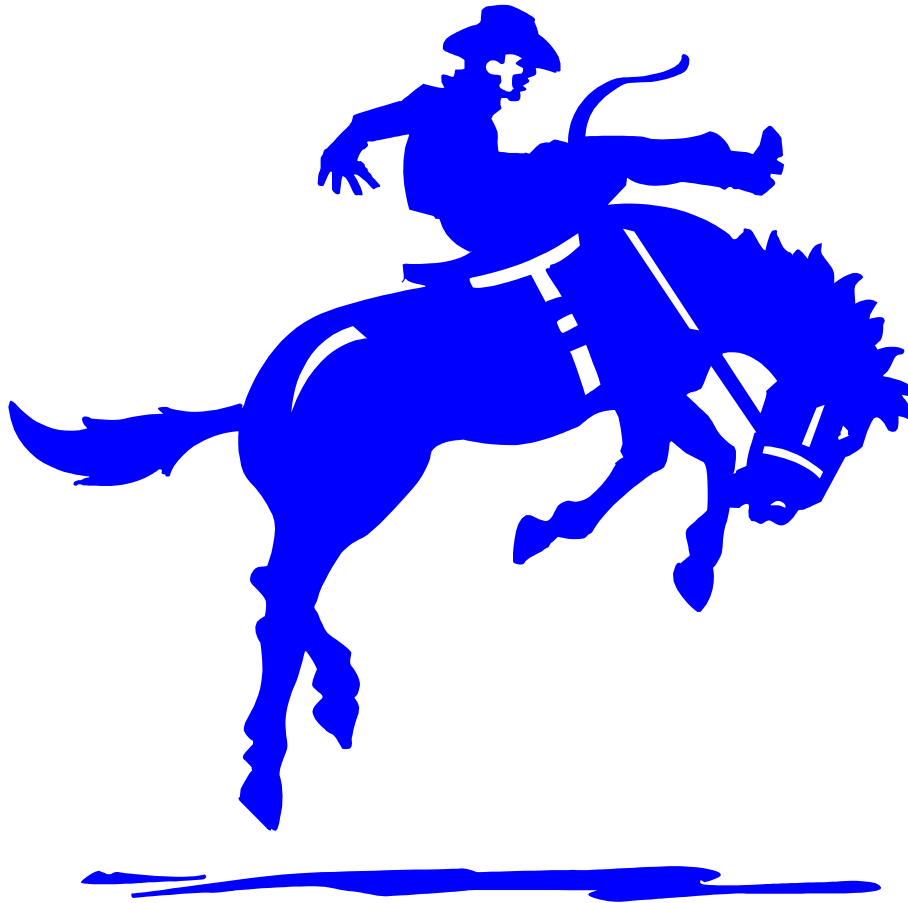


# District-Wide Project SAVE



Pre-Kindergarten- Grade 12

**The Relentless Pursuit of Excellence in All That We Do!**

Readopted 8/2012

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## **SECTION I: INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools. Describe the process used by the district in developing this school safety plan, including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the district in keeping with the intent of Project SAVE. The Roosevelt Union Free School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

### **Purpose and Planning Guidelines**

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

We recognize that our Building Plan is one component of the District-Wide Comprehensive School Safety Plan. The Building-Level Safety Team will work closely with the District-Wide Safety Team to ensure that all practices and procedures remain current and are effective. This Plan seeks to respond to the types of natural or technological hazards that may occur through the maximum utilization of the school district's personnel and resources.

The intent of the Plan is to develop consistent responses to emergencies experienced by the school district and to integrate the district's emergency response with other emergency responses. The school building's planning process is critical to a workable District-Wide emergency response that comprises of the following:

- Building Level School Safety Team
- Emergency Response Team
- Post-Incident Response Team
- Incident Command System (Chain-of-Command)
- Early Dismissal, Evacuation and Sheltering Plans including Annual Building Test of Emergency Response Procedures
- Emergency Notification to Parents
- Emergency Telephone #'s (internal and external)
- School Building Information Report, Floor Plans & Resources
- School Building Command Post (and alternate)
- Emergency Procedures Notice and Training for Students and Staff
- Annual Emergency Response Plan Review
- Coordination with Local and County Emergency Response Agencies
- Pre-Emergency Planning and Sequential Emergency Response
- Hazard Analysis
- Communication Systems
- Public Information Officer and Alternate
- Emergency Response Kit

### **Identification of 2012-13 District-Wide Safety Team**

The Roosevelt Union Free School District has appointed a District-Wide 1 Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, Principals, parent organizations; school safety personnel; and, other school personnel. The members of the 2010-11 team and their positions or affiliations are as follows:

- TBD , Board of Education Trustee
- TBD, Assistant to the Superintendent for Secondary instruction
- Marnie Hazelton, Assistant to the Superintendent for Elementary Instruction
- Jeremiah Sumter Jr., Coordinator of School Safety & Student Support Services
- Scott Saperstein, Assistant Business Administrator for Facilities & Operations
- Brenda White, Director of Health, Physical Education and Athletic
- Angela Alexander, Principal, Washington Rose Elementary
- Dawn Wilkes, Curriculum Math Specialist, Washington Rose Elementary
- Emarinsie Funderburke, PTA Member, Washington Rose
- Barbara Solomon, Principal, Centennial Elementary
- Valerie Henry, Curriculum Math Specialist, Centennial Elementary
- Michael Jones, Principal, Middle School
- Charlene Stroughn, Assistant Principal, Middle School
- Carey Gray, Assistant Principal, Middle School
- Dr. Stephen Strachan, Principal, High School
- John Finch, Assistant Principal, High School
- Vivian Mott, Social Worker, High School
- Angelique McCullers, High School Parent

### **Identification of School Teams**

#### *Building-Level School Safety Team*

The Building-Level School Safety Team will be selected by the Principal and include at a minimum representatives of teacher, nurse, social worker, psychologist, administrator, and parent organizations, safety and other school personnel, community members, local law enforcement officials, local ambulance and other emergency response agencies, and any other representatives deemed appropriate. Some major functions of the team include:

- Develop and update the Building-Level Safety Plan to reflect practices consistent with the District-Wide Safety Plan and Code of Conduct.
- Develop, implement, and evaluate Building-Level exercises and drills.
- Conduct periodic safety audits and climate surveys.
- Review VADIR data.
- Recommend appropriate training for all building occupants.

#### *Building-Level School Emergency Response Team*

The Principal with guidance from the Building-Level School Safety Team will select the Building-Level School Emergency Response Team.

#### *The Emergency Response Team may be a Sub-Team of the Building-Level School Safety Team*

This Team will generally be a small group of less than five individuals who have critical functions in the building. The Team will include the Building Principal, Assistant Principal, School Nurse, Head Custodian, at a minimum, and others as deemed necessary. This team will take charge of a Building-Level emergency and work under the direction of the Building Incident Commander (usually the Principal).

#### *Building-Level Post-Incident Response Team*

The Building-Level Post-Incident Response Team will provide post-incident psychological and medical aftercare if necessary. Often, this type of expertise may not be readily available at the building-level. For this reason, a district-wide Post-Incident Response Team will be available to handle the needs of the building when it grows beyond their capability. In addition, some incidents may expand beyond the capability of the school district and require the assistance of County and State Services. Relationships will be established with the Nassau County Department of Mental Health to access these services. This team will meet routinely and participate in all emergency exercises.

### *Building-Level Volunteer Search Team*

Although not specifically required by the SAVE legislation, it is recommended that each school building establish a Volunteer Search Team. To successfully search a building in instances such as a bomb threat, this team will assist local emergency responders in their efforts. In addition, this team will be critical during a Shelter-In-Place response action. The involvement of building personnel is important since they will be more familiar with the building and be more likely to spot something unusual or out of place. Administrators must never ask volunteers to touch or handle questionable items.

### **Concept of Operations**

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans as a matter of protocol. The activation of the Building-level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-wide Emergency School Safety Plan and District-wide Response Team. The District-wide Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration, and local emergency services, the plan has been developed to address the specific needs of the Roosevelt Union Free School District and the community. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Building Principal is responsible for notifying the Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished with telephone or the district's radio network. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee shall be notified and, where appropriate, local emergency officials shall also be notified. County and state resources supplement the school districts emergency action planning in a number of ways:

- State and local law enforcement provide building reviews and employee training.
- Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies.
- A protocol exists for the school district to use certain facilities for sheltering during times of emergencies.
- A protocol exists for the use of county mental health resources during post-incident response.

### **Plan Review and Public Comment**

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

Upon approval, the Educational Services department will submit full copies of the District-wide School Safety Plan and any amendments to the New York State Education Department within thirty (30) days of adoption.

The District-wide School Safety Team will periodically review and maintain the plan during the year.

**The required annual review will be completed on or before July 1<sup>st</sup> of each year after its adoption by the Board of Education.** A copy of the plan will be available to the Roosevelt Union Free School District Office, 240 Denton Place, Roosevelt, New York 11575. Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public.

## **SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION**

While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors; it is not to try to match a student to a predetermined —profile.

The Roosevelt Union Free School District supports the SAVE Legislation, and has been engaged in the planning and implementation process each year since its adoption. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE. To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, Principals, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. Principals should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and Principals set the climate of safety within schools, teachers especially must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school.

To assist in developing awareness and provide training in the early detection of potentially violent behaviors the District provides annual training for faculty and staff who are members of the school safety team. Nassau BOCES have conducted this training in recent years.

### **Prevention/Intervention Strategies**

The district has developed a number of programs and activities to aid in risk reduction. School building administrators implement the following initiatives at different age groups within the district.

- Utilize School Resource officers (SRO), who may be provided by local law enforcement. SRO's often provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged, so that students and SRO's develop rapport.
- Full range of athletic extra and co-curricular activities for M.S. and H.S. students
- Cafeteria is supervised by a monitor
- Library: Open to students with passes to the library only
- The use of metal detectors only in special circumstances to deter weapons on campus
- Adopt policies for conducting searches for weapons and drugs. Publish policies in the student handbook/code of conduct
- Require visitors to sign in and sign out at the school office and to wear visible visitors' passes. Post prominent signs at all school entrances instructing visitors where to sign in and out.
- Require staff to wear their school photo I.D.'s during school and at all school-related activities.
- Require students to wear school photo I.D.'s during school and carry and present school photo I.D.'s at all school related activities.
- Each school has a Building Safety Committee and classroom teachers discuss safety with students (K-12).
- The Middle School/High School Peer Mediation Program.
- Character Education program.
- The District Code of Conduct.
- Some employees attended Gang Activity Detection training.
- Certain employees have attended Conflict Resolution training.
- Certain employees received Child Abuse and Harassment training.

### **Facilities Initiatives**

The district has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- The school has developed a visitor sign-in procedure and requires the use of visitor ID badges.
- The district uses an employee identification badge system.
- The school has developed a single point of access for visitors at each building.
- The district has installed enhanced electronic security equipment.
- The elimination of receptacles and certain building features which could be used to hide/obscure weapons/devices
- The district has installed surveillance stationed at the high school's main entrance



**Public Information Officer**

**The Superintendent of Schools and/or the designated School District Public Information Officer (PIO) will be the only official spokespersons with the media during an emergency situation.**

**All emergency and no emergency media concerns must be brought to the attention of the Superintendent of Schools and/or the designated School District Public Information Officer (PIO).**

Parents and guardians will be notified through the news media of any situation that requires a school to be evacuated. The Public Information Officer will handle emergency notification of the media on behalf of the school district. The Public Information Officer is designated to provide assistance in compiling information on the emergency for release to the media and general public. The Public Information Officer will respond to inquiries from parents and guardians during an emergency. If necessary, a media center will be established to inform the media of the nature of the emergency and to give scheduled daily updates. The media center will be established as deemed necessary to keep the media informed but not interfere with the emergency response due to the nature of its location.

During situations for which outside assistance is received from emergency service agencies, information regarding the situation will be coordinated with those agencies before being released to the media and public. The PIO with their special authorization will only release information regarding the activities of other agencies in response to the emergency.

Media access to the emergency scene will be granted only by the ranking officer of the agency in charge of the response. School officials will abide by the wishes of the outside agency officials determined to be in control.

**In addition, principals have the authority to request media to leave school premises. All media outlets must receive authorization to come on school premises by the Superintendent of Schools and the designated School District Public Information Officer (PIO).**

- Public Information Officer: Marnie Hazelton Telephone # 516-345-7017
- PIO Alternate: Jeremiah Sumter II Telephone # 516-345-7308
- PIO Alternate: Michele Van Eyken Telephone# 516-345-7057

If schools are closed or remain closed because of inclement weather or other emergencies, the decision will be made by 5:45 a.m. each morning by the Superintendent of Schools. In this event, all daytime and evening schedules are cancelled. The following television and radio stations begin announcements as early as 6:00 a.m. and continue throughout the morning.

- WHLI1100AM
- WBAB 103.5 FM
- WGBB1240AM
- WWOR710AM
- WALK97.5FM
- WINS 1010 AM
- WGSM740AM
- WLIB 1190 AM
- WADO 1280 AM
- Channel 12 News



**SECTION III: TRAINING, DRILLS, AND EXERCISES**

The district has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

- An annual review of the Building-level emergency guides and general employee awareness training for building employees conducted by each principal.
- The Building-level tabletop exercises run in cooperation with members of local emergency services.

The district shall conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan.

Each building principal will forward a schedule of planned emergency drills and fire drills, utilizing the Project SAVE Fire & Annual Drill Checklist ( see appendix), to the Superintendent by September 1 of each school year and provide all revisions and changes in a timely manner.

The District provides annual training to staff in violence prevention and intervention, including but not limited to in-service programs, conference days, and workshops. Two hours of instruction on issues of school safety is provided to all employees each year. This training may include, but is not limited to:

- De-escalation Training
- Introduction to Incident Command System
- Multi-Hazard Emergency Planning for Schools

**Access to Floor Plans**

The importance of easy access to school building floor plans, evacuation routes, school grounds, road maps and the immediate surrounding areas cannot be overemphasized. The ability of emergency services to obtain this information quickly and efficiently will have a major impact on the success of any response effort (see appendix). We will continually update this information and look for improved ways to provide it.

**Annual Drills**

- How to Use an EpiPen
- Facility Director Training
- Media Response
- Post Incident Response
- Safety Team Training
- School Principals Training
- Hurricane Learning Package for Students

The District will conduct periodic drills and other exercises, including tabletop exercises, to test components of the Emergency Response Plan in coordination with local emergency responders and preparedness officials. Students and staff need to be informed in writing no later than October 1 of each school year about the emergency procedures in their school. Types of drills to be conducted include:

**Fire Drills**

Section 807 of the Education Law mandates that the principal or other person in charge of every public or private school or educational institutional within the state (except colleges and universities) must instruct and train their pupils on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals.

Each school must conduct a minimum of 12 drills annually:

|                            |      |
|----------------------------|------|
| September 1---December 1   | = 8  |
| December 1---Summer Recess | = 4  |
| Total:                     | = 12 |

If a building is equipped with fire escapes, four of the required 12 drills must be through the use of these fire escapes. Instruction must be given to pupils in the procedure to be followed in the event a fire occurs during lunch

period, unless at least one drill is held during the lunch period. Residential schools must hold at least four additional drills after sunset and before sunrise in the buildings providing sleeping accommodations. Summer schools must hold at least two additional drills, of which the summer administration must hold one during the first week of the summer session.

**Shelter-off-site Shelter-in-place/Evacuation**

Each school, annually, will conduct at least one emergency test for sheltering needs. This test should include:

- Alerting and warning procedures
- Communications procedures
- Staff procedures
- Movement of students to designated areas within the school building
- Evacuation procedures

| School                                      | Option #1   | Option #2   | Option #3          |
|---|---|---|--------------------|
| <b>Centennial<br/>Student Capacity</b>      | Washington Rose<br>Gym= 261 and Cafeteria= 200                  | Ulysses Byas<br>Gym= 670 and Cafeteria= 211       | TBD                |
| <b>Washington Rose<br/>Student Capacity</b> | Centennial<br>Gym= 570 and Cafeteria= 237                       | Ulysses Byas<br>Gym= 670 and Cafeteria= 211       | TBD                |
| <b>Ulysses Byas<br/>Student Capacity</b>    | Washington Rose<br>Gym= 261 and Cafeteria= 200                  | Centennial<br>Gym= 570 and Cafeteria= 237         | TBD                |
| <b>Middle School<br/>Student Capacity</b>   | High School<br>Gym= 600 and Cafeteria= 200<br>Auditorium=800    | Washington Rose<br>Gym= 261 and Cafeteria= 200    | Arthur Mackey Park |
| <b>High School<br/>Student Capacity</b>     | Middle School<br>Gym= 903 and Cafeteria= 286<br>Auditorium= 447 | Washington<br>Rose<br>Gym= 261 and Cafeteria= 200 | TBD                |



**Early Rapid Dismissal/Early Dismissal**

The emergency plan for early dismissal also needs to be tested at least **once each school year**. This early dismissal drill must occur **no more than 15 minutes prior to the normal student dismissal time**. *Requested date must be in writing and sent (10) school days prior to schedule date to The Superintendent of Schools and /or his designee (i.e., Assistant Superintendent/Coordinator of School Safety & Student Support Services) for approval.* In addition, Principals must be notify parents and legal guardians by at least one week before the early dismissal drill occurs in writing as well as utilizing the automated telephone system. The Public Information Officer processes automated telephone request.

The test should include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Alerting and warning procedures</li> <li><input type="checkbox"/> Communications procedures</li> <li><input type="checkbox"/> Resources</li> <li><input type="checkbox"/> Staff procedures</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Transportation procedures</li> <li><input type="checkbox"/> Public information procedures</li> <li><input type="checkbox"/> Evacuation procedures</li> <li><input type="checkbox"/> Transportation procedures</li> </ul> |
|---|--|
- Once the building is evacuated the designated administrator / safety team member should sweep the building to ensure it is empty
  - Please take note of and document the elapsed time to fully evacuate the building (Start to Finish)
  - After the drill every member of the staff should report back to building and supervisor to debrief
  - The supervisor should take note of any discrepancies or issues that arose with staff or students during dismissal
  - These situations and the debriefing process should be shared at the next building and district level safety team meetings
  - No staff member may be dismissed until given specific permission by his/her supervisor.
  - Please remember, this is a live drill and must be taken seriously. This is not an early dismissal of staff.

### **Bus Emergency Evacuation Drill**

Schools must conduct a minimum of (3) bus evacuation drills. This curriculum shall include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills. All drills shall be conducted at each school building that houses schoolchildren. Principals must schedule annual drills with the Transportation Clerk, located in the Business Office.

### **Medical / AED Emergency Table Top Practice Drill**

A simple tabletop exercise will occur once a year for the purpose of facilitating analysis of an emergency situation in an informal, stress-free environment. It is designed to elicit constructive discussion as participants examine and resolve problems based on existing operational plans and identify where those plans need to be refined. *The success of the exercise is largely determined by group participation in the identification of problem areas.* There is minimal attempt at simulation in a tabletop exercise. Equipment is not used, resources are not deployed, and time pressures are not introduced. This is the simplest type of exercise to conduct in terms of planning, preparation, and coordination.

The district shall conduct tabletop exercises with the building-level safety teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the District-wide Safety Team, Emergency Management consultants and local emergency services (see appendix). A controller, evaluator and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building-level plan noted during the evaluation is documented by the evaluator and provided to the Building level Safety Team and District-wide Safety Team for further evaluation.

An enhanced tabletop exercise is a simulated interactive exercise that helps to test the capability of an organization to respond to a simulated event. The exercise tests multiple functions of an organization's operational plan. It is a coordinated response to a situation in a time-pressured, realistic simulation that involves several agencies. An enhanced tabletop exercise focuses on the coordination, integration, and interaction of an organization's policies, procedures, roles, and responsibilities before, during, or after the simulated event. It places heavy emphasis on communication between all the agencies participating in the exercise. This type of exercise will require much more planning, preparation, and coordination than a simple tabletop exercise. Largely, the value and benefit of an enhanced tabletop exercise comes from bringing representatives from all of the agency roles in the exercise together to participate in the exercise.

### **Parent Notification**

Principals, when applicable, will use the following methods to inform parents of drill specifications:

- District Website: Contact Coordinator of School Safety & Student Support Services
- Automated Telephone System: Public Information Officer
- Flyers: Created on a school level

All requests must include specific notification language to include date, time, and location

### **Annual Reporting Requirement**

Each principal is required to send the final copy of the annual Project SAVE Fire Drill and Annual Drill Checklist (see appendix) and submit to the Assistant Superintendent no later than June 30<sup>th</sup>.

**SECTION IV: IMPLEMENTATION OF BUILDING SECURITY/SAFETY OFFICER**

Safety/security officers regularly encounter a wide variety of safety and security related problems as they patrol buildings and grounds to prevent the endangerment of students, staff, and visitors who lawfully enter District property. The District hires and manages safety/security officers and the number of safety/security officers and their working hours shall be determined by building site/population needs. The duties may include:

- Provide protection for students, staff, and visitors
- Enforce District policies (i.e., smoking, weapons)
- Assist building administrators/building safety teams in developing Building Level Safety Plans
- Patrol parking lots, outside entrances and doorways, outside walkways and secured areas (e.g., automotive corrals)
- Control flow of campus traffic, particularly at bus arrival/dismissal, oversee parking
- Conduct periodic checks of doors, windows and parking areas to prevent trespassing and vandalism
- Interaction/intervention with students, buses, etc. as required
- Direct hall traffic (check all passes)
- Greet visitors and distribute passes
- Provide information and directions as may be required
- Patrol hallways and patrol lavatories
- Intervene in the event of disturbances and contact appropriate officials
- Restrain persons engaged in disorderly conduct and/or make civilian arrests
- Respond to emergencies such as bomb threats and building evacuations
- Assist in calming disturbances and crowd control
- Assist law enforcement officers in the performance of their duties
- Work with police and rescue personnel during medical emergency situations
- Bring any fire hazards and building safety problems to the attention of the building administrator
- Alert building administrator about altercations/problems
- Report vandalism and unsecured areas to building administrator
- Perform other duties specific to security purposes as determined by site

Required training and required knowledge shall include:

- State certification
- School violence prevention and intervention training
- Annual site-specific training including review of all manuals(e.g., District policies, School Safety Plans, staff handbooks, etc.)
- Right-to-know training
- Blood borne pathogen training

The level of physical security is modified by Principal/designee may in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary, middle, and high schools.

Principals should initiate a comprehensive security assessment survey of their school's physical design, safety policies, and emergency procedures. Principal/designee conduct assessment in cooperation with law enforcement, school safety monitors, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students, and other school community members. Using the conclusions of that survey, Principals should assign a (SSERT) composed of all of the above representatives to develop a comprehensive security plan (School Site Safety Plan). Based on each school's needs, school safety plans may include some or all of the following suggestions:

- Utilize police officers provided by the local law enforcement agency who are knowledgeable of school operations and familiar with students and staff. These officers will provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged, so that students and police officers develop rapport.
- Utilize paid, trained personnel hired specifically to assist teachers and Principals in monitoring student behavior and activities. Continuity of monitors within schools should be encouraged to facilitate good rapport with students. The Principal/designee will assess the number of monitors used based on the number of students, the extent of problems at the school, and the space and layout of school grounds.
- Encourage school personnel to greet strangers on campus and direct them to sign in if they have not. Also, instruct school personnel to report visitors who have not signed in.

- Require staff to carry with them and/or wear their school photo IDs during school and at all school-related activities.
- Consider creating a closed-campus or partially closed-campus policy that prohibits students from leaving campus during lunch.
- Establish a cooperative relationship with law enforcement and owners of adjacent properties to the school that allow for joint monitoring of student conduct during school hours.
- Encourage neighboring residents and businesses to report all criminal activity and unusual incidents.
- Continue providing and making use of alarm, intercom, and cell phone, building paging and two-way radios.
- Consider, as needed, employing outside security personnel during school functions as is the current practice when assistance with large school events mandates it.
- Patrol school grounds, especially in areas where students tend to congregate such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards. Principals will designate areas.

### **Hiring and Screening of School Personnel**

Administration staff will follow the following hiring and screening practices of all personnel:

- **Fingerprinting and Criminal Background Checks**  
For all employees hired by the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include: any person receiving compensation for work from the school district; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).
- **Reference Checks**  
Interviewing Committee will thoroughly check references prior to extending an employment offer. In addition committee will use reference check forms for instructional, non-instructional and transportation personnel. Supervisor and the administrator in charge of the program area are responsible for reference checks prior to recommending the individuals for hire.

### **Aides & Monitors Duties**

In the execution of their duties faculty, aides and monitors shall have responsibility for:

- Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

In the execution of their duties the building Principal or his/her School Safety Personnel designee shall have responsibility for:

- Monitor hallways, entranceways, exits, and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
- Represent the building on the District-wide Health and Safety Committee.
- Serve on building level School Building Response Team.
- Attend school safety meetings and be a resource on school safety and security issues for building employees.
- Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
- Participate in school incident investigations.
- Respond to all school emergencies as part of the building's Emergency Response Plan.
- Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response, and management.
- Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
- Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- Comply and encourage compliance with all school safety and security policies and procedures established

by the Board of Education.

- Attend professional development activities on school safety and violence prevention.

Central Administration is responsible for all school safety personnel training on violence prevention and school safety on an annual basis. All training courses shall receive prior approval from the Superintendent.

### **Crossing Guards**

The First Precinct is the police department that services Roosevelt, Long Island. The Community Safety Unit is responsible for coordinating crime prevention and neighborhood watch initiatives; responsible for liaison with the Office of Emergency Management; responsible for GIS mapping for department operations; responsible for coordination of crossing guard services.

If you are in need of Crossing Guard Assistants contact the First Precinct in writing and be sure to cc the Assistant Superintendent:

**First Precinct  
900 Merrick Road  
Baldwin N.Y. 11510  
516-573-6100**



**SECTION V: VITAL EDUCATIONAL AGENCY INFORMATION**

The Roosevelt Union Free School District utilizes Power School, a web-based student data information system designed to share information between parents, students, and teachers regarding student grades and attendance. Administrators are able to use the program for attendance, grades, transcripts, letters, and forms for communication to government agencies, teachers, and parents. Schools will receive quarterly updates of their most current school year’s student and staff roster. Administrators and response teams must be referenced these rosters when conducting head counts during emergencies.

*Board of Education*

240 Denton Place  
Roosevelt, New York 11575  
Phone: 516-345-7005 Fax: 516-379-0178

*Administrative Offices*

240 Denton Place  
Roosevelt, New York 11575  
Phone: 516-345-7000 Fax: 516-379-0178

*Roosevelt High School*

1 Wagner Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7200 Fax: 516-867-2471

*Alternative Learning Academy*

1 Wagner Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7200 Fax: 516-867-2471

*The Roosevelt Middle School*

335 East Clinton Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7700 Fax: 516-3345-7390

*Centennial Avenue Elementary School and Universal Prekindergarten Program*

150 West Centennial Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7400 Fax: 516-345-7490

*Ulysses Byas Elementary School and Universal Prekindergarten Program*

60 Underhill Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7500 Fax: 516-345-7590

*Washington Rose Elementary School and Universal Prekindergarten Program*

2 Rose Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7600 Fax: 516-345-7590

*Roosevelt School-Based Health Clinic*

1 Wagner Avenue  
Roosevelt, New York 11575  
Phone: 516-345-7200 Fax: 516-867-2471

## SECTION VI: HAZARD IDENTIFICATION

Identify sites of potential emergency, which could also include the process for identifying the sites, the potential internal or external hazards or emergencies identified, and the location of potential sites. The list of sites of potential emergency may include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips and others that the district's planning team chooses to identify.

### School Hazards

- Bomb threats.
- Child snatching by noncustodial parents.
- Drugs and weapons on campus.
- Environmental toxins.
- Student or faculty injury caused by students or intruders

### Community Hazards

- Weather-related hazards.
- Crime-related hazards (if crime is a problem in the surrounding community).
- Commercial/industrial facility hazards (if such facilities are near the school).
- Transportation corridor hazards (if the school is near a busy road or highway)

### Neighborhood Hazards

- Trees or brush near the building may present a fire or wind hazard.
- Overgrown shrubbery may provide cover for people who do not belong on school property.
- A gas station near the school could present potential fire, explosion, and HazMat dangers.
- A fast food restaurant across a busy street from a school may cause students to run into traffic, or may draw strangers who present hazards to the school.

### Structural Hazards

- Building
- Roof
- Other structures

### Nonstructural Hazards

- Unanchored or poorly anchored equipment and furnishing
- Furniture blocking egress
- Improper storage
- Laboratory and cleaning chemicals.



**SECTION VII: RESPONSE-NOTIFICATION AND ACTIVATION**

In cases of a serious violent incident, the district would use the procedure listed below to meet the requirements for notification and activation. **A serious violent incident is an incident of violent criminal conduct that is or appears to be, life threatening and warrants the evacuation of students and employees because of an imminent threat to their safety or health. Examples of a violent incident include but are not limited to: the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.** The Superintendent will immediately provide timely notification of all serious violent incidents. Building Administrators must submit a summary report to the Superintendent with-in a 24-hour period, so that he/she can provide all stakeholders with timely and appropriate information about violent incidents in or on district owned property.

**CHAIN OF COMMAND NOTIFICATION**

Building Administrators must direct all emergency calls to the Superintendent. If the Superintendent is not available, the Office of the Superintendent will be responsible for activating and informing the next individual in the chain of command that he or she is responsible:

- If the Superintendent is not present, the Assistant Superintendent will be in charge.
- If the High School Principal is not present, the High School Assistant Principal will be in charge.
- If the Middle School Principal is not present, the Middle School Assistant Principal will be in charge.
- If the Elementary Principal is not present, the Elementary Pre-K-6<sup>th</sup> Grade Coordinator/Curriculum Specialist will be in charge.
- In all cases where the building administration is not present, the —Teacher in Charge will take over all activities.

**ACTIVATION SYSTEMS**

**The notification will include such information as is pertinent to the incident but that will not compromise an ongoing investigation, violate laws of privacy or civil rights, compromise sensitive or confidential information or violate any other district policy or procedures or legal statute.** The communications systems are:

**Superintendent of Schools**

- The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the Roosevelt Union Free School District.
- The Superintendent of Schools shall be responsible for contacting media and for deciding on school closings.
- The Superintendent’s Office is to be the contact as part of the General Procedures as listed in the School Safety Plan.

**Board of Education**

- The Superintendent will serve as the communications link to the media and the Board of Education in the event of a serious emergency.

**Internal**

|                                 |  |
|---------------------------------|--|
| Teachers and building employees | Public address system  |
| Students                        | Public address system and verbally from supervising teachers |
| Superintendent of Schools       | Phone by principal’s secretary                               |
| Buildings and Grounds           | Phone or radio by principal’s secretary                      |
| Board of Education              | Phone or E-mail  |

**External**

|                                     |                |
|-------------------------------------|----------------|
| First Precinct                      | (516) 573-6100 |
| School Resource Officers (Assigned) | (516) 426-9835 |
| Police Department                   | 911            |
| Fire Department                     | 911            |

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**Parents**

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- By phone whenever possible
- Mass media via radio/television stations
- Automated telephone system
- School District website
- Building handbooks/letters

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**Media**

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- Superintendent of Schools
- Public Information Officer
- Assistant Superintendent

The Roosevelt Union Free School District requires the completion of emergency information cards by all parents/guardians for all students. **Each building is responsible for updating changes based upon the information provided on the emergency notification cards.** Lack of emergency information will seriously impede the district's ability to safeguard students.

The Assistant Superintendent shall be responsible for conveying emergency information to educational facilities within the Roosevelt Union Free School District. The Assistant Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency. The Assistant Superintendent shall update such information at least annually.

**SECTION VIII: SITUATIONAL RESPONSES - MULTI-HAZARD RESPONSE**

The District has adopted an **Incident Management System (IMS)**, which consists of procedures for controlling personnel, facilities, equipment, and communication. School Safety Teams will implement IMS at the beginning of an incident and will end when management and operations are no longer required. This system is structured to expand with the needs of an escalating incident and fulfill the command and control requirements of each incident. The District IMS is able to respond to any type of incident and will improve student and staff safety by providing better accountability of personnel and use of available resources.

The command of an incident cannot be left to chance to staff. It is the responsibility of the **Incident Commander (IC)** to implement the necessary functions within this system based on the demands of the incident. As the needs of the incident increase, the IC will further expand the system as necessary. It is clear that in response to any given incident only the IC can be in command and will be responsible for the following:

- Assessing the situation and available resources
- Determining an appropriate action plan
- Monitoring the Plan's effectiveness
- Continually modifying the Plan to meet the needs of the situation

**IMS Components:**

- **Common Terminology:** Standard terminology both internally and during communication with external agencies is essential for proper IMS function. Staff training should include information on terminology used in the IMS.
- **Modular Organization:** Generally, the IC oversees five main incident functions that may or may not be staffed, depending on the nature of the incident, as follows:
  - Command
  - Operations
  - Planning
  - Logistics
  - Finance
- **Integrated Communication:** Each site must use a common communication plan.
- **Unified Command:** Due to the fact that many different agencies and personnel may respond to any given incident (police, fire, school, etc.) it is important that each entity act as one organization operating from one command post with each agency maintaining control over its own personnel. Under unified command, the senior command official from each agency will meet and work together at one location.
- **Consolidated Action Planning:** Depending on the nature of the incident, the IC will establish a plan of action based on known risks and expected hazards (SOP - standard operating procedures) and decide whether a variation from the SOP is necessary due to specific conditions that may exist. The plan should address:
  - What do we need to know?
  - What do we need to do?
  - What are the strategies, tactics and support activities needed during the entire incident?
- **Manageable Span of Control:** Generally, one supervisor can manage from three to seven people effectively depending on the nature of the incident. During a crisis, too many people reporting to the IC or any lead supervisor can significantly reduce the effectiveness of the incident response.
- **Designated Incident Facilities:** It is important to pre-determine areas that will serve a specific purpose. The following need to be considered:
  - **Command Post** – Since all incident operations will be directed from the command post it is important that it have expansion capability to support added personnel (other agencies) due to incident escalation. If due to the nature of the incident, the command post becomes unavailable an alternate site should be established.
  - **Staging Area** – This is an area where additional resources (staff and equipment) are held awaiting assignment. The staging area is coordinated by a staging officer who maintains close contact with the IC. The staging area is located away from the command post.
  - **Rest Area** – This is an area that affords protection from the weather where staff are sent to rest, eat and replenish themselves. It may be advisable to locate this area in close proximity to the staging area.

- **Comprehensive Resource Management:** Incident command must know at all times the current status and location of all resources at the incident scene in order to effectively manage the incident. There are three status conditions:
  - **Available** – ready for assignment
  - **Assigned** – performing active function
  - **Out of Service** – not ready or available for assignmentChanges in resource status should be reported immediately.

## National Incident Management System (NIMS)

**NIMS** uses a comprehensive approach and national framework for incident management. This framework involves a core set of concepts, principles, procedures, processes, terminology, and standards, which enables a number of public and private agencies to effectively manage incidents.

**NIMS** is an integration of best practices that have proven to be effective in a number of settings and incidents. Although the system involves a good deal of standardization, it also provides a flexible and adjustable framework within which government and private entities at all levels can work together to manage domestic incidents, regardless of their cause, size, location, or complexity. This flexibility applies across all phases of emergency response and crisis management: prevention/mitigation, preparedness, response, and recovery.

### Components of NIMS:

- **Command & Management**
  1. Incident Command System
  2. Multi-agency Coordination System
  3. Public Information System
- **Preparedness**
  - 1) Planning; 2) Training and Exercises; 3) Standards and Certification; 4) Mutual Aid;
  - 5) Information and Publications
- **Resource Management**
  - 1) Identify and type resources; 2) Certify and credential personnel; 3) Inventory, acquire, mobilize, track and recover
- **Communications and Information Management**
- **Supporting Technologies**
- **Ongoing NIMS Management**

## Activation of the Incident Management System (IMS)

A large-scale emergency response presents a complicated and rapidly changing situation. Confusion can be eliminated by the use of an effective command system to coordinate resources and account for students and staff. The school district IMS will be initiated, and command announced, when more than one team is actively engaged in incident operations. However, it may be implemented anytime the IC feels his/her span of control has become saturated and the need for additional management exists.

The size of the command structure will reflect the type and complexity of the incident. As complexity increases, positions within the school district IMS are assigned to manage primary support equipment and personnel. **If one individual can manage the resources involved at the incident, no further organization is needed.** Positions described within the school district IMS organizational chart are not necessarily people but indicate component functions that may have to be performed at the incident.

The traditional school district titles and authority have no real significance within the IMS. Any individual may take on any role as long as that person has been trained in the use of the school district IMS. **The first person arriving at an incident is designated as the initial IC.** The initial IC will remain in command until command is formally passed to the next arriving senior or competent individual, or when he/she is relieved by a senior ranking administrator or the incident is terminated.

Transfer of command will be confirmed face-to-face by both administrators. Typically, command will not be passed more than three times in order to limit disruptions and confusion (staff member to principal; principal to central administrator; central administrator to emergency response).

### **Command Responsibility:**

The responsibilities of the IC are as follows:

- Assume an effective command position
- Size up the incident and issue an initial report to all administrators
- Establish objectives and determine a plan of action; select strategy and assign tactics
- Assigned individuals/teams as required to assignments to fulfill strategy
- Activate additional sectors or positions within the IMS as IC span of control becomes saturated
- Track the location and condition of all individuals/teams
- Provide continuing command and progress reports until relieved by a senior person
- Review and evaluate the plan of action and revise the plan as needed
- Request and assign additional resources as necessary
- Return staff and students to facility or initiate the *Go Home Plan*
- Terminate command

Key considerations when sizing up an incident:

- What is the problem?
- Where is the problem?
- If a fire, where is it going?
- Who or what is in danger?
- What can I do to better protect staff and students?

Objectives for controlling the incident:

- Evacuation
- Rescue of staff and students
- Sheltering on/off site of students and staff
- Relocation off site for students and staff
- Accountability of students and staff
- Parental notifications
- Media support
- Returning the facility to operations

### **Initial Operations**

The IC will select an appropriate commitment to overcome the problem usually falling into one of the following strategic modes:

- **Offensive Mode** – a situation which requires immediate action to help protect students and staff quickly.
- **Defensive Mode** – this type of situation requires the IC to assign resources to positions that would prevent the incident from occurring or escalating.
- **Command Mode** – this is a situation clearly beyond the control of the initial available resources. The IC will assume command for the purpose of evacuating and relocating students and staff. Upon arrival of emergency service personnel, he/she immediately relinquishes command.

### **Confirmation of Command**

Confirmation of command is a major part of the first IC function. The initial announcement will assure all that command is in place. Everyone arriving at the scene after command will automatically assume one of the following categories is occurring:

- Working under the Incident Commander
- Taking command if it is passed to them
- Formally taking command if the later arriving person outranks or is more qualified than the person in charge

### **Assuming Command**

Assuming command of an incident operation that is underway can be more difficult than assuming command from the incident's inception. The senior administrator should not be reluctant to assume command especially if the operation appears unsound.

### **Transfer of Command**

Transfer of information is essential before command can be assumed. The person in command must be able to give the new IC a current and complete status evaluation of the incident.

### **Training for Incident Command/NIMS**

Appropriate school district personnel will be encouraged to complete both IS-100.SC (Introduction to the Incident Command System for Schools) and IS-362 (Multi-Hazard Emergency Planning for Schools). Both training programs are available on-line at [www.nassauschoolemergency.org/training](http://www.nassauschoolemergency.org/training).

### **Response**

General Guideline for Reporting an Emergency (calling 911):

- Identify yourself.
- Give the school location.
- Identify the nature of the situation.

### **Assignment of Responsibilities**

The school building will utilize the **Incident Management System (Incident Command)** as described above as its routine means of response to emergency situations. We realize that most emergencies will not require the full expanse of this system but will allow us to unfold and expand our response as each individual incident dictates. We also recognize that in most instances we will be transferring command to emergency response personnel upon their arrival. The School District Incident Commander transferring command to emergency response personnel will readily assume a subordinate role in support of the new IC and as dictated by emergency response personnel. Generally, the School Building Principal will serve as the Incident Commander. However, the nature of Incident Command dictates that the first person to become aware of an emergency could become the Incident Commander at that moment and remain as such until command is relinquished to the next higher building official. As part of their training, school personnel will be familiarized with the Incident Command concept. **The District Chain-of-Command will be as follows:**

1. Superintendent of Schools
2. Assistant Superintendents
3. Coordinator of School Safety & Student Support Services

### **District Building Command Posts:**

Depending on the nature of a response action, either an interior or exterior command post may be selected. At any given point in time, only one command post can be operational.

- **Command Post (Interior):** Roosevelt Public Library  
**Alternate CP:**
- **Command Post (Exterior):** Western Beef Parking Lot  
**Alternate CP:**

### **National Terrorism Advisory System (NTAS)**

On May 2, 2011, The Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS), which replaces the Homeland Security Advisory System, to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. The NTAS Alerts will be as follows:

#### **Imminent Threat Alert:**

**Warns of a credible, specific, and impending terrorist threat against the United States.**

#### **Elevated Threat Alert:**

**Warns of a credible terrorist threat against the United States.**

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of the private sector, while other alerts will be issued more broadly to the public through both official and media channels.

#### **Sunset Provision:**

An individual threat alert is issued for a specific time period and then automatically expires. It may be extended if new information becomes available or the threat evolves.

**SECTION IX: PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS**

The School’s Administration shall use the following protocol 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:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies:
  - Fire, Police, Medical 911
  - Town of Roosevelt Police Department (516) 573-6100
  - Gas Orders-Key Span (631) 755-6500
  - Congressional Office (516) 546-4100
  - Family Court (516) 571-9033
  - Poison Court Center (516) 542-2323
  - Nassau County Emergency Management (516) 573-0636
  - Meadowbrook Parkway State Police Department (516) 756-3300
  - Southern State Parkway State Police Department (516) 756-3300
  - Nassau County Mental Health Services (516) 572-6836
  - Nassau County Traffic Safety Board (516) 571-5032
  - Nassau County Health Department (516) 571 -3458

**Nassau County Contact Information**  
**Remember -“911” Calls Are For Emergency Situations Only**

|  |                          |
|--|--------------------------|
| TTY Relay Operator                                   | 800-421-1220             |
| Nassau County Office of Emergency Management         | (516) 573-0636           |
| Nassau County Office of Emergency Management E-mail: | NCOEM@nassaucountyny.gov |
| Nassau County Main Number                            | (516) 571-3000           |
| Nassau County American Red Cross                     | (516) 747-3500           |
| Nassau County Police                                 | (516) 573-7000           |
| Town of North Hempstead                              | (516) 627-0590           |
| Town of Hempstead                                    | (516) 489-5000           |
| Town of Oyster Bay                                   | (516) 677-5757           |
| City of Glen Cove                                    | (516) 676-2000           |
| Glen Cove Police Department                          | (516) 676-1000           |
| City of Long Beach                                   | (516) 431-1000           |
| City of Long Beach Police Department                 | (516) 431-1800           |



**SECTION X: DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY**

 Revised

Each Roosevelt Union Free School District building is equipped with resources available for use during an emergency. These include:

- Gotta-Go-Bags
- Communication devices (i.e. Walkie Talkies)
- Midland NOAA Weather Alert Radios (Desk Top and Portable)
- First aid and medical supplies
- Food
- Water
- Fire extinguishers
- Defibrillators
- Flashlights
- Batteries
- Emergency phone numbers list.
- Additional resources (e.g. tools, duct tape, hardware) are located in the maintenance shops and with the supplies or the head custodian of each building.

Each school building of the Roosevelt Union Free School District can serve as a sheltering site, if required, during most emergencies.

The Roosevelt Union Free School District maintains a fleet of; (3) pick-up trucks, one van, and one jeep.

**SECTION XI: PROCEDURES TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES AND WORKFORCE DURING EMERGENCIES**

The district shall use the following procedure to coordinate the use of school district resources and work force during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or the District-wide Safety Team and request the necessary work force or resources.
- The Superintendent of Schools or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

**SECTION XII: PROTECTIVE ACTION OPTIONS**

The Roosevelt Union Free School District shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place or evacuate shall be made in cooperation with state and local emergency responders as appropriate.

**School cancellation**

- Monitor any situation that may warrant a school cancellation – Superintendent/ District Team.
- Make determination – Superintendent
- Contact local media- Community/Public Relation Liaison

**School delay**

- Monitor any situation that may warrant school delay –Superintendent/District Team.
- If conditions warrant, delay opening of school- Superintendent
- Contact Transportation Supervisor to coordinate transportation issues- Assistant Superintendent for Business
- Contact local media to inform parents of delayed opening- Community/Public Relation Liaison
- Provide for safety and security of employees and students who do come to school-Assistant Superintendent

**Emergency Closing Prior to Start of Day (Before 6:30 a.m.)**

- A member of the Facilities Department (or appropriate designee) will check with the road supervisors, drivers and other necessary people and make recommendation to the Assistant Superintendent for Business & Operations
- The Assistant Superintendent for Business & Operations will make recommendation to the Superintendent of Schools as soon as conditions are clear enough to make a decision.
- After decision is made by Superintendent, the following procedure is to be followed:

|                 |              |
|-----------------|--------------|
| WHLI 1100 AM    | WALK 97.5 FM |
| WBAB 103.5 FM   | WINS 1010 AM |
| WGBB 1240 AM    | WGSM 740 AM  |
| WWOR 710 AM     | WLIB 1190 AM |
| Channel 12 News | WALDO 1280AM |

**Student Accident Insurance Program**

The students in Roosevelt Union Free School District are covered against accidental injury under a school-time plan of insurance. Students are covered while attending school, during school hours, including summer academic classes and while attending school-sponsored and school supervised activities during the school term. This coverage, insofar as hospitalization and surgery are concerned, is in excess of any coverage you may have on your child. There is a standard deductible clause policy.

### SECTION XIII: RESPONSE TO THREATS OF VIOLENCE IN SCHOOL

The School District is committed to the prevention of violence against any individual or property in the schools, on school property or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any person who commits an act or threatens an act of violence, including bomb threats, whether made orally, in writing, or by e-mail, shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Code of Conduct for the Maintenance of Order on School Property and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and well being of staff, students, visitors and/or the school environment. Employees, students, agents and invitees shall refrain from engaging in threats or physical actions which create a safety hazard for others.

**All staff who are made aware of physical acts and/or threats of violence directed to students or staffs are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.**

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools. This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Code of Conduct as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Appropriate sanctions for violations of this policy by students will be addressed in the Code of Conduct.

*District Policy 3412*

**SECTION XIV: RESPONSE PROTOCOLS**

The Roosevelt Union Free School District has a comprehensive plan includes an identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.

**School Building Emergency Response Kit (Gotta-Go-Bag)**

Gotta-Go-Bags are filled with supplies that you may need to have or take with you in an emergency. **Each building must have a minimum of two bags available for emergency use only.** The bags should be kept in different locations in the school in the event that one location is not accessible. It is also a good idea to keep an additional bag at an outside location such as an evacuation site. There are school-level Gotta-Go-Bags and district-level Gotta-Go-Bags. The bags should be updated periodically, to make any necessary changes or replacements. The following is a list of basic items schools and districts may need to include in the bags.

**School Level Supplies:**

- Student register with parent emergency numbers
- List of students with custody limitations
- Teacher/Employee roster
- Teacher schedules
- School emergency plan
- Building floor plans - Not the blueprints, the internal layout with rooms numbered. (10 copies - to give to agencies responding to an incident.)
- Exterior school grounds maps - 5 copies
- Map of local area
- Cellular phones - consider battery charging/power adapters
- Emergency phone numbers
- Bull horn(s)
- Portable radios
- Master keys to building - 2 sets, minimum
- Pens and pencils
- First aid supplies
- Student tracking forms - carbonless system where the teacher/employee can record the students with them.
- Index cards and note pads
- Other forms or documents the school may require
- Flashlights and batteries
- Duct tape
- AM/FM radio
- Blanket
- Cups, plastic containers and a water source
- Towels
- Utility knife
- Screwdriver
- Pliers
- Plastic bags

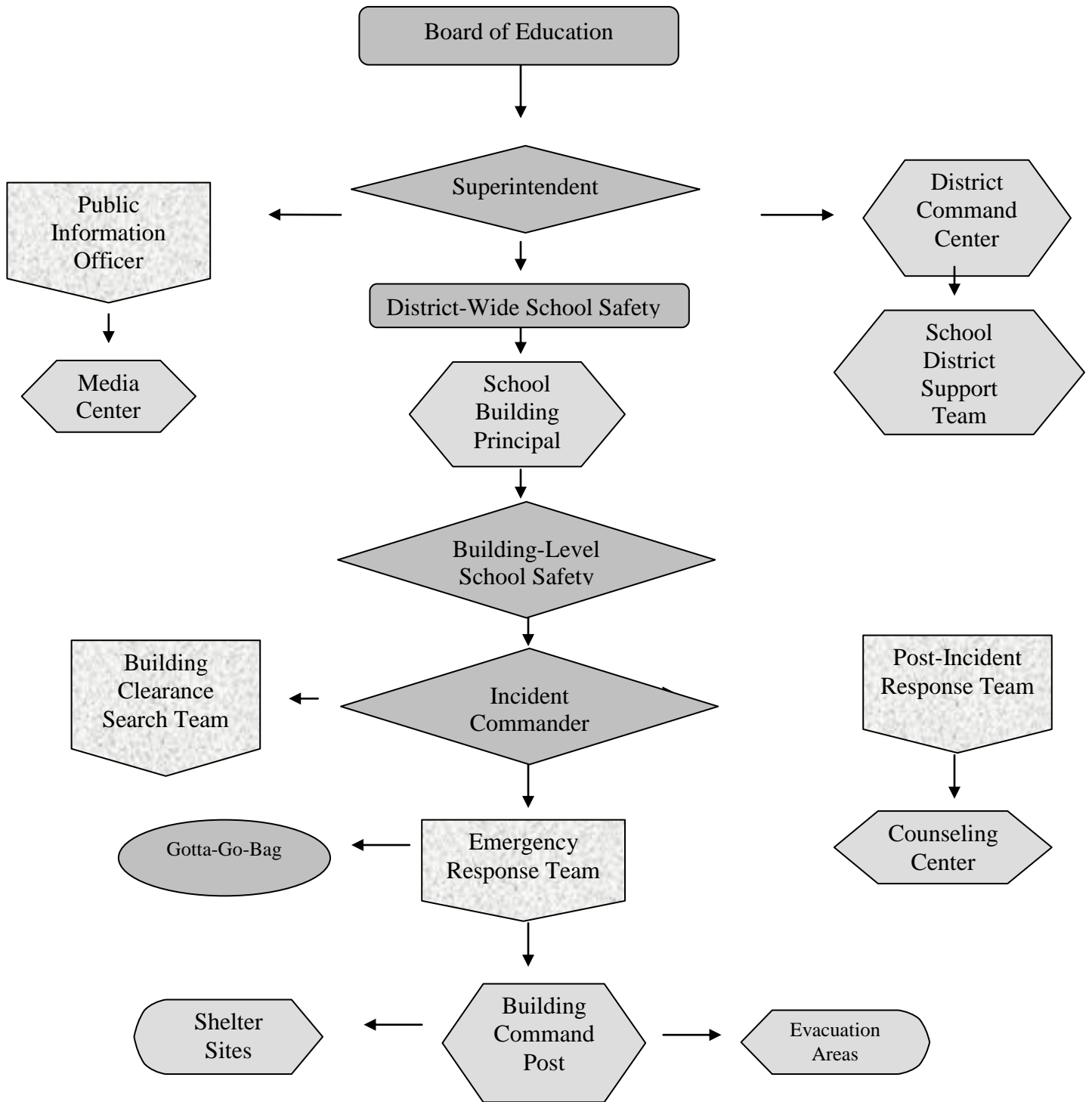
Things you may need that will not be stored in the Gotta-Go-Bag:

- Student medications
- Teacher/Employee daily attendance record
- Student daily attendance record

**District Level Supplies:**

- First aid supplies
- Blankets
- Building floor plans - multiple sets for each building
- District emergency plans
- Parent reunification forms
- Computer (desk or laptop) and printer
- Material to make signs for directing parents to the reunification center

Emergency Response Plan Overview



**DEFIBRILLATOR DISTRIBUTION LOCATION LIST: 2012-13 School Year**

The Director of Health, Physical Education, Athletics and Wellness is responsible for the annual:

- Inspection of all defibrillators at all sites
- Providing annual training to selected staff at each school
- Updates the information provided on this page and distributes to all schools to incorporate in their school based plans.



**CENTENNIAL AVENUE SCHOOL**

Location: In nurse’s office  
 Certified Users: Allison Stiles, David Alt, Verona Miles, Gloria Stubbs  
 Training Date: August, Inspection Date:

**ULYSSES BYAS ELEMENTARY SCHOOL**

Location: Outside of gymnasium  
 Certified Users: Emily Moore, Daphne, Charles Brown, Sylvia, Almono  
 Training Date: August, Inspection Date:

**WASHINGTON-ROSE ELEMENTARY SCHOOL**

Location: Outside of gymnasium  
 Certified Users: David Solomon, Joy Emannual, Shikema Barksdale  
 Training Date: August, Inspection Date:

**THE ROOSEVELT MIDDLE SCHOOL**

Location: In the gymnasium  
 Certified Users: Adam Stiles, Jason Maragh, Brenda Menefee  
 Training Date: August, Inspection Date:

**ROOSEVELT SENIOR HIGH SCHOOL**

Location: Outside of gymnasium  
 Certified Users: Malissa Mohan, Joseph Mohan, Tonio Simmons  
 Training Date: August, Inspection Date:

Form Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Position: Director of Health, Physical Education, Athletics & Wellness



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## SECTION XV: RECOVERY

### District support for buildings

The aftermath of a severe act of violence or other emergency can have a major effect on the well-being of students, school staff and the entire school community. Generally, the School Building Post-Incident Response Team will enlist the services of pre-identified School Building medical counselors and mental health experts. The Roosevelt Union Free School District District-wide Team will support the Building-level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools. The Superintendent in consultation with the team may choose to activate additional support by local emergency response teams.

If in-building resources are inadequate or need to be supplemented, district-wide medical and mental health resources will be utilized. When the response effort grows beyond the scope of school district resources, County and State agencies will be utilized. **The Nassau County Department of Mental Health (571-3355) will work closely with the school district to access disaster mental health services at the County and State levels as necessary.** The Superintendent or his/her designee may activate gain additional resources from the Nassau County Department of Mental Health, as the situation requires. The School Building Post-Incident Response Team has developed the following procedures for post-incident response:

#### Short Term

- Providing mental health counseling for students and staff.
- Assuring building security.
- Restoring the facility to full operations.
- Providing a post-incident response critique.

#### Long Term

- Providing mental health counseling (will monitor for post-traumatic stress behavior)
- Continue to assure building security.
- Provide mitigation to help prevent recurrence and impact.

#### Parent Notification

Principals, when applicable, will use the following methods to inform parents of drill specifications:

- District Website: Contact Coordinator of School Safety & Student Support Services
- Automated Telephone System: Contact Attendance Teacher
- Flyers: Created on a school level

All requests must include specific notification language to include date, time, and location

#### Automated Parent Notification

In an effort to improve communications between families and school, the District has invested in an automated notification system. This program allows the immediate notification to all households and parents, by telephone, of any critical or unplanned event that will cause school cancellation, delay or an early dismissal. The District will continue to use radio and television to broadcast school closings and delays due to weather. *Schools can use the system for general announcement calls, for example a reminder of parent/teacher conferences or other important school information.*

When used, the service will dial the numbers you have filled out on the white student information form. It will call the Primary Contact's home phone number (Phone #1) as well as the Primary Contact's cell phone number (Phone #2). Please see your student information sheet included in this mailing for these numbers. The student registration forms are sent home at the beginning of the school year with your student. *Parent/Guardian(s) must notify the schools if they change the numbers on this form, upon receipt they will be updated in this system as the forms are returned to school.*

The **Parent Notification System** will deliver a recorded message from a school administrator. The service will deliver the message to both live answer and answering machines. All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein.

## Parent/Student Reunification Procedures

### Beginning of School Year:

1. At the beginning of the school year, have the Parent/Guardian complete the **Student Emergency Information Form** (☒) and file alphabetically in a **Portable File**.
2. At the beginning of the school year, the School District completes **Box A** of the **Student Emergency Release Tracking Form** (☒) and staples it to the **Student Emergency Information Form** (☒). These forms are to be kept in the **Portable File** to be used at the **Reception Center**.

### During Emergency Reunification Event:

1. **Parents** report to the easily identifiable and posted **Reception Center**.
  - a. **Parent/Guardian/Approved Individual** requests the **Student** to be released and shows identification.
  - b. **Reception Center Staff** retrieve Student forms from the **Portable File** and complete **Box B** of the **Student Emergency Release Tracking Form** (☒).
  - c. **Reception Center Staff** assure that the requesting individual's name matches the designated Parent/Guardian/Approved Individual's name on the **Student Emergency Information Form** (☒).
  - d. **Reception Center Staff** give the **Tracking Form** (☒) to the **Student Transporter**.
2. **Student Transporter** proceeds to **Student Holding Area**.
  - a. **Student Transporter** gives **Student Emergency Release Tracking Form** (☒) to **Holding Area Staff** who complete **Box C** of the **Form**.
  - b. **Holding Area Staff** release Student to the **Student Transporter**.
  - c. The **Student Transporter** returns to the **Reception Center** with the **Tracking Form** (☒) and Student.
  - d. If the Student is absent, in First-Aid or missing, the **Tracking Form** (☒) is delivered to the **Incident Commander** who will investigate and notify the **Reception Center Staff** and authorities.
3. **Reception Center Staff** receive the Student and **Student Emergency Release Tracking Form** (☒) from the returning **Student Transporter**
  - a. **Reception Center Staff** once again check identification and complete **Box D** of the **Tracking Form**.
  - b. The **Reception Center Staff** have the **Parent/Guardian/Approved Release Individual** complete **Box E** of the **Tracking Form** (☒).
  - c. The **Reception Area Staff** review **Box E** of the **Student Emergency Release Tracking Form** (☒) to assure all information is correct.
  - d. The **Reception Center Staff** complete the **Bottom Portion of the Student Emergency Information Form** (☒), (For School Use Only), attach it to the **Student Emergency Release Tracking Form** (☒) and file it in the **Portable File**.
  - e. The **Student** is released to the **Parent/Guardian/Approved Individual**.

**Appendix**

**District Site Emergency Response Team Organization Chart**

