



**WARWICK VALLEY**  
**CENTRAL SCHOOL DISTRICT**  
DISTRICT-WIDE SAFETY & EMERGENCY  
MANAGEMENT PLAN 2024-25

UPDATED OCTOBER 2024



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## STATE REQUIREMENTS

Requirement	Required Action	Date	Check when Completed
The District-Wide School Safety Team was <b>appointed by the Board of Education</b> . <sup>1</sup>	<b>Appointed by the Board of Education on:</b>	7/1/24	<input checked="" type="checkbox"/>
The District Chief Emergency Officer is: <sup>2</sup> Than Harrington, Asst Dir Facilities, 987-3030 tharrington@wvcsd.org	<b>District Chief Emergency Officer Appointed on:</b>	7/1/24	<input checked="" type="checkbox"/>
The District-Wide School Safety Team conducted <b>annual review and updates</b> to the District-Wide School Safety Plan: <sup>3</sup>	<b>Annual Review and Updates completed on:</b>	6/11/24	<input checked="" type="checkbox"/>
The District-Wide School Safety Plan was <b>made available for public comment at least thirty days prior to its adoption</b> by the Board of Education: <sup>4</sup>  It is recommended that a <b>DRAFT</b> version of the plan be <b>posted on the district website for the 30-day comment period</b> (watermark is suggested)	<b>Public Comment Period Start Date:</b> <b>Public Comment Period End Date:</b>	7/1/24 8/1/24	<input checked="" type="checkbox"/>
At least one <b>public hearing</b> that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan. <sup>5</sup>	<b>Date of Public Hearing/Adoption (by September 1st):</b>	8/1/24	<input checked="" type="checkbox"/>
District-wide plan must be <b>submitted to the commissioner</b> within 30 days after its adoption, and <b>no later than October 1st</b> . <sup>6</sup>	<b>District plan submitted in the NYSED business portal (no later than October 1st):</b>	9/16/24	<input checked="" type="checkbox"/>
The date the <b>Board Adopted District-Wide School Safety Plan was posted on District Website</b> : <sup>7</sup> <b>Within 30 days from adoption and no later than October 1st</b> .	<b>Date Posted (no later than October 1st):</b>	9/15/24	<input checked="" type="checkbox"/>

<sup>1</sup> District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board.

<sup>2</sup> 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer

<sup>3</sup> 155.17(a) Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

<sup>4</sup> 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption.

<sup>5</sup> 155.17(c)(3) Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

<sup>6</sup> CR155.17(3)(i) Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

<sup>7</sup> District-wide School Safety Plan Self-Assessment and Planning Tool, Within 30 days from adoption, and no later than October 1, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

	<a href="https://warwickvalleyschools.com/about-wvcsd/emergencyresponseplan/">https://warwickvalleyschools.com/about-wvcsd/emergencyresponseplan/</a> of District-wide School Safety Plan on District Website  URL was verified/checked to be sure the link is working		
Date training was provided to staff on <b>Building-level Emergency Response Plans, school violence prevention and mental health by September 15th:</b> <sup>8</sup>	Date of Training:	8/29/24	<input checked="" type="checkbox"/>

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<sup>8</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

## SECTION I GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### PURPOSE

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 mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

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

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

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

The Superintendent, or Designee (see [State Requirements](#)), will serve as the District's Chief Emergency Officer (CEO)<sup>9</sup> whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;<sup>10</sup>
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;<sup>11</sup>
3. Ensuring staff understanding of the district-wide school safety plan;<sup>12</sup>
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building.<sup>13</sup> The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (BERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;<sup>14</sup>
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response plan;<sup>15</sup>
7. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807;<sup>16</sup> and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.<sup>17</sup>
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

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<sup>9</sup> 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

<sup>10</sup> 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

<sup>11</sup> 155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans

<sup>12</sup> 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

<sup>13</sup> 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

<sup>14</sup> 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

<sup>15</sup> 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response [plan] plan(s);

<sup>16</sup> 155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807

<sup>17</sup> 155.17(c)(1)(xix)(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner



## IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a<sup>18</sup>. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District<sup>19</sup>. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

At the discretion of the board of education, a student may be allowed to participate on the safety team. If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14), no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

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

1. Assess and review the District-wide Safety and Emergency Management Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Planning 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 organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

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<sup>18</sup> 2801-a Each district-wide school safety team shall be appointed by the board of education, or the chancellor in the case of the city school district of the city of New York, and shall include but not be limited to representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

<sup>19</sup> 155.17(b)(14) District-wide school safety team means a district-wide team appointed by the Board of Education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

DISTRICT SAFETY TEAM<sup>20</sup>

Members listed here may be removed from the “additional emergency numbers” table

REQUIRED MEMBERS	NAME	TITLE	OFFICE PHONE	ALTERNATE NUMBER (optional)
School Board	Thomas Maslanka	School Board Representative	845 590-3405	
Teacher	Patricia O'Connor	Teacher	845 591-3022	
Administrator	Than Harrington	Chief Emergency Officer/Safety Director	845 987-3000 ext. 17570	
Administrator	Cindy Leandro	District Administrator	845 987-3000 ext. 10522	
Administrator	Dr. David Leach	Superintendent of Schools	845 987-3000 ext. 10511	
Parent Organization	Ronald Introini	Parent Representative	845 313-9296	
School Safety Personnel	Than Harrington	Facilities	845 987-3000 ext. 17570	
Bus Driver	Laura Schnieder	Bus Driver	845 987-3000 ext. 18510	
Bus Monitor	Louise Finnagan	Bus Monitor	845 649-2501	
*Student (optional)	Brielle Insernia	Student Representative	N/A	
*Student (optional)	Dylan Torres	Student	N/A	

<sup>20</sup> 155.17(b)(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

		Representative		
<b>Other School Personnel (below)</b>				
	Jelena Radulov	Transportation	845 987-3000 ext. 18511	
	Meghan McGourty	Administration	845 987-3000 ext. 10520	
	Charles Vealey III	CSEA	845 986-8530	
	Patricia O 'Connor	WVTA	845 591-3022	
	Heather Roecker	Coordinator of Health & Attendance	845 987-3000 ext. 10523	
	Chief John Rader	Law Enforcement Officer	845 986-3423	
	Andrew Lemin	Fire/Emergency Services	845 324-9000	
	Maureen Doherty	Local BOCES Representative	845 291-0100 ext. 10720	

#### CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.

3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

#### PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team with technical assistance from the Orange Ulster BOCES Risk Management Department. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year.<sup>21</sup>
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans.<sup>22</sup>
3. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st each year.

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<sup>21</sup> 155.17(a) Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter.

<sup>22</sup> 2081-a(2)(f) District-wide school safety teams shall consider, as part of its reviews of the comprehensive district-wide safety plan, the installation of a panic alarm system. For purposes of this paragraph, "panic alarm system" shall mean a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application; The New York State Register, December 2022, <https://dos.ny.gov/system/files/documents/2022/12/122822.pdf> (page 12)

5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).<sup>23</sup> This plan will be made available for public comment at least 30 days prior to its adoption.
6. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 1st of each year or within 30 days of adoption.<sup>24</sup>

## SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

### PREVENTION AND INTERVENTION STRATEGIES<sup>25</sup>

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

1. The District utilizes trained multidisciplinary Threat Assessment Teams (a.k.a. Behavioral Assessment Teams) at each building to evaluate threats and implement the appropriate mitigation strategies. The District provides support and record keeping for the activities of each team.

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<sup>23</sup> 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

<sup>24</sup> Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15, 2016 and each subsequent October 15th thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

<sup>25</sup> 155.17(c)(1)(iii) appropriate prevention and intervention strategies, such as:(a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;(b) nonviolent conflict resolution training programs;(c) peer mediation programs and youth courts; and(d) extended day and other school safety programs

2. The District has established a district-level multidisciplinary Behavioral Assessment Team which assesses whether certain exhibited behaviors or actions need intervention or other support. The Behavioral Assessment Team convenes annually to conduct staff training sessions on the safety and emergency procedures of such team<sup>26</sup>
3. The District Safety Team engages in table top exercises to discuss their roles during an emergency and their responses to a sample emergency situation.<sup>27</sup>
4. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
  - Emergency Responders
  - Regional BOCES
  - District Consultants
5. Training for school staff working in an incident control capacity may include:
  - Individual and group de-escalation techniques
  - Non-violent conflict resolution skills and
  - Peer mediation
6. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
7. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
8. Procedures relating to building security including utilization of staff and security equipment are as follows:<sup>28</sup>
  1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
  2. All staff members are expected to wear District-issued photo identification badges.
  3. After the designated start time of the school day, each school will be appropriately secured.

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<sup>26</sup>155.7(4)(1)(iii)(b) the establishment or participation of school or district staff in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team. Where utilized, the district-wide school safety plan shall provide a description of the school, district, or county team and its purpose. Annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such team.

<sup>27</sup>155.15(4)(1)(xiv)(2) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

<sup>28</sup> 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

4. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
5. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
6. Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies utilized during after-school hours:
  1. To the degree possible, access to areas of the school building is limited to only those needed for activities.
  2. Some buildings may use a modified point of entry.

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

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

#### IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication among students, between students and staff, and between administration and parents or persons in parental relation.<sup>29</sup> These programs may include the establishment of youth-run programs, creating a forum or designating a mentor for students, peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.<sup>30</sup>

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<sup>29</sup>155.17(4)(3)(xvi) strategies for improving communication among students, [and] between students and staff and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

<sup>30</sup> 155.17(g) By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.<sup>31</sup>

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

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

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

#### REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

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

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<sup>31</sup> 155.17(c)(1)(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;



## TRAINING, DRILLS AND EXERCISES

### Drills and Exercises:<sup>32</sup>

Drills conducted during the school day with students present shall be conducted in a trauma-informed<sup>33</sup>, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.<sup>34</sup> The New York State Fire Code requires that the fire alarm be used in an evacuation drill, and it is not considered a prop.

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.<sup>35</sup>

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

**EVACUATION AND LOCKDOWN DRILLS.**<sup>36</sup> Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Six (6) of all such drills shall be evacuation drills. Four (4) of all such required drills shall be lockdown drills with two (2) of these drills being held between September 1st and December 31st. Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time. Students are also provided the opportunity to ask questions on any procedure that they are not clear on. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. Four of the required drills must be through use of the fire escapes on buildings *where fire escapes are present* or through the use of identified secondary means of egress.<sup>37</sup> The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be

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<sup>32</sup>155.17(c)(1)(xiv) procedures for review and the conduct of drills, [and other exercises to test components of the emergency response plan, including the use of] tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials

<sup>33</sup> 155.17(b)(20-22) Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

<sup>34</sup> 155.17(4)(xiv)(1) Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

<sup>35</sup> At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

<sup>36</sup>EL §807.1 eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year

<sup>37</sup> EL §807.1 four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress

conducted on different dates as well as days of the week and times of day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies. Instruction in drill procedures, including during lunch periods and assemblies, is conducted annually by staff.<sup>38</sup> At least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.<sup>39</sup> Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.<sup>40</sup>

Prior to the commencement of each school year, the Building-Level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

**EARLY DISMISSAL DRILL<sup>41</sup>:** The District will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.<sup>42</sup>

**SHELTER-IN-PLACE AND/OR LOCKOUT DRILLS:** While not required, each school in the District may conduct Shelter-in-Place and/or Lockout drills in addition to those drills required by New York State regulation. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.<sup>43</sup>

Each Building-level Emergency Response Planning Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency response agencies are encouraged to participate in these exercises. The district

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<sup>38</sup> EL §807.1 Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly

<sup>39</sup> EL §807.1-a at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.

<sup>40</sup> 401.7 [New York State Fire code](#) (pg 59)

<sup>41</sup> 155.17(h) Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

<sup>42</sup> 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

<sup>43</sup> 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills. Such exercises may not include students without written consent from parents or persons in parental relation.<sup>44</sup> Procedures for obtaining written consent for students to participate in full-scale exercises from parents or persons in parental relation will include:<sup>45</sup>

**1. Distribution of Consent Forms:**

- Consent forms will be distributed to parents through one or all the following methods:
  - **Mail:** Consent forms will be sent to parents' home addresses.
  - **Home with Students:** Students will bring consent forms home in their backpacks.
  - **Email:** Electronic consent forms will be sent to parents' registered email addresses.
  - **School Newsletter:** A detachable consent form will be included in the monthly school newsletter.
  - **Parent Portal:** Consent forms will be available on the school's parent portal.

**2. Content of Consent Forms:**

- The consent form will include:
  - A detailed description of the full-scale exercise, including date, time, and activities involved.
  - Potential risks and safety measures in place.
  - Instructions for completing and returning the form.

**3. Return of Consent Forms:**

- Parents can return signed consent forms through the following methods:
  - **Mail:** Forms can be mailed back to the school.
  - **Home with Students:** Students can return forms to their homeroom teachers.
  - **Email:** Scanned copies of signed forms can be emailed to the designated school email address.
  - **Parent Portal:** Digital consent forms can be submitted through the parent portal.

**4. Follow-Up and Reminders:**

- The school will send reminders via email, text messages, and phone calls to ensure that all parents submit the consent forms in a timely manner.

**5. Record Keeping:**

- The school will maintain a digital record of all returned consent forms. This record will be securely stored and accessible to authorized school personnel.

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<sup>44</sup>155.17(4)(xiv)(3) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

<sup>45</sup>procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students.

The school board will ensure that information about drills be provided in the teacher's manual or handbook.<sup>46</sup>

Parents or persons in parental relation must be given advance notice of each drill being conducted within one week prior to the drill.<sup>47</sup> Procedures for notifying parents or persons in parental relation may include:

### 1. Official Letter or Email

- Timing: **Within one week** before the drill.
- Include the following information:
  - General time frame of the drill
    - (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
  - Type of drill (e.g., fire drill, lockdown drill)
  - Purpose of the drill
  - Importance of the drill for student safety
  - Contact information for questions or concerns

### 2. Automated Phone Calls and Text Messages

- Timing: **Within one week** before the drill.
- Use the school's automated messaging system to send a notification.
- Include the following information:
  - General time frame of the drill
    - a. (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
  - Type of drill (e.g., fire drill, lockdown drill)
  - Purpose of the drill
  - Importance of the drill for student safety
  - Contact information for questions or concerns

### 3. Printed Notices

- Timing: **Within one week** before the drill.
- General time frame of the drill
  - (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
- Send printed notices home with students.
- Include the following information:
  - General timeframe of the drill
  - Type of drill (e.g., fire drill, lockdown drill)
  - Purpose of the drill

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<sup>46</sup>EL §807.2 the school board will ensure that information about drills be provided in the teacher's manual or handbook.

<sup>47</sup> (d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

- Importance of the drill for student safety
- Contact information for questions or concerns

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall **not be informed in advance of evacuation drills.**<sup>48</sup>

A summary of drill procedures are detailed in each of the Building-Level Emergency Response Plans.

### STAFF DEVELOPMENT TRAINING

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15<sup>th</sup> of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.<sup>49</sup>

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

Additional training includes but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Student School Emergency Response Procedures Training

### PROACTIVE BUILDING SECURITY MEASURES

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise

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<sup>48</sup> At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

<sup>49</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner;

building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

3. Staff members are required to wear visible identification badges.
4. Visitors are required to produce ID, sign in and wear visitor identification printouts from the RAPTOR management System.
5. Visitor access is limited to specific areas of the school building.

#### VITAL EDUCATIONAL INFORMATION<sup>50</sup>

Information on each building's student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. The purpose of including such information in the Building-level plan is to ensure coordination or coverage in the event of a serious incident.

#### EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR<sup>51</sup>

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

1. A "plain language" summary of the District's Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A "plain language" summary of the District's Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
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.

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<sup>50</sup> 155.17(h)(i) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

<sup>51</sup> 155.17(c)(1)(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

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. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, bus drivers and monitors, parents/guardians and students may be 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 the District's school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
9. The District may work 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.

### Police Agencies

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

<u>Agency</u>	<u>Phone Number</u>
Warwick Town Police Department	845-986-3423
Orange County Sheriff's Office	845-291-4033
New York State Police Troop F	845-344-5300

### HAZARD IDENTIFICATION

#### Identification of Potentially Dangerous or Hazardous Sites:

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - Electrical panels/shut-offs
  - Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system
  - Structural failure
  - HVAC
  - Water supply/shut-off
  - Chemical storage and cleaning supplies
  - Paper supply storage
  - Industrial arts room
  - Science rooms and labs
  - Isolated areas near the school
  - Nearby aqueduct, streams, ponds, rivers (flooding)
  - Steep areas near school
  - Unprotected exterior gas/electric, air conditioning supplies or equipment
  - Playground equipment

## SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING<sup>52</sup>

### SECURITY AND SCHOOL RESOURCE OFFICERS

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel where appropriate. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration.

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<sup>52</sup> 155.17(c)(1)(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;



## SECURITY ALLOCATIONS

- A. At the elementary and middle school level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.
- B. At the high school level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges, which must be worn at all times. In addition, safety personnel are assigned to areas throughout the building.

### Hiring

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

### Duties and Training

#### **Greeters**

- contracted personnel at each elementary and middle school
- buildings are staffed during regular school hours
- primarily responsible for enforcement of the visitor protocols
- perform perimeter patrols
- detection of hazards
- deter and report unlawful activity
- provide escorts for parents and students when needed
- members of building-level emergency response planning teams

#### **School Security Monitors**

- former military or law enforcement
- staffed during regular school hours at the high school as well as for special events in the evening and on weekends
- enforce our visitor policy as well as actively monitor the building and support the staff with student safety and traffic

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

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc).
- Right-to-know training

- Blood borne pathogen training

## SECTION III    RESPONSE

### NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

#### Internal

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

#### External

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

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

When an emergency requires notification of parents and students, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <https://warwickvalleyschools.com/>

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

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

## SITUATIONAL RESPONSES

### MULTI-HAZARD RESPONSE

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

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.<sup>53</sup>

### RESPONSE PROTOCOLS

Written information on emergency response procedures is disseminated to parents, age-appropriate students and staff via email by October 1st annually. This non-sensitive information may also be found on the district website.<sup>54</sup>

### SCHOOL CANCELLATION

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

### EARLY DISMISSAL

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

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<sup>53</sup> 155.17(c)(1)(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

<sup>54</sup> 155.17(g) Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

## EVACUATION

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

## SHELTERING SITES (INTERNAL AND EXTERNAL)

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

## PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS<sup>55</sup>

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

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security Annex
- Early or Alternate Emergency Dismissal
- Elopement
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Severe Weather

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<sup>55</sup> 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

- Student-Made Threats
- Swatting
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

#### RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE<sup>56</sup>

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

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<sup>56</sup> 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;

## RESPONSES TO ACTS OF VIOLENCE<sup>57</sup>

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Planning Team consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, teachers, other school personnel, bus drivers and monitors, or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Planning Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.<sup>58</sup>
10. The district has a zero-tolerance policy for acts of school violence.

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<sup>57</sup> 155.17(c)(1)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors and visitors to the school, including consideration of zero-tolerance policies for school violence;

<sup>58</sup> 155.17(c)(1)(iv) policies and procedureFs for contacting the appropriate law enforcement officials in the event of a violent incident;

## PROTOCOLS FOR A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE

The following procedures provide a general overview of the District's response to a State Disaster Emergency and may require modification during an actual event based on a number of factors. The District will follow current guidance from the County Department of Health, State Department of Health and the State Education Department related to masking, distancing, quarantines, and other health-related requirements.

### BACKGROUND

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared state disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan.

*Education Law - 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.*

### PROTOCOLS

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of **essential** employees.

Essential Position	Description	
<b>Information Technology</b>	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
<b>Custodial and Maintenance</b>	Director Asst. Director Senior Custodians Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
<b>Administration</b>	Superintendent & Asst. Superintendents	Required to ensure continuity of the response efforts.
<b>Building Administration &amp;</b>	Building Administrators &	Required to ensure continuity of the



<b>Clerical Support</b>	Clerical Support *	response efforts.
<b>Faculty and Staff</b>	Teacher/Related Service Provider	Should it become necessary to meet a student’s needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as-needed basis.
<b>Security</b>	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
<b>Transportation</b>	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
<b>Food Service</b>	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
<b>Health Services</b>	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contract tracing.
<b>Business Operations</b>	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

2. In the event of a state-ordered reduction of the District’s in-person workforce the District will provide the opportunity for all **non-essential** employees the capability to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading, and installation of any needed devices or technology, including software, data, office laptops or phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace. [DISTRICT] Staff will be guided on this as per the **Building Level Emergency Plans**, specifically the **Continuity of Operations and Continuity of Instruction** sections.
  
3. To the extent possible the District will stagger work shifts of essential employees in order to reduce overcrowding on public transportation systems and at worksites. Staff and students

typically walk or drive via personal vehicle to campus. In an effort to reduce overcrowding on public transportation:

- Class schedules, if scheduled to be on site, will be staggered to a morning and afternoon cohort
  - Staff will arrive on campus prior to students at staggered times/work shift or/and staggered assigned days of work
  - If no students are in school staff will continue to have their work shift or assigned days of work staggered.
  - Most employees will be permitted to work remotely.
  - Visitors will not be permitted on campus.
4. A quantity of personal protective equipment (PPE), sufficient to provide to all essential employees, will be procured, stored, and managed as follows:
- Facilities will maintain inventory of PPE as recommended by the NYS Education Department guidelines, and continually restock same as needed.
  - Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
  - The equipment will be stored and readily available to any person in need of it.
5. In the event an employee is exposed to a known case of a communicable disease that is the subject of a state disaster emergency involving a communicable disease, exhibits symptoms of such disease, or tests positive for such disease, and in order to prevent the spread or contraction of such disease in the workplace the District has a set protocol to be followed for the exposure as well as the disinfecting of the affected work area(s). The District's **Building Level Emergency Plan** contains an **Infectious Disease Annex, section 25** which details:
- The disinfecting of any area known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee may have touched
  - Available leave options, for the affected employee(s), in the event of an employee's need to receive testing, treatment, isolation, or quarantine
- Note: Such protocol does not involve any action that would violate any existing federal, state, or local law, including sick leave or health information privacy.*
6. All essential employees will have their hours and work locations documented, including off-site visits, by:
- All entrances will be locked with guard staff posted.
  - All employees will use their access cards for entrance which documents their arrival on the premises.

- Payroll, attendance, and time cards will further document an employee’s presence on campus.
- No other visitors will be allowed on site.

Such protocol shall be designed only to aid in the tracking of the disease and to identify the population of exposed employees in order to facilitate the provision of any benefits which may be available to certain employees on that basis.

7. If emergency housing is needed to further contain the spread of the communicable disease, the Warwick Valley Central School District will lodge an essential employee at a local hotel bearing the full cost of the stay.

If there is a declared state disaster emergency involving a communicable disease that involves the [DISTRICT] School District, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

8. **OTHER:** Any other requirements determined by the Department of Health such as contact tracing, testing, physical distancing, hygiene, disinfecting, drill modifications, or mask-wearing.

#### IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY<sup>59</sup>

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

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

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<sup>59</sup> 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

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

### PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

#### ASSIGNMENT OF RESPONSIBILITIES

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

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

#### ICS POSITIONS

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

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

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<sup>60</sup> 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

- **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.

## EMERGENCY REMOTE INSTRUCTION

### OVERVIEW

The District may offer remote instruction days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

### DEFINITIONS

- A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- C. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
  - 1. Remote instruction will encompass synchronous instruction provided through digital video- based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
  - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

### FORMATS AND METHODS OF REMOTE INSTRUCTION

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each

school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.<sup>61</sup>

#### INSTRUCTIONAL OPTIONS

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.<sup>62</sup> When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.<sup>63</sup>

#### COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

The District will ensure that students have the necessary equipment at home to participate in remote instruction.<sup>64</sup> No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.<sup>65</sup> The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

#### MINIMUM INSTRUCTIONAL HOURS

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

#### REMOTE INSTRUCTION SUPPORT

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

#### COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the

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<sup>61</sup> 155.17(c)(1)(xxi)(d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

<sup>62</sup> 155.17(c)(1)(xxi)(b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

<sup>63</sup> 155.17(c)(1)(xxi)(c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

<sup>64</sup> 155.17(xxi)(a) ensure computing devices will be made available to students

<sup>65</sup> 155.17(f)(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

#### PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.



## SECTION IV COMMUNICATION WITH OTHERS

### Obtaining assistance during emergencies from emergency service organizations and local government agencies<sup>66</sup>

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

### Obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law<sup>67</sup>

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

1. Warwick Police Department
2. Warwick Fire Department
3. New York State Police
4. Town Government- Supervisor
5. Village Government- Mayor
6. Orange Ulster BOCES
7. Hospital- Nursing Supervisor
8. Ambulance-Dispatcher
9. Risk Management

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<sup>66</sup> 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

<sup>67</sup> 155.17(c)(1)(vi) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

## Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of a Violent Incident or an Early Dismissal<sup>68</sup>

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

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.<sup>69</sup> Administration shall utilize school mental health resources when necessary.

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

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<sup>68</sup> 155.17(c)(1)(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

<sup>69</sup> 155.17(c)(1)(x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

## SECTION V RECOVERY

### CONTINUITY OF OPERATIONS

This district maintains continuity of operations at both the district and building level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

### CONTINUITY OF INSTRUCTION

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

*Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.*

### DISTRICT SUPPORT FOR BUILDINGS

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

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

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

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

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team

and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

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

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

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

#### DISASTER MENTAL HEALTH SERVICES

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

## APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

### **District Office**

225 West Street  
Warwick, NY 10990  
Phone: (845) 987-3100

### Park Avenue Elementary School

10 Park Avenue  
Warwick, NY 10990  
Phone: (845) 987-3170

### Sanfordville Elementary School

144 Sanfordville Road  
Warwick, NY 10990  
Phone: (845) 987-3300

### Warwick Valley Middle School

225 West Street  
Warwick, NY 10990  
Phone: (845) 987-3100

### Warwick Valley High School

89 Sanfordville Road  
Warwick, NY 10990  
Phone: (845) 987-3050

### Kings Elementary School ( **closed, rental**)

199 Kings Highway  
Warwick, NY 10990  
Phone: (845) 987-3150

### Pine Island Elementary School ( **closed BOCES Satellite- rental**)

20 SchoolHouse Road  
Pine Island, NY 10969  
Phone: (845) 987-8275

## APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

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

### APPENDIX 3 – MEMORANDA OF UNDERSTANDING

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

**Purpose of MOU:** The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Security Consultant in Student Discipline.

**Services Provided by Agency/Vendor:** School Resource Officer(s).

This agreement should be reviewed annually prior to the start of the school year. Unless and until amended or terminated in accordance with the terms of this Agreement, this Agreement shall remain in full force and effect until termination or expiration (if not renewed) of the service agreement between the parties.

## APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Dr. David Leach	845-987-3000, ext. 10510
Asst. Superintendent, Business/Emergency Coordinator	Timothy Holmes	845-987-3000, ext. 10527
Asst. Superintendent, Personnel & Admin.	Cindy Leandro	845-987-3000, ext. 10528
Asst. Superintendent, Curriculum & Instruction	Meghan McGourty	845-987-3000, ext. 10520
Transportation Supervisor	Laura Chalusian	845-987-3000, ext. 18510
Bus Dispatch Office – Head Bus Driver	Yael Block	845-987-3000, ext. 18502
Dispatcher	Carol Mindnich	845-987-3000, ext. 18503
District Clerk	Susan Laroe	845 987-3000, ext. 10511
Communications	Mike Beiger	845 987-3000, ext 10515
Director of Facilities	Than Harrington	845-987-3000, ext. 17570
Assistant Director of Buildings & Grounds	Roy Quackenbush	845-987-3000, ext. 17501
Athletic Director	Gregory Sirico	845-987-3000, ext. 12880
Cafeteria Services	Julie Helmrich	845-987-3000, ext. 12890
Adult Education	Lois Leonard	845 987-3000, ext. 10520
City Mayor	Michael Newhard	845-986-2031
Warwick Valley Fire Department	Andrew Lemin	845-324-9000
Ambulance - Warwick Volunteer Ambulance	Frank Cassanite	845-742-0917
<b>Orange County</b>		
County Executive	Steven Neuhaus	845-291-2700
Emergency Management	Peter Cirigliano	845-615-0400
Public Safety Commissioner	Meredith McGovern	845-291-4166
County Health Dept.	Main	845-360-6600
Red Cross Emergency Services	Main	845-673-5693



**Threat Assessment Team (a.k.a. Behavioral Assessment Team)**

A threat assessment team is a group of officials that convene to identify, evaluate, and address threats or potential threats to school security. Threat assessment teams review incidents of threatening behavior by students (current and former), parents, school employees, or other individuals. Members of a threat assessment team might include officials who can assist in making such decisions, such as school principals, counselors, school law enforcement unit officials, as well as outside medical and mental health professionals and local law enforcement officers.

<b>Name</b>	<b>Title</b>	<b>Phone</b>
Meghan McGourty	Asst. Superintendent Curriculum and Instruction	845 987-3000 ext. 10520
David Albert	Director Pupil Personnel Services	845 987-3000 ext. 10610
Chris Fiorentino	Assistant Principal, High School	845 987-3000 ext. 12521
Danielle Kraus	HS, School Psychologist	845 987-3000 ext. 12642
Timothy Ferraro	Assistant Principal, Sanfordville Elementary School	845 987-3000 ext. 13510
Vasilios Binaris	Principal, Park Ave Elementary School	845 987-3000 ext. 14510
Davis Serviss	School Resource Officer	845 987-3000 ext. 12501
Walter Beatty	Safety & Security Coordinator	845 987-3000 ext. 12519
Christopher Radon	Assistant Principal, Middle School	845 987-3000 ext. 16521
Margaret Wright	MS Guidance Counselor	845 987-3000 ext. 16611

## APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

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

- [155.17\(c\)\(1\)\(xi\)](#) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- [155.17\(c\)\(1\)\(xii\)](#) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- [155.17\(c\)\(1\)\(xiii\)](#) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
- [155.17\(c\)\(1\)\(xiv\)](#) procedures for review and the conduct of drills, [and other exercises to test components of the emergency response plan, including the use of] tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials;
- [155.17\(c\)\(1\)\(xv\)](#) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- [155.17\(c\)\(1\)\(xvi\)](#) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- [155.17\(c\)\(1\)\(xvii\)](#) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- [155.17\(1\)\(c\)\(xix\)](#) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

- **155.17(c)(2)(h)** Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- **155.17(h)(i)** Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

**WVCSD Crisis Intervention Team:**

The responsibility of the WVCSD Crisis Intervention Team will be to develop a suicide response plan which will be integrated into the existing School District Safety Plan. The plan includes:

- A. Education and awareness of risk factors for youth suicide
- B. Procedures for intervening if a student exhibits risk factors, including referral services
- C. A post intervention plan
- D. The District Crisis Intervention Team
  - Meghan McGourty
  - Alexandra D ‘Angelo
  - David Albert
  - Mary Fox
  - Colleen Amideneau
  - Amanda Calabrese
  - Danielle DeStaso
  - Grace Geysen
  - Debra Girardi
  - Danielle Kraus
  - William Menkens
  - Elissa Morabito
  - Jeanette Myrick
  - Lauren Ogden
  - Nicholas Ponesse
  - Heather Roecker
  - Tamara Scotto
  - Julie Sekelsky
  - Serena Sze

**Education and Awareness of Risk Factors for Youth Suicide:** Each building provides the following presentation annually, and facilitated by the psychologist or mental health clinician at each school.

[You may view the presentation here.](#)

## Procedures for Intervening if a Student Exhibits Risk Factors, Including Referral Services

### A. Suicide Intervention

The WVCSD utilizes The Columbia Protocol, also known as the Columbia-Suicide Severity Rating Scale (C-SSRS), to support suicide risk assessment through a series of simple, plain-language questions that anyone can ask. The answers help users identify whether someone is at risk for suicide, assess the severity and immediacy of that risk, and gauge the level of support that the person needs. District guidance counselors and mental health clinicians ask students, for example:

- A. Whether and when they have thought about suicide (ideation)
- B. What actions they have taken — and when — to prepare for suicide
- C. Whether and when they attempted suicide or began a suicide attempt that was either interrupted by another person or stopped of their own volition

### B. Suicide Prevention Benefits

The first step in effective suicide prevention is to identify everyone who needs help. The Columbia Protocol used by the WVCSD addresses the full range of suicidal thoughts and behaviors that point to heightened risk. That means it identifies risk not only if someone has previously attempted suicide, but also if he or she has considered suicide, prepared for an attempt (for example, buying a gun, collecting pills, or writing a suicide note), or aborted plans for suicide because of a last-minute change of heart or a friend's intervention. **The Columbia Protocol** screens for this wide range of risk factors without becoming unwieldy or overwhelming, because it includes the most essential, evidence-supported questions required for a thorough assessment.

### The Columbia Protocol is:

- Simple. Ask all the questions in a few moments or minutes — with no mental health training required to ask them.
- Efficient. Use of the protocol redirects resources to where they're needed most. It reduces unnecessary referrals and interventions by more accurately identifying who needs help — and it makes it easier to correctly identify the level of support a person needs, such as patient safety monitoring procedures, counseling, or emergency room care.
- Effective. Real-world experience and data show the protocol has helped prevent suicide.
- Evidence-supported. An unprecedented amount of [research](#) has validated the relevance and effectiveness of the questions used in the Columbia Protocol to assess suicide risk, making it the most evidence-based tool of its kind.
- Universal. The Columbia Protocol is suitable for all ages and special populations in different settings and is available in more than 140 country-specific languages.
- Free. The protocol and the training on how to use it are available free of charge for use in community and healthcare settings, as well as in federally funded or nonprofit research.

### ENDORSED, RECOMMENDED, OR ADOPTED BY:

- Department of Defense
- CDC
- FDA
- NIH

- SAMHSA
- Action Alliance
- World Health Organization

## USING THE COLUMBIA PROTOCOL

**ASKING QUESTIONS:** WVCSD mental health clinicians and counselors ask a series of questions about suicidal thoughts and behaviors. The number and choice of questions they ask depend on each person’s answers. The questioner marks “yes” or “no,” as well as how recently the thought or behavior occurred and a scoring of its severity. The shortest screeners are condensed to a minimum of two and a maximum of six questions, depending on the answers, to most quickly and simply identify whether a person is at risk and needs assistance. For a more thorough assessment of a person’s risk, Columbia Protocol askers should use the standard scale.

The Columbia Protocol questions use plain and direct language, which is most effective in eliciting honest and clear responses. For example, the questioner may ask:

- “Have you wished you were dead or wished you could go to sleep and not wake up?”
- “Have you been thinking about how you might kill yourself?”
- “Have you taken any steps toward making a suicide attempt or preparing to kill yourself (such as collecting pills, getting a gun, giving valuables away, or writing a suicide note)?”

**DETERMINING NEXT STEPS:** To use the Columbia Protocol most effectively and efficiently, the WVCSD can establish criteria or thresholds that determine what to do next for each person assessed. Decisions about hospitalization, counseling, referrals, and other actions are informed by the “yes” or “no” answers and other factors, such as the recency of suicidal thoughts and behaviors.

The Columbia Lighthouse Project provides many examples of triage documents that Columbia Protocol users in hospitals, primary care practices, behavioral health care facilities, military services, prisons, and other settings employ to make these decisions. The Project also provides assistance to any organization that is thinking through its policy and establishing a care plan.

**ORIGINS OF THE COLUMBIA PROTOCOL:** Columbia University, the University of Pennsylvania, and the University of Pittsburgh — supported by the National Institute of Mental Health (NIMH) — developed the screening tool for a 2007 NIMH study of treatments to decrease suicide risk among adolescents with depression. The Columbia Protocol, based on more than 20 years of scientific study, filled an urgent need for suicide research and prevention: a better way to uniformly and reliably identify people who are at risk. The Columbia Protocol achieved accurate and comparable results by using consistent, well-defined, and science-based terminology. Just as important as its ability to identify who might attempt suicide, it was the first tool to assess the full range of a person’s suicidal ideation and behavior, including intensity, frequency, and changes over time.

In 2011, the Centers for Disease Control and Prevention adopted the protocol’s definitions for suicidal behavior and recommended the use of the Columbia Protocol for data collection. In 2012, the Food and Drug Administration declared the Columbia Protocol the standard for measuring suicidal ideation and behavior in clinical trials. Today, the Columbia Protocol is used in clinical trials, public settings, and

everyday situations, such as in schools, faith communities, hospitals, and the military, to identify who needs help — saving lives in 45 nations on six continents.

**Additionally:**

- Annual faculty training regarding signs and symptoms of depression.
- If a faculty member, student, or parent observes signs or symptoms, or an educational piece of work alludes to a student experiencing signs and symptoms, the school counselor and/or psychologist, and/or administrator is notified verbally or through email within 24 hours.
- Once the school counselor/psychologist/administrator receives notification, the psychologist or school counselor meets with the student immediately to complete C-SSRS for risk assessment. If the student is not present in school, the parent is notified that the child must complete a risk assessment as soon as possible. The assessment can be completed over the phone or by google meet with the school personnel or the parent is advised to bring the child to the hospital emergency department, Orange County Mental Health Urgent Care, Mobile Mental Health, or treating psychiatrist, therapist, or pediatrician.
- The parent is notified that the student completed screening and results are discussed.
- A hard copy of the C-SSRS is kept in a secure locked cabinet in the office of the provider who administered the assessment.
- If student screening results are significant and the student warrants immediate care, the parent is called to pick up the child from school and bring the child immediately to the hospital emergency department, Orange County Mental Health urgent care, Mobile Mental Health or treating psychiatrist, therapist, or pediatrician. If the parent is unreachable or not able to pick the child up from a school, administration will be alerted and an ambulance will be called to transport the student to the nearest hospital for an evaluation. A faculty member (counselor, psychologist, administrator) will be appointed to follow the ambulance to the hospital and greet the family to support and advise.
- If a child requires mental health support the counselor or psychologist will work with the family to make the appropriate referral based on the student's needs. The following services and providers may be offered:
- Community referral list (please see attached\*\* can be cleaned up- this is my working copy). The counselor or psychologist may also review the parent's insurance provider list and assist with an appropriate mental health provider referral. With written parental consent, the counselor/psychologist may collaborate with the mental health provider to ensure continuity of care while the child is attending school.
- Orange County Department of Mental Health Satellite in our school buildings
- Local and national suicide prevention hotlines and text lines
- Mobile Mental Health
- Orange County System of Care referral
- Merakey referral
- Instructional Support Team meeting with school personnel to assess building level supports such as scheduled counseling support.
- A referral to the 504 or CSE committee to determine eligibility for special education services.
- A referral to the BOCES IDT (short term therapeutic educational program) or BOCES RESTART program (if the child has dual diagnosis of mental health and substance abuse)



- If the student is not in imminent risk, however, requires support, the psychologist or counselor will work with the parent and student to make appropriate mental health referrals (as listed above) and in-school support (as listed above)
- If there is no concern and the information regarding possible signs and symptoms was incorrect or invalid, the parent is still notified and the student is educated regarding signs and symptoms and resources by the counselor or psychologist to assess if they should ever experience these feelings in the future.

**POST INTERVENTION PLAN:** A post intervention plan is devised and activated to help the school and community cope with the aftermath of a tragic event, should it occur. The Building Crisis Team (BCT) will direct all steps in this procedure, and will document every step in the handling of information about suicide.

**OFFICIAL FACT GATHERING:** It is important for school staff to know the facts in order to reduce imitative behaviors and to place focus on means restriction strategies for parents, as well as the school.

- Confirm with SRO and local police that it was an apparent suicide and the student name has been confirmed.
- Secondary concerns – removal from ESchoolData (ESD), transportation should not stop at the home

**PARENTAL COMMUNICATION:** Contact with parent/guardian should be made by phone call or in person by the designated building administrator, a BCT member, and/or other trained school personnel. The building administrator and/or a designee will offer support to the family, letting them know specifically those services which the school can offer to any siblings in the school system, and referral information for the services which cannot be provided by the school. Ascertain any information that the family wants to make known, such as funeral arrangements, visitations, etc.

**PARENTAL PERMISSION:** Parental or family permission to release information related to the death is not required, since a death is public information. However, the death must have been officially ruled a suicide for these procedures to be followed. When this is not the case, the GENERAL PROCEDURES FOR STUDENT OR STAFF MEMBER DEATH should be followed.

- Parent wishes regarding communication should be confirmed. Parents will approve the District to share communication with the school and local community.

**NOTIFICATIONS:** Notify the following:

- A. Superintendent – Notified BOCES, other local districts, BOE
- B. School Board members
- C. Schools attended by siblings
- D. It may also be advisable to notify neighboring school districts
  - The Superintendent will reach out to the parents' District, if parents are employees there.
  - Ms. McGourty will reach out to transportation (no bus tomorrow), Mr. Albert will be removed from the ESD and School Messenger database. Three extra subs to the school to cover classes and needed in addition to extra support staff.

- Building psychologists will reach out to Terry Reynolds for the county-wide crisis team. Request 5 support

**COMMUNICATION TO STAFF:** The building principal, working with the BCT, will notify the staff through memo or meeting, (see announcement/memo samples on pages 31-34).

- Principal and team will notify the staff and work on a staff letter along with the School Messenger for a meeting. (ATTACH LETTER)
- General letter to the other buildings, with a more specific one to the building where the incident occurred. (Susan will assist – ATTACH LETTER)
- Letter staff can share with/read to students
- Building will schedule a staff meeting on (date) that will be used at a follow up

**STAFF MEETING:** A meeting with all staff is advisable as soon as possible.

At this meeting:

For Example: tomorrow morning 7:00 in auditorium

- Inform all staff about the facts known at that point.
- Allow time for staff to ask questions and express feelings.
- Ensure that all staff have an updated list of referral resources.
- Review the process for students leaving school grounds and tracking student attendance.
  - Announce to staff how the school will interact with the media and inform staff who will act as the school's media spokesperson.
  - Review planned in-class discussion formats and disclosure guidelines for talking to students. Prepare staff for student reactions.
  - Alert staff of the possible contagion effect and advise to watch for "at risk" students.
  - Compile a list of all students who are close to the deceased.
  - Compile a list of all staff members who had contact with the deceased.
  - Compile/update a list of students who may be at-risk for suicide.
  - Remind staff about risk factors and warning signs for adolescent suicide. (school psychologists)
  - Provide information regarding counseling/support opportunities for students and staff.

**STAFF MEMO:** A memo should be distributed to staff for communication to students. The memo should include instructions listing two options that the teacher has for handling the information. In all instances the teachers should answer students' questions truthfully, if the information is available.

- Letter staff can share with students will be developed at the building (ATTACH LETTER)

**Communication Options:**

- Teachers may read the information themselves and discuss it with the class as they choose.
- Teachers may choose to have a member of the BCT read the announcement.

**The memo should state:**

- "This is the correct information as we know it at this time." All memos should be time-dated.
- Do not provide morbid details such as method or location of the suicide.
- The memo should identify the designated individuals (which may include such people as BCT

members) to whom troubled students may be sent, to whom additional questions may be addressed, and where the designated individuals will be located.

D. The final line of the memo should communicate that the staff will be kept informed as new information becomes available. If a staff meeting is to be held, it may be announced at this time.

E. Allow students an opportunity to express their feelings. "What are your feelings and how can I help?" should be the structure of the conversation.

F. Explain and predict what students can expect as they grieve (feeling angry, guilty, shocked, anxious, lonely, sad, numb, or experiencing physical pain). Express to students there is no one right way to grieve. What is important is to recognize feelings and communicate them.

G. Re-orient students to ongoing classroom activities.

**NOTE:** Avoid assemblies for notification and do not use impersonal announcements over the public address system. Notify students in small, individual classrooms through faculty members or BCT members.

**MEDIA:** Designate a staff person to handle media requests for information (see School Response to Media, pages 38-39). Students and staff should refer media requests for information to this person.

Dr. David Leach, Susan Laroe and the district communications department will work on media interactions. The District will author a statement regarding the situation to post on the district website.

Local PD will provide support in the event of media interactions or inquiries.

**PROVIDE CARE TO OTHER STUDENTS:**

A. Have designated staff members talk with the most profoundly affected friends and determine the type of support needed.

- If applicable, coaches will reach out to the team with school psychologists present to inform them
  - Building Support team and county-wide team will be present at the building
  - Building psychologist will contact county-wide support (Terry Reynolds)
  - SRO will reach out those designated by building principal
1. Designate space for identified peers to receive support services provided by BCT members. Provide necessary passes to release these students from class to receive support services. For example:
    - Library will be the designated area for the CISM team members
    - Principals/Associate Principals will reach out to librarians (to close the library) and food services regarding Cafe area
    - Cafe will be closed even during lunch
    - Letter to parents will include grief resources
  1. Contact community support services which should be supervised by the BCT Leader.
    - Community support services can include local mental health agencies, other school counselors, community crisis hotline agencies and clergy members.
  1. Members of the BCT should follow the student's classes throughout the day, providing counseling and discussion to assist students and teachers. This could also help to identify and refer to students who may be "at risk."
    - Mary Fox/guidance counselors will oversee

1. Establish support stations or counseling rooms in the school, staffed by Community Support services and/or BCT members. Make sure that everyone – including faculty, students, and other school staff members – know where these are located. There should be more than one location, and they should be set up in small to midsize rooms.
2. Reschedule any immediate stressful academic exercises or tests, if necessary.
  1. Ms. Close will call teachers prior to the start of school to inform them.
3. Follow up with parental contacts and referrals if necessary.

**PARENT NOTIFICATION** (Dr. Leach and communications team will work on this communication):

- Send a letter home to parents with notification of the event (see LETTERS below).
- Opt to answer parental questions via telephone or written notice.
- Offer the following resource information:
  - Warning signs for adolescents who may be suicidal
  - Supportive services available to students at the school
  - Community resources they may wish to utilize
  - How to respond to students' questions about suicide
  - Remind them of their child's special needs during this time

**GUIDELINES regarding Memorialization and funeral arrangements**

1. Provide information about visiting hours and funeral arrangements to staff, students, parents, and community members. Funeral attendance should be in accordance with the procedures for other deaths of students.
  - B. Arrange for students and staff to be excused from school to attend the funeral if necessary.
  - C. In order to avoid glamorizing death, do not fly the school flag at half-mast.
- Protocol for HS locker if students start placing items in front, etc. HS administration will monitor displays and allow students to place things for a limited period of time.
- Possible space for students to congregate after any services. See "Guidelines for Responding to the Death of a Student or School Staff" (see [www.cincinnatichildrens.org/school-crisis](http://www.cincinnatichildrens.org/school-crisis)) for further points on avoiding glamorization of suicide through memorials.

## **SAMPLE LETTER TO DISTRICT PARENTS**

- **Sent via School Messenger email to parents (all schools)**
- **Posted on district website home page and each school page**

### **Re: A recent loss to our school community**

*From the WVCS D Superintendent*

Dear Warwick School Community,

It is with deep regret that we inform you about a recent loss to our school community. On *date*, Warwick Valley High School *student* passed away. The family has requested privacy in this time of mourning.

On behalf of the school district, I want to express my heartfelt sympathy to the student's family at this very difficult time.

This tragic loss is sure to raise many emotions, concerns, and questions for our entire school district, especially our students.

On *date*, the District Crisis Intervention Team, comprised of District leaders and counselors, met to plan crisis support services for our students and faculty/staff.

On *date*, counselors from the Orange County Emergency Response Team, made up of professionals trained to help with the needs of students and school personnel at difficult times such as this, will be at the high school to provide support and grief counseling.

Our Warwick Valley High School counselors and psychologists will also be available for any student who may need or want help, or any type of assistance, surrounding this loss. We also encourage you, as parents, to feel free to use our resources.

Below is information that may be useful to you in helping your child at home. If you would like additional information or need assistance, please do not hesitate to contact your child's school Guidance Counselor.

*[quotes from teachers/coaches]*

We are saddened by the loss to our school community and will make every effort to help you and your child as needed.

Sincerely,

Dr. David Leach  
Superintendent of Schools

## RESOURCES

**The Dougy Center for Grieving Children and Teens:** [www.dougy.org](http://www.dougy.org)

**National Association of School Psychologists:** [www.nasponline.org/principals](http://www.nasponline.org/principals)

Offers handouts on dealing with the death of a member of the school community, including Dealing With Death at School, Responding to Death: Tips for Administrators and Teachers, and Helping Children Cope With Loss, Death and Grief: Tips for Teachers and Parents. There is also the National Emergency Assistance Team (NEAT) at the National Association of School Psychologists.

**National Emergency Assistance Team (NEAT) @ the National Association of School Psychologists:**  
[www.nasponline.org](http://www.nasponline.org)

**Text 4 Teens:** 845-391-1000  
Friday, Saturday & Sunday from 5 pm – 12 am

**Orange County Mental Health Assoc., Inc.**  
24/7 Helpline: 1-800-832-1200

**Helping Children Cope with Frightening News**  
<https://childmind.org/article/helping-children-cope-frightening-news/>

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### SAMPLE MEMO TO BUILDING STAFF

To: All Staff

From: *Insert name of Principal*

Date: *Insert Date*

Subject: Tragic News

It is with deep regret that I inform you about the death of one of our students, *student name*, a junior in our high school.

We expect *student's name* passing to have a significant impact on our entire school community. Our crisis team has been mobilized to respond to this tragic event.

On *date*, the Building Crisis Team (BCT) spoke with *student's* family who informed us of *student's* tragic passing on *day*. We expect a variety of reactions to this loss from our students, parents, and members of our staff. Some of these reactions may be mild, others may be more intense.

To effectively assist all members of our school community, an emergency staff meeting will be held on *date and time and location*. At that time, our crisis team will provide further details and answer

questions. We will also discuss how to present the information to our students. At this time, please refer all inquiries from outside sources to the Superintendent's office.

The current plan is to send any student who appears to be in crisis or having significant difficulty to the Media Center where counselors will be available. The Critical Incident Stress Management Team (CISM) will be assisting our staff counselors. As this tragedy may also affect some of our staff, we encourage you to seek assistance from the counselors who will be available in the Guidance Counseling Center.

Our hearts, thoughts and prayers go out to *student's* family and friends at this difficult time.

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## **SAMPLE SCRIPT**

Information to Students:

*Date*

It is with sadness that I tell you about a loss to our school family. *Student name*, a junior in our high school who tragically passed on *date*.

I understand that many of you may have upsetting feelings and questions about *student's* passing. At times like this, it is okay to have many different feelings, including sadness or anger, specifically about this loss or something that may have occurred in the past. I will try to answer any questions that I can. Together, we can decide how best to use this time.

If you need something more, I can give you a pass to the Library where counselors are available throughout the day.

---

## **SAMPLE FOLLOW UP LETTER TO WVHS PARENTS**

- Sent via School Messenger email to HS parents on *date*.

### **Follow-up support – A recent loss to our school community**

To the Warwick Valley High School Community,

The loss of a child is a sad and tragic event, and the sudden passing of our student, *student name*, has touched both students and faculty here at Warwick Valley High School.

Since receiving the news of *student's name* untimely death, the Building Crisis Team has implemented a crisis plan to help our students and staff respond to this tragedy.

In conjunction with colleagues from the Orange County Critical Stress Management team, the school has provided professionally staffed support stations that are available to all students. In addition, our students continue to meet with our school counselors and service providers.

In the days ahead, students may have questions relating to the circumstances surrounding *student's name* passing. As they work through their emotions of grief, our students are going to require your support at home and our continued support here at school. Although we cannot predict how any child may react, we can be sensitive and aware of the common reactions experienced by grieving adolescents.

If you feel your child is having difficulty and may benefit from additional support, please feel free to contact our Crisis Team Leaders, Dr. Tamara Scotto and (insert relevant names of psychologists), your child's guidance counselor, or a school administrator so that the school can address the needs of your child. We are also supported by local mental health professionals and can provide you with referrals as needed.

As the school community continues to cope with the loss of *student's name*, we invite your participation in the healing process. Please feel free to contact the school at any time with questions or concerns.

**Special note:** Grief counselors will also be available for students and staff on *date* in the HS Guidance conference room.

Thank you,

*Principal Name*

Name of School



## Interagency Cooperation and Resources

The District will foster interagency cooperation that will enable staff to identify and access appropriate community resources to aid students in times of crisis.

### Community Resource Referral List

#### Counseling (Private or Organization)

- **Michele Mercogliano, LCSW**  
305 Main Street, 2nd Floor  
Goshen, NY 10924  
(845) 294-4240  
– children, adolescent, special needs, child anxiety and depression
- **Kayla Cypher, LMSW**  
65 Main St., Ste. 100  
Warwick, NY 10990  
(845) 551-2942
- **Jerilyn Donovan, LMSW**  
Satellite office in WVCSD for Orange County Department of Mental Health  
jdonovan@orangecountygov.com
- **Angela and Joe Perales, LCSW**  
60 Erie St., Ste. 403  
Goshen, NY  
(845) 640-4422
- **Laurie Ann Conklin, LMHC**  
55 Main St.  
Goshen, NY  
(917) 892-6544
- **Amy Wohl, LMSW**  
(845) 418-4282
- **Jim Einstman, LCSW, CASAC**  
11 Oakland Ave., Warwick  
845-986-9499
- **David Bove, LCSW**  
2002 Rte. 17M Ste. 10  
Goshen. NY 10924  
845-551-7355  
– psychotherapy, children, adolescent, families, specializes in withdrawn, resistant teens
- **Anthony Moscatello, LCSW**  
2002 Rte. 17M, Ste. 10  
Goshen, NY 10924  
845-477-5455

- **Corey Demala, LMHP**  
(845) 224-6258  
– psychotherapy, trauma
- **Devon Donohue, LMHP**  
(845) 986-9499, ext. 1
- **Anna Girgenti, LMHP**  
(845) 986-9499, ext. 2
- **Susan M. Isaacson, LMSW**  
PO Box 1166  
Warwick, NY 10990  
845-986-5191  
[www.yourfeelingsmatter.com](http://www.yourfeelingsmatter.com)  
– psychotherapy, individual and group speech pathology (MA, CCC)
- **Patricia Quinn, MS, LCAT, CASAC, NBCCH.**  
62 North Main St.  
Florida, NY  
(845) 649-0953
- **Kerry Schmidt, LCSW**  
214 West Street  
PO Box 496  
Warwick, NY 10990  
(845) 825-0827  
– psychotherapy, primarily children under 18 and their families, mood disorders, OCD, behavioral issues
- **Minisink Psychology**  
55 Main St., #6  
Goshen, NY 10924  
845-624-2994  
[www.copingthriving.com](http://www.copingthriving.com)
- **Shannah Whitney, LMHC**  
7 Wisner Rd.  
Warwick, NY 10990  
845-986-9633  
– psychotherapy, adults, couples, children, adolescents, faith-based counseling
- **Nourish Your Mind Group**  
Warwick, NY  
[www.nourishyourmind.com](http://www.nourishyourmind.com)

## PSYCHOLOGICAL EVALUATIONS

- **William Hass, PsyD**  
22 North Rd.  
Bloomingburg, NY  
845-541-2419

- **Bob Stein, PhD**  
Warwick, NY  
914.898.1206
- **Inspire**  
*Jeanne Northrop: res/hab/recreation supervisor*  
2 Fletcher St.  
Goshen, NY 10924  
845-294-7300, ext. 239  
– early childhood development and outpatient diagnostic services (all ages, abilities), social/recreational groups for children and young adults with dev. disabilities
- **Mental Health Association of Orange County NY**  
73 James P. Kelly Way  
Middletown, NY 10940  
845-342-2400  
– social skills groups (ages 9-16), social, behavioral or emotional difficulties, 24/7 helpline, support groups for parents & families of children with disabilities/disorders, mental health screenings

## PSYCHIATRY

- **Psychiatric Nurse practitioners of Warwick:**  
Mary Ann Ryan, NP  
Dr. Mary Switala, DNP  
845-545-5444
- **Dr. Mitchell Cabisudo**  
Vitality Practice  
3125 Old Route 9W, New Windsor,  
NY 12553  
914-502-3998  
347-837-0337
- **Dr. Lavian**  
845-341-1805  
Middletown
- **Dr. Daniel Cohen**  
212-579-2852  
danielcohenmd@gmail.com
- **Dr. Jonathan Slater**  
914-591-4040  
1 Bridge St., Ste. 24  
Irvington, NY 10533
- **Dr. Antonio Blanco Child/ Adolescent**  
223 Katonah Avenue Psychiatry  
Katonah, NY 10536  
(914) 232-1266
- **Laura Van de Laar, NPP**  
34 N Plank Rd

Newburgh, NY 12550

845-562-0168

– psychiatric evaluation, therapy & medication management, child, adolescent, family

- **Columbia University Psychiatry Division of Child & Adolescent Psychiatry**

1051 Riverside Dr. #20

New York, NY 10032

646-541-5216

- **Alina Segura-Bustamante**

Behavioral Mind Medicine

45 Ronald Reagan Blvd.

Warwick, NY

347-443-5241

- **Abraham Bartell, MD**

455 Central Ave., Ste. 206

Scarsdale, NY 10853

914-372-7196

- **Dr. Richard Hahn, MD**

11 Webster Ave., Suite 1

Goshen, NY 10924

(845) 988-9300

- **Dr. Sarentakos**

Valley Behavioral

Goshen

845-291-7480

- **Dr. Donna Dalgetty**

917-359-8793

- **Linda Mason, NP**

141 Broadway

Newburgh, NY 12550

845.568.5260

- **Garnet Health Medical Center**

707 East Main Street

Middletown, NY 10940

(845) 333-1000

## **MENTAL HEALTH FACILITIES**

- **Four Winds Westchester**

800 Cross River Rd.

Katonah, NY 10536

1-800-528-6624

[www.fourwindshospital.com](http://www.fourwindshospital.com)

– Inpatient and outpatient mental health treatment, children, adolescents, adults

- **Rockland Children's Psychiatric Center**

2 First Ave.

Orangeburg, NY 10962  
(845) 680-4000

## NEUROLOGY

- **Neurology Group of Bergen County**  
1200 E. Ridgewood Ave., E. Wing  
Ridgewood, NJ 07450  
201-444-0868

## NEUROPSYCHOLOGIST

- **Suzanne Braniecki, Ph.D.**  
Pediatric Neuropsychology  
Boston Children's Health Physicians  
19 Bradhurst Ave, Ste. 800S  
Hawthorne, NY 10532

## CONCUSSION SPECIALISTS

- **Dr. Small**  
914-666-7900  
FAX: 866-942-1556

## HOTLINES, COMMUNITY AGENCIES & SUPPORT SERVICES/CRISIS

- **Txt4Teens:** 845-391-1000
- **Mobile Mental Health Team/Crisis:** 3-1-1  
– phone/onsite crisis assistance, support 24/7
- **NYS Child Abuse Hotline:** 1-800-342-3720
- **Newburgh Child & Family Clinic:** 845-568-5260
- **Port Jervis MH Clinic:** 845-858-1456
- **Access Supports for Living Mental Health Therapy:** 845-343-5556
- **Mental Health Urgent Care**  
16-24 Union St.  
Middletown, NY 10940
- **Mental Health Urgent Care**  
21-23 Grand Street  
Newburgh, NY 12550 845-562-7244
- **Children's Single Point of Access (C-SPOA):** 845-360-6710
- **National Suicide Prevention Lifeline:** 1-800-273-TALK  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
- **A Friend's House Runaway & Homeless Shelter:**  
38 Seward Ave., Suite 700  
Middletown, NY 10940  
(845) 343-0968 or (845) 343-0970

– 13-bed, 24/7 shelter for youth needing time away to think and problem-solve, medical and counseling services available.

#### ALTERNATE EDUCATIONAL PROGRAMS

- **SUNY Orange Youth Empowerment Program:**  
<https://sunyorange.augusoft.net/index.cfm?method=templates.CustomTemplatePreview&ContentID=221>
- **Job Corps:** [www.jobcorps.gov](http://www.jobcorps.gov)
- **Keystone online program:** [www.keystoneschoolonline.com](http://www.keystoneschoolonline.com)
- **Time4learning online program:** [www.time4learning.com](http://www.time4learning.com)
- **Curriculum:** Suicide prevention will also be incorporated into the curriculum to educate students and done in a manner so as not to sensationalize the matter, but to provide students with information and resources on this important mental-health issue.
- **WVCSD Secondary Level:** the WVHS curriculum addresses suicide and suicide prevention.
  - **Mode:** Open discussion
  - **Unit:** This topic falls within the stress/ depression unit
  - **Essential questions for exploration:**
    - What is suicide?
    - Why do people commit suicide?
    - What are the warning signs of suicide?
    - What course actions can we take to help those in crisis?
    - How do you help a friend/person if it is suspected he/she wants to commit suicide?
    - How can one help himself/herself if contemplating suicide?
    - What are the resources available to assist with suicide prevention?
  - **Topics of Discussion – SM.C.6 & ST.C.8**  
Throughout the course of the year, we will be discussing and covering information on a number of topics. These topics will include:
    - Health Basics
    - Healthy People Program
    - Mental Health and Mental Disorders
    - Stress, Depression, and Suicide Prevention
    - Eating Disorders
    - Cardiovascular Disease
    - Cancer
    - Nutrition
    - Alcohol, Tobacco, Vaping, and Drugs
    - Reproduction, STDs and HIV/AIDS

These topics will create many opportunities for class discussions, activities, and debates, in which I, you, and/or other students may share personal information or stories. Class rules will involve the concept of confidentiality in terms of discussions students wish to share freely. The teacher will emphasize that we must trust one another in order to have a welcoming and open learning environment.