported to the building administrator immediately and the police called. Violent adults are only to be removed by police.
11. The building administrator will investigate reported threats and reported acts of violence and will make the determination of disciplinary measure consistent with the District's Code of Conduct. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
12. School administrators must keep records of serious threats and acts of violence and report them annually to the state.

D. Response Protocols

1. Should the incident involve a single building, at the discretion of the District Emergency Response Team's (DERT) leader in consultation with that building's facilitator/principal, staff / SERT's from the District's other school buildings may be called to support the School Emergency Response Team in that building.
2. Should the incident involve multiple buildings, at the discretion of the District Emergency Response Team's (DERT) leader, in consultation with building principals/facilitators, additional mental health support from the Westchester County Crisis Prevention Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s). The County Team's 24-hour hotline is (914) 925-5959.
3. In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Emergency Response Team. This process will include a review of the actual incident, the Team's response to the incident, and post-traumatic incident debriefing.
4. District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide on-going 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.

Section III Emergency Response Planning:

A. Emergency Management:

When the District Emergency Response Team leader is notified that an emergency exists, he/she will activate the District Emergency Plan and follow the Incident Command guidelines.

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

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

The Blind Brook-Rye School District Emergency Response Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District's Emergency Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, protocols and the like.
3. Conduct training sessions as necessary.
4. Oversee and guide the Building Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service officials to develop procedures for advice and assistance 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 any and all other business as deemed necessary.

B. District Emergency Response Team (DERT):

Team Member:

Jonathan Ross, Superintendent of Schools	937-3600 x3022
Colin Byrne, Assistant Superintendent CIA/Emergency Coordinator	937-3600 x3025
Jennifer Schlactus – Member of Board of Education	937-3600 x3021
Derek Schuelein – Principal, Blind Brook High School	937-3600 x3141
Patricia Lambert – Principal, Blind Brook Middle School	937-3600 x3208
Tracy Taylor – Principal, B.M.P. Ridge Street School	937-3600 x3028
Mark Greenwald – BBHS Assistant Principal	937-3600 x3401
Seth Horowitz – BBMS Assistant Principal	937-3600 x3126
Lori Cutrone – Bmprss Associate Principal	937-3600 x3052
Pending – Teacher Representative	
Bmprss Nurse – Hildie Kalish	937-3600 x3050
BBMS/HS Nurse – Gerilyn Park	937-3600 x3139
School Safety Monitor – Gary Liebstein	937-3600 x3410
Village of Rye Brook Police – Pending	937-1020
Maintenance Foreman – Luis Rodriguez	937-3600 x3147
Kevin Chason / Don Starr – Parent Organization Member(s)	

Additional Emergency Numbers:

SUNY-Purchase College (Chris Bisagnano)	494-0918
Westchester County Police	741-4400
Rye Brook Police	937-1020
NY State Police	797-2600
Village of Rye Brook	939-1120 x102
Rye Brook DPW	939-0753
Southern Westchester BOCES	937-3820
Westchester County Office of Emergency Management	864-5450
Westchester County Fire Control (60 Control)	231-1900
Poison Control	366-3030
	800-336-6997
Con Edison Gas	925-6210
NYPA	681-6200
FBI	989-6000
EPA	212-264-5175

C. Identification of Potentially Dangerous or Hazardous Sites:

Each school building administrator will ensure that areas of potential emergencies in and around his or her building are identified. The Maintenance Foreman and building custodian(s) should assist with locating these areas, which may include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-offs. The District's Emergency Management Consultant as well as local fire department, police and EMS personnel may be asked to assist in these efforts. These locations will be listed in each

School Safety Plan and placed in building maps supplied to police, fire, EMS, and District personnel.

D. Typical Emergency Situations:

Emergencies include but are not limited to:

- Bomb Threats
- Building Collapse
- Civil Disturbance
- Earthquakes
- Explosion
- Fire
- Floods
- Hazardous Materials
- High Winds
- Hostage Situations
- Intrusions
- Radiological Incidents
- School Bus Accidents
- Suicide
- Suspicious Packages
- Tornadoes

E. Potential Emergency Management/Evacuation Sites:

<u>Building:</u>	<u>Use(s):</u>
Blind Brook-Rye School District District Offices	Command Center Public Information Center Communications Center
BMP Ridge Street School	Alt. Command Center
Blind Brook High/Middle School	Shelter-in-Place Staging Area(s) Evacuation Relocation Area
BMP Ridge Street School	Shelter-in-Place Staging Area(s) Evacuation Relocation Area
SUNY-Purchase College (Gym)	Evacuation Relocation Area

900 King Street

Evacuation Relocation Area

F. Potential nearby Hazardous Locations:

Westchester County Airport

995-4860

Tennessee Gas Pipeline

860-763-3603

Hutchinson River Parkway

741-4400

G. Emergency Management Plans:

Emergency Management plans are reviewed annually at both the District and Building level. The plans include School **Cancellation, Early Dismissal, Evacuation, Fire, Shelter-In-Place, Lockout, and Lockdown.** Plans, procedures and protocols will be reviewed annually at the building level by staff and the respective SERT teams. This will include possible training exercises to be conducted by both the SERT and DERT teams.

H. District Command Post (DCP):

Unless otherwise specified, The DCP will be located in the District Offices adjacent to BMP Ridge Street Elementary School. If necessary, the command post may be moved to an alternate site including BBHS/MS, the transportation facility and even non district-owned buildings.

I. Periodic Drills and Exercises for Students and Staff:

1. Drills and Exercises:

The Blind Brook-Rye School District will conduct Emergency Management drills and exercises annually including, but not limited to:

Fire Drills: Fire Drills will be conducted during school days in each school within the Blind Brook-Rye School District with staff and students eight (8) times annually (September – June). All eight (8) drills must be conducted prior to December 31 of each school year. The Rye Brook 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.

Early Dismissal Drill: Annually the District will conduct an Early Dismissal drill 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 place in the conducting and evaluation of this drill.

Lockdown Drills: A minimum of four (4) Lockdown Drills will be conducted at each school in the district annually during school days. Lockdown protocols will be followed. The Rye Brook 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.

Shelter-in-Place Drills: Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually. Shelter-in-Place protocols will be followed. The Rye Brook 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.

Evacuation Drills: Each school in the District will conduct at least one (1) Evacuation Drill annually. These drills may include keeping staff and students within the school or transferring staff and students to a secondary location.

SERT and DERT Training: The Blind Brook School District will provide training for the SERT and DERT teams 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, Early Dismissal, Fire and Explosion. The District may involve local Police, Fire and EMS Agencies as well to participate in this training.

Section IV Safety and Building Security Procedures:

A. Proactive Building Security Measures

1. Schools in the Blind Brook-Rye School District use a single point of entry system. All doors are locked except the main entrance. 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.
2. Schools have greeters/monitors just inside the entrance to each school in the district. Greeters ensure visitor sign-in procedures and help supervise building traffic flow. The monitors are under the supervision of the building principals.
3. Staff wear visible identification badges
4. Visitors are required to sign in and wear identification.
5. Visitors access is limited to specific locations
6. Strict District-wide Visitor Protocols are shared with parents, students, vendors and other potential visitors annually, and restated as need be.

B. Police Agencies

The Blind Brook-Rye School District falls entirely within the response of the Rye Brook Police Department:

<u>Agency</u>	<u>Contact</u>	<u>Phone Number</u>
Rye Brook Police Department	Chief Greg Austin	(914) 937-1020

Section V Communication with Local Authorities:

A. Obtaining Assistance from Government Officials

1. The Blind Brook-Rye School 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 situation drills and provided technical assistance. Providers have given approval to the Blind Brook schools to rely on local personnel, resources and facilities in emergency situations. Our plan provides for accessing emergency mental health services from Southern Westchester BOCES, county and regional mental health agencies in the event of an emergency or violent incident.
2. List of Assisting Governmental Agencies
 1. Rye Brook Police Department
 2. Rye Brook Fire Department
 3. Port Chester Ambulance Corps
 4. Village of Rye Brook Village Board
 5. Westchester County Office of Emergency Preparedness
3. The arrangements for obtaining assistance during emergencies from local and county emergency organizations, agencies, government officials responsible for implementation of Article 2-B of the Executive Law have been made and are referenced in Appendix 2 and listed in this **District Safety and Emergency Management Plan**. Key officials in local and county government who can help develop emergency plans and assist in emergencies are also included.

B. Participating in Unified Command under ICS Principles

Assignment of Responsibilities

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

- ❖ **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. This assigned is assumed by the Superintendent of School of his designee.
- ❖ **Safety Officer** – Monitors the response in an attempt 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.

Appendix 1 - Listing of School Buildings

Blind Brook Middle/High School
840 King Street
Rye Brook, NY 10573

Blind Brook District Offices
390 North Ridge Street
Rye Brook, NY 10573

BMP Ridge Street School
390 North Ridge Street
Rye Brook, NY 10573

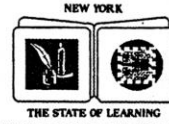
Blind Brook Transportation Garage
840 King Street
Rye Brook, NY 10573

Appendix 2 - District Resources

Jonathan Ross, Superintendent of Schools	937-3600 x3022
Colin Byrne, Assistant Superintendent CIA/Emergency Coordinator	937-3600 x3025
School Board Representative – Pending	937-3600 x3021
Derek Schuelein – Principal, Blind Brook High School	937-3600 x3141
Patricia Lambert – Principal, Blind Brook Middle School	937-3600 x3208
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NY State Police	797-2600
Village of Rye Brook	939-1120 x102
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Southern Westchester BOCES	937-3820
Westchester County Office of Emergency Management	864-5450
Westchester County Fire Control (60 Control)	231-1900
Poison Control	366-3030
	800-336-6997
Con Edison Gas	925-6210
NYPA	681-6200
FBI	989-6000
EPA	212-264-5175

Additional Resources:

Appendix 3 - New York State School Bomb Threat and Serious Incident Reporting Form



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office of Facilities Planning
Room 1060 Education Building Annex
Albany, New York 12234
Telephone: 518-474-3906 // FAX: 518-486-5918

New York State School Bomb Threat Report Data	
Name of School District:	Building:
Date of Incident:	Time of Incident:
School District Contact Person:	Contact Person Telephone #
Description of Incident:	
Name of Law Enforcement Agency Notified of Incident:	Law Enforcement Contact Person & Telephone Number:
Actual Class Time Lost as a Result of this Incident:	
Actions Taken by School District in Response to Incident:	
Attach Additional Sheets As Needed	

Return Completed Report To: Laura Sahr
NYS Education Department
Office of Facilities Planning
Room 1060 Education Building Annex
Albany, New York 12234
or FAX to: 518-486-5918

Appendix 4 – Violent & Disruptive Incident Report (VADIR) Form

Online access of this form at this link: [VADIR Form](#)

Appendix 5 – Information on Early Detection of Potentially Dangerous Behavior

<u>Parties Receiving</u>	<u>Type of Information</u>	<u>Method of Information Dissemination</u>
Primary	Anti-bullying, anger management, social skill development	Classroom Teacher
Elementary	Anti-bullying, anger management, social skill development, danger indicators, conflict resolution	Classroom Teacher Psychologist/Social Worker
High School	Danger indicators, conflict resolution, imminent warning signs, reporting	Classroom teachers, Guidance/Psychologist, Handouts, Assemblies
Staff	Warning signs, reporting procedures, de-escalation techniques, anger and conflict management, counseling techniques	Staff Development Conference Days, reading materials
Parents	Warning sign reporting procedures, referral techniques, de-escalation techniques, anger and conflict management, counseling techniques	Workshops, Newsletters, PTA meetings, mental health agency
Community	Warning signs, reporting procedures, referral techniques, de-escalation techniques, anger and conflict management, counseling techniques	Workshops, Newsletters, Forums, Mental Health Agency

Types of Information for Dissemination

- Early warning signs
- Prevention programs that work
- Intervention services in school
- Available resources for students, staff and parent/community
- Imminent warning signs
- Reporting / Referral procedures
- Intervention services out of school
- Protective strategies for individuals in schools

Appendix 6

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Appendix 7 – Building Plans

Location: Principal's Office and Supt's Office

Appendix 8 – Emergency Management Protocols

See Following Pages

8.1 Fire Protocol

Do not use the Fire Alarm to exit the school for any other purpose than suspected or actual smoke, fire or immediate explosion threat.

1. If the Fire Alarm sounds, exit the school immediately using the nearest and safest route available
2. If you see smoke or fire, activate the nearest Fire Alarm
3. Grab and Go Bags should be taken outside by assigned staff
4. Staff should follow their students to a safe area outside the school.
5. Attendance should be taken once outside of the school.
6. Do not congregate in parking lots or areas where emergency vehicles will be responding.
7. Be prepared to transition to another protocol (Evacuation to alternate location, Early Dismissal, etc.).
8. Follow direction of emergency responders and/or SERT team members.

8.2 Lockout Protocol

The Lockout Protocol should be utilized anytime there is a need for a heightened sense of security based on available information from any reliable source. If the threat is imminent, a Lockdown Protocol should be initiated immediately.

1. Anyone can recommend a Lockout based on available information.
2. Notify the main office that the school needs to go into lockout protocol.
3. Announce that the school is now in Lockout over the public address system. Use the word Lockout, not a code word.
4. Call 911 / notify police of Lockout action.
5. Activate the SERT and DERT teams respectfully.
6. Ensure that all outside doors and windows are closed and locked.
7. Use a single point of entry (usually the main doors) for ALL students, staff and visitors to enter AND EXIT the school.
8. All activities within the school can continue as normal, however, there are no outside activities (lunch, gym, recess, etc.).
9. Use SERT team members to circulate throughout the school when possible and re-affirm the lockout protocols.
10. Be prepared to transition to another protocol (Lockdown, Early Dismissal, etc.).
11. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).
12. If the Fire Alarm sounds during a Lockout, staff and students should follow the Fire Alarm protocols.

8.3 Lockdown Protocol

The Lockdown Protocol should be utilized anytime there is a perceived or actual imminent threat.

1. Anyone can request a Lockdown based on available information or threat.
2. Announce that the school is now in Lockdown over the public address system. Use the word Lockdown, not a code word.
3. Upon announcing Lockdown, all students and staff should enter and remain in the nearest lockable classroom, office or other room and **LOCK THE DOOR**. Do not use the hallways to return to a homeroom or other assigned room.
4. No students or staff should remain in bathrooms or other non-lockable areas that are not under staff supervision.
5. If possible, the person reporting the Lockdown should call 911 immediately and give pertinent information regarding the Lockdown.
6. Students and staff should remain comfortable but quiet inside the room. Move away from the door and windows as much as possible. Try and remain out of sight of the classroom door window.
7. Staff responsible for students who might be outside the building when the Lockdown is announced need to make an immediate decision. If the staff member feels that they can return to a locked room within the building safely and immediately, they should do so. If there is any delay, obstacle or threat preventing them from returning to the school, they should take alternate measures and retreat to a designated staging area or any other safe area and await further instruction.

Continued on next page

Lockdown Protocol (continued)

8. If the Fire Alarm sounds during a Lockdown, staff and students should disregard the fire alarm and remain calm. Staff should only leave the locked room under the following conditions:
 - i. If the room becomes compromised (becomes smoky, or fire is evident, or if the locked door is breached.
 - ii. If the staff member in charge of that room feels that they are in more imminent danger remaining in the room, then developing an alternate plan.
 - iii. If an emergency responder unlocks the door and gives the staff member specific directions to follow.
9. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.4 Shelter in Place Protocol

The Shelter in Place Protocol should be used anytime important safety and emergency management information needs to be disseminated. If there is an imminent threat of harm or injury, a Lockdown Protocol should be used.

1. Shelter in Place may be used to gather staff and students together, stop normal activities and listen for further instruction.
2. Announce Shelter in Place over the public address system. Do not use code-words.
3. Upon announcing a Shelter in Place, all students and staff should enter and remain in the nearest classroom, office or other room and wait for further instruction. Do not use the hallways to return to a homeroom or other assigned room. Doors should remain shut unless otherwise directed but do not need to be locked.
4. SERT and DERT teams should be activated if time permits.
5. All outside activities should cease and students and staff should return to the school to shelter and await further instruction.
6. All activities within the school should cease and students and staff should quietly await further instruction.
7. Shelter in Place should never be used when there is an imminent threat of violence or there is a violent act occurring. Lockdown protocols should be used in those instances.
8. While awaiting further instruction in rooms and classes, students should remain calm and quiet. No classroom instruction should take place.
9. Be prepared to transition to another protocol (Evacuation, Early Dismissal, Shelter in Place, etc.)

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8.4 Shelter in Place Protocol (continued)

10. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.5 Evacuation Protocol

The Evacuation Protocol should be utilized anytime students need to be relocated from one area to another. This can be within the school building, outside of the school building on school grounds, or off school grounds entirely.

1. Activate the SERT and DERT teams as soon as possible.
2. Call 911
3. Analyze all available information.
4. Determine where students and staff will be evacuated to (staging areas).
5. Scout out those areas first with qualified SERT members.
6. Pre-position SERT members or appropriate staff prior to announcing the Evacuation to assist with the movement of students and staff.
7. Announce the Evacuation over the public address system or any other available means. Do not use code-words, say State “Evacuation”, do not use code-words.
8. Give precise directions to all staff and students as to when, where and, how and when you want them to Evacuate.
9. Utilize feedback from SERT members and alter the plan if necessary.
10. Be sure to take attendance once outside the school at the staging area.
11. Be prepared to transition to another protocol (Early Dismissal, etc.)
12. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.6 Early or Alternate Dismissal Protocol

The Early Dismissal Protocol should be used whenever students are being sent home from school due to an emergency situation prior to the normal dismissal, or if a normal dismissal is not possible.

1. Activate the SERT and DERT teams as soon as possible.
2. Determine the location where students will be dismissed from.
3. Determine the pick-up area for those students who will be picked up.
4. Pre-position SERT members or appropriate staff prior to announcing the early dismissal to assist with the movement of students and staff.
5. When possible, consider using a Shelter in Place protocol first to allow staff and students to “quiet down” and await further instruction.
6. When announcing Early or Alternate Dismissal, give precise clear instructions to all staff and students as to when, where and how and they are to dismiss.
7. Utilize feedback from SERT members and alter the plan if necessary.
8. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).
9. Keep the Media off school property to the extent possible.
10. Refer all media inquiries to the Superintendent of Schools.

8.7 Bomb Threat with Students In School

1. Analyze all available information to determine how and where the threat was received and the credibility of the threat.
2. If the threat is received by phone, refer to the Bomb Threat Protocol Questionnaire that the staff member receiving the call should complete.
3. If the threat is deemed credible in any way call 911, advise the local police of the threat and request their immediate response and assistance.
4. Activate the SERT and DERT teams.
5. Analyze available information and determine a course of action
6. If the decision is made to evacuate, follow the Evacuation Protocol.
7. If the decision is made to Shelter in Place, follow the Shelter in Place protocol.
8. Do not handle any suspicious packages or items, report them to the police.
9. Attempt to gather any witnesses together to give statements to the police and administrators.
- 10.Keep the Media off school property to the extent possible.
- 11.Refer all media inquiries to the Superintendent of Schools.
- 12.When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.8 Bomb Threat when Students are not in School

If the threat is received prior to the start of a school day and no students are currently in the building, follow these protocols. Under any other circumstance, follow the Bomb Threat with Students in School Protocol.

1. Analyze all available information to determine how and where the threat was received and the credibility of the threat.
2. If the threat is received by phone, refer to the Bomb Threat Protocol Questionnaire that the staff member receiving the call should complete.
3. If the threat is deemed credible in any way, call 911, advise the local police of the threat and request their immediate response and assistance.
4. Activate SERT and DERT teams.
5. SERT members and or staff may do a “walk-through” of the school to determine any suspicious packages, persons or items. Do not make contact with any items if found, report them to the proper authorities.
6. If the event occurs during exams, then Monitors must also be assigned OUTSIDE of the building.
7. Put the school in Lockout and follow all Lockout Protocols.
8. If event occurs on an exam day, do not let students in the building earlier than 30 minutes before test time unless there is a time conflict for a particular student or group.
9. Upon entry, all student bags must be inspected.
10. Exam rooms are to be clearly marked and only students taking the exams should be in that area.
11. Monitoring of students by SERT and appropriate staff must continue all day.

8.8 Bomb Threat when Students are not in School (continued)

12. Keep the Media off school property to the extent possible.
13. Refer all media inquiries to the Superintendent of Schools.
14. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.9 Suspicious Package Protocol

The Suspicious Package Protocol should be utilized whenever a package/parcel/letter or item is found to be suspicious in any way (based on location found, uncertainty of contents, or any other available information.

1. Do not touch, disturb or attempt to cover the package.
2. Move all staff and students away from the package.
3. Call 911
4. Activate the DERT and SERT teams.
5. Determine if an evacuation is necessary and follow the Evacuation Protocols when needed.
6. Establish a safe perimeter and consult emergency responders for guidance.
7. Keep the Media off school property to the extent possible.
8. Refer all media inquiries to the Superintendent of Schools.
9. Have school floor plans and keys available for emergency responders.
10. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.10 High Winds/Storm Protocol

The High Winds/Storm Protocol should be utilized whenever information is obtained from any reliable source that a severe storm or high wind event such as a tornado or hurricane is about to occur.

1. If time allows, activate DERT and SERT teams.
2. Announce a Shelter in Place and follow the Shelter in Place Protocol.
3. Move students away from outside windows to an inside wall and face away from glass and windows.
4. Move students and staff out of large areas like gymnasiums and cafeterias.
5. Be prepared to transition to another protocol.

8.11 Hazardous Material Incident Protocol

The Hazardous Material Incident Protocol should be utilized anytime there is a spill or leak of any material or substance that may pose a hazard to health or property.

1. Move students and staff away from the hazardous material or spill.
2. Call 911
3. If it is safe to do so, attempt to identify the material and quantity of material exposed/spilled.
4. Shut down all fans and ventilation systems (air conditioning, heat etc).
5. Activate DERT and SERT teams.
6. Establish a safe perimeter and consult emergency responders for guidance.
7. Follow protocols for Shelter in Place or Evacuation if necessary.
8. Keep the Media off school property to the extent possible.
9. Refer all media inquiries to the Superintendent of Schools.
10. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.12 Explosion Protocol

The Explosion Protocol should be utilized whenever an explosion is imminent or has occurred.

1. Activate the Fire Alarm and follow Fire Protocols.
2. Call 911
3. Once safely outside the building, activate the DERT and SERT teams.
4. Determine further course of action using all available protocols.
5. Keep the Media off school property to the extent possible.
6. Refer all media inquiries to the Superintendent of Schools.
7. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.13 Armed Student/Person Protocol

The Armed Student/Person Protocol should be utilized anytime there is a real or perceived threat of an armed student or person in or on school grounds.

1. Call 911
2. Analyze immediate information and Lockdown if threat is imminent.
3. Do not confront the student; wait for emergency personnel to arrive.
4. Obtain witness reports and description of student(s).
5. It is permissible to let the student escape from the school.
6. If the student is known, retrieve all personal information.
7. Cooperate with emergency responders and follow their guidance.
8. Activate DERT and SERT teams if needed.
9. Initiate any other necessary protocols (Lockout, Lockdown, Shelter, Evacuation, etc.)
10. Keep the Media off school property to the extent possible.
11. Refer all media inquiries to the Superintendent of Schools.
12. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).

8.14 Biological Exposure Protocol

1. Isolate the threat by moving students and staff away from the exposed agent.
2. Call 911
3. Establish a safe perimeter based of available information such as MSDS sheets or Haz-Mat guides. When in doubt move at least 500 feet away from the source.
4. Close doors and windows and shut down all fans and ventilation systems (air conditioning, heat etc.).
5. Isolate anyone who had direct contact with the agent.
6. Follow guidance from emergency responders.
7. Activate DERT and SERT teams.
8. Initiate any other necessary protocols (Lockout, Lockdown, Shelter, Evacuation, etc.)
9. Keep the Media off school property to the extent possible.
10. Refer all media inquiries to the Superintendent of Schools.
11. When applicable, coordinate a statement along with DERT members to distribute to parents and the community by available means (School Messenger, website, etc.).