



**District Wide  
SCHOOL SAFETY PLAN**

**2022-2023**

**Approved by the Board of Education August, 2022**

**RYE NECK UNION FREE SCHOOL DISTRICT**  
**310 Hornidge Road**  
**Mamaroneck, New York 10543**

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<i>High School Principal</i>	<b>Tina Wilson, Ed. D.</b>
<i>Middle School Principal</i>	<b>Dulce Barker, Ed. D.</b>
<i>MS/HS Assistant Principal</i>	<b>Jason Doerr</b>
<i>F. E. Bellows Principal</i>	<b>Michael Scarantino</b>
<i>Daniel Warren Principal</i>	<b>Tara Goldberg</b>
<i>Administrator for Special Services</i>	<b>Wil Siegel</b>
<i>Director of Technology</i>	<b>Mary Lanza</b>
<i>Director of Athletics</i>	<b>Joseph Ceglia</b>

**Rye Neck School District-Wide School Safety Team**

**Co-Leaders**

**Ernest E. Ricketts, Lauren Wolman, and Allison Reynolds**

<p><b>Administration</b>  Eric Lutinski  Carolyn Mahar  Tina Wilson  Dulce Barker  Jason Doerr  Michael Scarantino  Tara Goldberg  Joseph Ceglia</p>	<p><b>Board of Education &amp; Staff</b>  Patty Nashelsky  Davide Bianco  Susan Marks  Sean Burke  Wendy Abbatantono  Kim Barth</p>	<p><b>Community</b>  Lt. Albert P. Hein RPD  Chief Sandy Diruzza VMPD  Mike Liverzani EMS  Frank Mioli  Chief Vincent Costa VMFD</p>
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# Introduction

Crisis intervention in schools requires careful planning and attention to prevention, intervention, and post-intervention procedures. Consistency of approach and clarity of procedures can reduce confusion, frustration, and anxiety during high-stress situations.

This procedural guide has been developed, enhanced, and refined with the help and support of many people who share a concern for the safety and welfare of our children.

This procedural guide must be looked at and used as a “work in progress.” It is intended to offer clear and easy access to common-sense guidelines that may be helpful when a particular crisis impacts our district. The guide should be reviewed at least annually and formal additions or changes should be made as needed. As new information becomes available or it is determined that there are more effective ways to safely and efficiently intervene during a crisis, this guide should be supplemented, modified, or enhanced between annual reviews.

Effective and efficient school emergency planning can occur only if all members of the school community have a thorough understanding of their respective roles and responsibilities during an actual school emergency. A well-planned drill that tests the emergency plan serves to facilitate this goal. Specifically, the plans for sheltering and early dismissal need to be tested at least once each school year. Annual multi-hazard drills, which test both the usefulness and effectiveness of the communications and transportation systems during emergencies, are to be conducted in collaboration with local emergency preparedness officials.

Most 911 emergency calls are filtered through the Village of Mamaroneck Police Department. If 911 is unavailable, the Village of Mamaroneck Police Department can be contacted by calling 914- 777-7780. When a cell phone is used to dial 911, the New York State Police will answer and inform the Village of Mamaroneck Police Department. According to existing protocols, the local police notify Emergency Medical Services, and/or the Westchester County Fire Control who will then notify the Village of Mamaroneck Volunteer Fire Department. The police may also request assistance from the Rye City Police Department, The Westchester County Department of Public Safety (Westchester County Police), the New York State Police, and the Westchester County Board of Health. The fire department may request assistance from County Fire Control, who will contact neighboring volunteer fire departments, Westchester County Board of Health, any other county agency deemed necessary, and/or the New York State Department of Environmental Conservation. For example, upon responding to a gas leak resulting in a fire emergency, the local fire department will request assistance from County Fire Control, which in turn, will contact Consolidated Edison, the County Hazardous Material Team, the Westchester County Board of Health, and/or the New York State Department of Environmental Conservation.

In the event of an emergency or violent incident, while waiting for the arrival of police, fire, and/or EMS, the initial response to all emergencies will be made by the School Emergency Response Team. Using tabletop exercises in coordination with local and/or county emergency responders familiarizes Emergency Response Team members with possible scenarios. Response plans, drills, and means of contacting the district office and emergency responders in possible emergencies such as threats of violence, hazardous materials, weather, etc. are described in Part II and III of this District-wide School Safety Plan.

In the event that local emergency response agencies are unavailable, advice and/or assistance from local government officials may be obtained by calling Village of Mamaroneck Mayor, Thomas Murphy at (914) 777-7738 and/or Mr. John M. Cullen, Director of the Westchester County Office of Emergency Management (OEM) at (914) 231-1900.

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**Record of Distribution**

In accordance with 8 NYCRR Section 155.17 (e)(3), a copy of this ERP has been distributed to the following law enforcement agencies:

**New York State Police  
 Headquarters – Field Command  
 Attn: Safe Schools NY  
 1220 Washington Avenue, Building 22  
 Albany, NY 12226**

**Or email to: [info@safeschools.ny.gov](mailto:info@safeschools.ny.gov)**

*School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.*

<b>Agency</b>	<b>Name of Receiving Party</b>	<b>Date</b>
Village of Mamaroneck PD	Chief Sandy DiRuzza	
Village of Mamaroneck FD	Chief Vincent Costa	
Village of Mamaroneck EMS	Chief Jason Capalbo, Paramedic	
City of Rye PD	Lt. Albert P. Hein	
Town of Mamaroneck Ambulance District	Coordinator Mike Liverzani	
New York State Police	Field Command	

### **Plan Review and Updates**

In accordance with 8 NYCRR Section 155.17 (b) the School Safety Team will review and update the ERP by September 1<sup>st</sup> as needed.

<b>Revision/Update/Amendment</b>	<b>Date</b>
Adopted	June 2, 2001
Revisions	June 5, 2002
AED Protocols	December 17, 2003
Revisions	April 25, 2007
Updates	January 2014
Updates	October 2015
Updates	May 2016
Updates	September 2018
Updates	August 2019
Updates	July 2020
Updates	August 2021
Updates	August 2022

## Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none"> <li>● Earthquakes</li> <li>● Tornadoes</li> <li>● Lightning</li> <li>● Severe wind</li> <li>● Hurricanes</li> <li>● Floods</li> <li>● Wildfires</li> <li>● Extreme temperatures</li> <li>● Landslides or mudslides</li> <li>● Winter precipitation</li> <li>● Wildlife</li> </ul>
Technological Hazards:	<ul style="list-style-type: none"> <li>● Explosions or accidental release of toxins from industrial plants</li> <li>● Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li> <li>● Hazardous materials releases from major highways or railroads</li> <li>● Radiological releases from nuclear power stations</li> <li>● Dam failure</li> <li>● Power failure</li> <li>● Water failure</li> </ul>
Biological Hazards:	<ul style="list-style-type: none"> <li>● Infectious diseases, such as pandemic influenza, COVID-19, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li> <li>● Contaminated food outbreaks, including <i>Salmonella</i> and <i>E. coli</i></li> <li>● Toxic materials present in school laboratories</li> </ul>
Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> <li>● Fire</li> <li>● Active shooters</li> <li>● Criminal threats or actions</li> <li>● Gang violence</li> <li>● Bomb threats</li> <li>● Domestic violence and abuse</li> <li>● Cyber attacks</li> <li>● Suicide</li> </ul>

## **Planning Assumptions and Limitations**

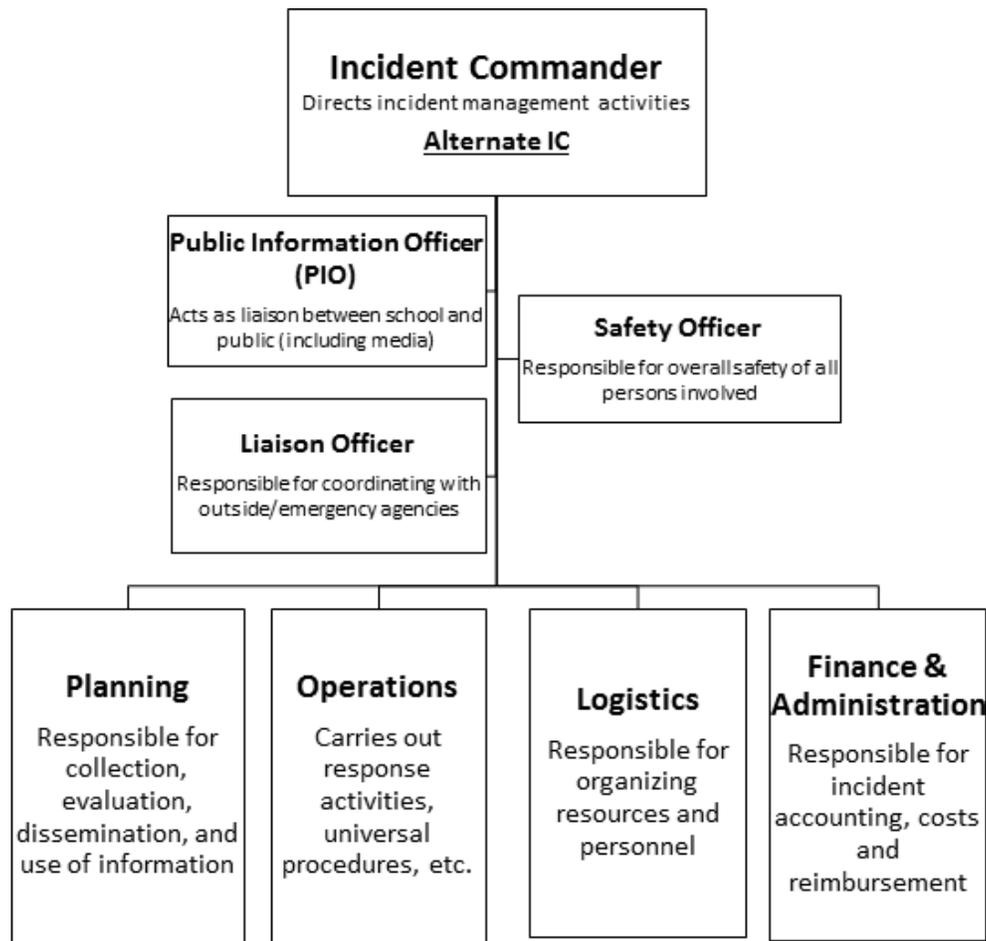
Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warnings to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate responses can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

## **Implementation of the Incident Command System (ICS)**

To provide for effective direction, control, and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



## Organization and Assignment of Responsibilities

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

### Superintendent & Principal

The superintendent/principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction and overall incident management actions based on procedures in this ERP
- Take steps necessary to ensure the safety of students, staff, and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP

- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation

### **Teachers / Substitute Teacher / Student Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

### **Teaching Assistants**

Responsibilities include:

- Assisting teachers as directed and actions to ensure the safety of students.

### **Counselors, Social Workers & School Psychologists**

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff, and others when their safety is threatened
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

### **School Nurse/Health Assistant**

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise the administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

### **Custodians/Maintenance Staff**

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use, and disbursement of supplies and equipment

- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

### **Principal's Secretary/Office Secretaries**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

### **Food Service/Cafeteria Workers**

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

### **Other Staff**

Responsibilities include:

- Execute assignments as directed by the Incident Commander

### **Students**

Responsibilities include:

- Cooperate during emergency drills, exercises, and during an incident
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high-priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

### **Parents/Guardians**

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals, and other related release information
- Listen to and follow directions as provided by the School District.

## **School Incident Command System (ICS) Roles Defined**

The Incident Command System is organized into the following functional areas:

## **Incident Command**

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop a working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

## **Operations Section**

Directs all actions of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from the Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

## **Planning Section**

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts, and maintain an incident log
- Document all activities

### **Logistics Section**

Supports ICS by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution. Coordinates personnel, assembling, and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop a telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

### **Finance/Administration Section**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records.

### **Coordination with Responders**

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement, and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

### **Source and Use of Resources**

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

**See Appendix-D: Memoranda of Understanding, in the individual school ERPs for copies of all MOU's.**

## **Information Collection, Analysis, and Dissemination**

The School will collect, analyze, and disseminate information during and after an incident.

### **Types of Information**

During an incident, the school will assign administrative staff to monitor the weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management, and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

### **Information Documentation**

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

## **Administration, Finance, and Logistics**

### **Agreements and Contracts**

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies, and industry in accordance with the existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school districts and school officials. Copies of these agreements are located in Appendix D.

### **Documentation**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

### **Incident Costs**

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be

used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

**Preservation of Records**

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

**Training and Exercises**

Throughout the school year, all staff and students participate in various training sessions and programs focusing heavily on inclusion and problem/conflict resolution. These student programs and organizations are ongoing throughout the school year in order to mitigate the likelihood of an emergency situation.

Staff is trained throughout the school year on problem/conflict resolution. Staff are trained on their duties during an emergency situation.

**Drills and Training Drills**

- Fire Drills
- Lockdowns
- Gas Leak Evacuations
- Fire Drills Using Secondary Exits
- Rapid Dismissals
- Shelter in Place
- Fire Drills From Lunchrooms
- DASA Training
- CPR/First Aid/AED

**Training**

**High School**

<b>Grades</b>	<b>Program Name</b>	<b>Program Description</b>
All Grades	S.A.D.D.	Drug and alcohol abuse; Self-esteem; community service
	Student Senate	Social Skills; Decision making; problem-solving; communication
	Counseling; advisement	Psychologist; Counselors; Youth Officer; Safety and Security Officer; Dean of Students; Anger Management and problem-solving; Drug and Alcohol abuse Conflict resolution
	Community Service	Life Skills; Social skills; Decision making and problem-solving self-esteem; building a relationship with the community
	K.E.Y. Club	Building a relationship with the community; Decision making and problem-solving, self-esteem; Social skills
	R.E.E.F.	Environmental responsibility; self-esteem social skills

Grade 9	Group guidance	Counselors: Self-esteem; conflict resolution; social skills
Grade 9	Dialectical Behavior Therapy (DBT)	To develop healthy ways to cope with stress, regulate emotions, and improve their relationships with others
Grades 10-12	Advisement; Counseling	Counselors; Class Advisors – Decision making, problem-solving
Grades 12	Invisible Line	Transition workshop for 12 <sup>th</sup> Graders on Decision Making
Grade 12	Senior Intern Program Transition to College	Elemental Penal Law Self-esteem; Hands-on preview of possible career paths Low-Level Penal Law

### Middle School

Grade	Program Name	Program Description
All Grades	Student Senate	Decision making and problem-solving; Social skills; Communication skills
6	Character Education	Social Skills; Bullying; Conflict resolution; Self-esteem
All Grades	Student Awareness Coalition	Human Rights
All Grades	No Place for Hate	Self-Esteem; Bullying; Conflict resolution
All Grades	RULER	Social-emotional learning
All Grades	Character Education-Second Tier	DASA, code of conduct
8	Invisible Line	Transition workshop for 8 <sup>th</sup> Graders on values
All Grades	RULER Program	Recognizing, Understanding, Labeling, Expressing & Regulating emotions

### F. E. Bellows Elementary School

Grade	Program Name	Program Description
All Grades	2nd Step	Decision making and problem-solving; Social skills; Communication skills; Bullying; Conflict resolution; Self-esteem
All Grades	RULER Program	Recognizing, Understanding, Labeling, Expressing & Regulating emotions
5	Transition to Middle School	Tour of Middle School, classrooms, and dining hall

### Daniel Warren Elementary School

Grade	Program Name	Program Description
K & 1	Kelso	Decision making and problem-solving; Social skills; Communication skills; Conflict resolution
2	2nd Step	Decision making and problem-solving; Social skills; Communication skills; Bullying; Conflict resolution; Self-esteem
2	Transition to FEB	Tour of Bellows, classrooms, and facilities

**Staff**

<b>Staff Level</b>	<b>Program Name</b>	<b>Program Description</b>
All Levels	Violence Prevention and Intervention Training	Warning signs of positional violence; Reporting procedures; Anger Management Conflict Resolution; Harassment and sexual harassment
	DASA Training	Dignity for All Students Act
	Instructional Support Team Meetings	Identification of students in need of extra academic or other support
	CPR/AED/Epipen	Volunteers trained in CPR, use of AED/Epipen
Parents/ Guardians	PTSA – Because We Care Meetings	To inform parents about: <ul style="list-style-type: none"><li>• Current teen social trends</li><li>• Bullying and conflict resolution</li><li>• Drug and alcohol awareness</li><li>• Warning signs of violence</li><li>• Dating, sexual harassment, and abuse</li></ul>
	Principal Advisory Committee	Parents, teachers, school administrators sharing the decision-making process
Teaching Staff	Mental Health Training	Warning signs of student mental health issues reviewed with classroom teachers

**School Resources-**The school district will cooperate with state, county, city, and village agencies in developing agreements for the use of Rye Neck Union Free School District's own vehicles and physical plants in case of emergency, the following district resources are available for community use.

<b>RESOURCES</b>	<b>ADMIN</b>	<b>HS+ (Gym/ shed)</b>	<b>MS</b>	<b>FEB</b>	<b>DW</b>
AED	X	X	X	X	X
Telephone System	X	X	X	X	X
Fire Alarm	X	X	X	X	X
PA System	X	X	X	X	X
First Aid Supplies	X	X	X	X	X
Transportation System <ul style="list-style-type: none"> <li>• 2006 Ford 4X4 F-250 Pick-up</li> <li>• 2008 Chevrolet Uplander Van</li> <li>• 2019 Ford Van</li> <li>• 2019 Chevrolet Silverado Pickup</li> <li>• 2021 Toyota Tacoma-SR5 Pickup</li> <li>• 2022 Chevrolet Silverado Pick up</li> <li>• 2022 GMC Sierra 3500 Dump Truck</li> <li>• Golf Carts</li> </ul>		X X X X X X X X			
Portable Water	X	X	X	X	X
Fire Extinguisher	X	X	X	X	X
Elec Generator		X	X		
Food Storage	X	X	X		
Eye-Wash	X	X	X	X	X
Gasoline Fuel Storage		X	X		
Heating Fuel Storage		X	X	X	X
Flashlights	X	X	X	X	X
Batteries	X	X	X	X	X
Maps/Floor Plans	X	X	X	X	X
Cell Phones	X	X	X	X	X
Walkie-Talkies	X	X	X	X	X
Bullhorns		X			X

# FUNCTIONAL ANNEXES

## 1. Staff with Radios or Cell Phones

MS/HS	FEB	DW	District
Dr. Tina Wilson	Michael Scarantino	Tara Goldberg	Dr. Eric Lutinski
Dr. Dulce Barker	Phil Reda	Brian Crawford	Carolyn Mahar
Wil Siegel	Nato Tempesta	Nick Colantonio	Angelo Labrusciano
Joe Ceglia	April Laychak	Debbie Hutchinson	Corrine Ryan
Elizabeth Haughton	Kim Barth	Wendy Abbatantono	Dawn Yanuzzi
Meegan Lawlor	Lauren Wolman	Michelle Bowman	
Joe Carlucci	Monitor (TBD)	Nicky Ianello	
Julie Ianello	Kasa Zewege	Laurie DiFalco	
Chris Tinnirello		Bobby Scatenato	
Davide Bianco			
Dolores Ayaso			
Ernie Ricketts			
Sean Burke			
Linette Milo			
Linda Costello			
Pete Gonzalez			
Sue Hannon			
Heriberto "Hedi" Virella			
Stephen McLoughlin			
Joe Quintero			

## 2. Bomb Scare

- Step 1:** Building administrator will announce over the PA, "All available staff please report to the office." Available staff will be assigned specific areas of the building to check for suspicious objects.
- Step 2:** Available staff will check the interior of each building and report back to the principal.
- Step 3:** Police will check the exterior of each building before giving the Principal clearance to evacuate.
- Step 4:** After the exterior of the building has been checked by the police, only the principal may issue the evacuation order, by saying, "Evacuate the building to a designated area." Designated areas are the same as for Gas Leak.

### \*\*\*VERY IMPORTANT\*\*\*

No cell phones, beepers, or lights are to be on during bomb scares unless in a safe evacuation zone and by essential personnel only.

- Step 5:** If evacuation is needed, take an Emergency Backpack and go to the designated location.
- Step 6:** **Take attendance; notify officials of missing or additional students.**
- Step 7:** **Wait for official instructions before returning to the building**

Upon notification of an impending actual situation of a drill, building principals shall direct pupils and staff to designated assembly areas or remain in classrooms as appropriate.

## 3. Gas Leak

- Step 1:** The following announcement will be made over the PA:  
"We have a gas leak emergency in the building. Please evacuate to the designated area and wait for further instructions."
- No cell phones, beepers, or lights! Designated essential personnel may use cell phones when in a safe evacuation location.
- Step 2:** Take attendance; notify officials of unaccounted or additional students.
- Step 3:** Instructions will be issued to return to the building or to implement an alternative plan.

## 4. Lockdown Procedures

1. To make staff aware of an unwanted/dangerous person in or out of the building, the following announcement will be made:

**“Lockdown! Lockdown!”**

2. Designated staff will lock outer building doors.
3. All other personnel check hallways and secure children in classrooms. Before locking doors, teachers check hallways for students and if possible, staff closest to the bathroom, conduct a check for students and take them into classrooms.
4. Designated staff check bathrooms.
5. Lock classroom doors and move children to a safe area out of view of the door or window.
6. No cell phone use by students; adult phones on “silent mode”.
7. Take attendance. Note the names of any students who are unaccounted for (missing), as well as the names of students who are with your group but are not class members.
8. Wait for further instructions. Do **NOT** answer PA or phone.
9. **DO NOT OPEN THE DOOR FOR ANY REASON. WAIT for police to open doors.**

An unaccounted for (missing) student is one who is not in your room, regardless of whether the student was absent or present when you took attendance earlier in class, with the exception of pull-out students. DO make note of students who were absent when you originally took attendance.

## 5. Shelter in Place

1. The principal or designee will announce over the PA: "All classes, stop what you are doing and proceed to your sheltering area."
2. No one is to leave or enter the building until all-clear is given.
3. Follow the shelter plan for your room or area. Take your Emergency backpacks. Turn the lights off. Close windows and LOCK doors. Walk quietly and quickly.
4. When your students are assembled in a sheltering area, take attendance. Note the names of any students who are unaccounted for (missing), as well as the names of students who are with your group but are not class members.

An unaccounted for (missing) student is one who is not with you when you get to your designated area, regardless of whether the student was absent or present when you took attendance in class, with the exception of ESL students and other pull-outs. DO report students who were absent when you originally took attendance.

5. Attendance captains will check missing/absent/extra student names so that if some students are with the wrong class group we can account for them. If possible, misplaced students may be escorted to join their classes.
6. It is the responsibility of all staff to maintain calm and assist where needed. Use of personal cell phones is prohibited.
7. The all-clear signal will be given by the Superintendent or designee.
8. Assigned persons will signal the all-clear to one another.
9. Evacuation, dismissal, or reunification with parents will be determined by the situation. Further instructions will be given at the time of the all-clear.

## **6. Early Dismissal Drill**

The Principal will be informed when schools are closing due to emergency conditions. The Command Post will notify police, bus company, and media. Teachers will be informed via PA that an early dismissal emergency has been initiated and to proceed with student release.

1. Activate school emergency alert via Blackboard. High school students will then be released/excused on their own responsibility unless other arrangements have been made.
2. Students are to return to homerooms and prepare to go home.
3. Parents of handicapped students, including Special Education students transported to and from other schools, will be contacted to ensure ease and accessibility during the dismissal.
4. Parents of ESL students must be called by Teacher Assistants.
5. Students will then assemble in the areas designated in the sheltering plan.
6. After all students are released and accounted for, staff may then be released to go home safely by the building administrator.

## **7. Fire Drill Procedures**

1. When the alarm sounds, EVERYONE must leave the building, except assigned personnel whose names appear elsewhere in these procedures. Assigned personnel MUST also leave the building, once everyone else is out. DO NOT DETERMINE WHETHER THE ALARM IS FALSE, A DRILL, OR A REAL EMERGENCY BY THE SOUND OF THE FIRE ALARM OR ANY OTHER MEANS. SIMPLY EVACUATE AS SOON AS YOU HEAR THE ALARM.

2. Follow the fire plan for your room or area. Take your emergency backpacks. Leave the lights on. Close windows and doors. DO NOT lock doors (If they are already locked, do not take the time to unlock them). Walk quietly and quickly to designated areas.

3. Alternate plans will be followed in case an exit is blocked. See fire plan.

4. When your students are assembled outside, take attendance. Note the names of any students who are unaccounted for, as well as the names of students who are with your group but are not class members. An unaccounted for (missing) student is one who is not with you when you get outside, regardless of whether the student was absent or present when you took attendance in class, with the exception of pull-out students. DO report students who were absent when you took attendance.

5. If the alarm sounds during dismissal or after school, all available staff should escort students out of the building quickly and safely and take attendance.

6. During the fire drill, attendance captains will check missing/absent/extra student names so that if some students are with the wrong class group we can account for them.

7. It is the responsibility of staff to keep fire lanes open for emergency vehicles.

8. The all-clear signal will be given by the building principal or their designee.

9. No one is to enter the building until the all-clear signal is given.

## 8. Unconscious Person Procedure

If you encounter an unconscious person:

### **Immediately:**

- Assesses non-responsiveness.
- Notify Police: **911 (777-7780 on cell phone)**.
- Contact the Main Office. If you haven't called 911, tell the secretary to call 911 and notify the AED team.

### **School Office:**

- Notify Police: **911 (777-7780 on cell phone)**, if necessary.
- Notify Nurse and AED Team. Announcement over PA, **“We have an unconscious person in .... Nurse and available AED Team please report to .... All others, remain in your classrooms until receiving further instructions.”**
- Assign a person to retrieve AED.
- Assign a person to direct EMS to the site.
- Notify Principal(s).

### **Nurse, AED Team, EMS**

- Assess injuries and provide first aid. **The first trained person at the site takes charge until a higher trained person arrives.**

### **Principal**

- Notifies the Superintendent.
- Calls for additional Emergency Response Team support, if necessary.
- Keep the area clear.
- EMS will move the injured person to the hospital. The Principal or designee will accompany the victim, if necessary.

### **Principal, Nurse, Emergency Response Team**

- Monitor to which hospital(s) injured are moved.
- Debrief staff.

## 9. Lockout

Will be announced by the designated administrator over PA System.

**YOUR ATTENTION PLEASE  
THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT  
ALL OUTDOOR ACTIVITIES ARE CANCELED  
PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES**

### Execute Lockout

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.)
- As soon as all students and staff are in the building all exterior doors shall be locked
- Normal activity will continue within the building (unless directed otherwise)
- It is not necessary to turn lights off or to close blinds (unless directed)
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made
- Report any suspicious activity observed either indoors or outdoors to the main office
- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

## 10. Crime Scene Management

Remember -- a person entering a crime scene brings something to the scene. A person leaving a crime scene takes something away from the scene. Whenever a crime has been committed, evidence should be secured, whether it is a homicide, arson, rape, robbery, assault, drugs confiscated, criminal mischief, or larceny.

If it is a homicide, rape, or apparent suicide, it is important that the first responder and others that follow do not contaminate the crime scene. Try to keep **ANYONE** who has nothing to do with the situation away from the immediate area until the police arrive. It may seem to be an apparent suicide. However, it is a homicide until proven differently.

All witnesses should be brought to a safe, quiet area until police arrive. Try not to move or touch anything. If a person walks into an area that is a crime scene, his or her apparel may become evidence.

Remember -- secure the crime scene until the police arrive.

## 11. Rape Victim

It is important to listen, calm and console the victim during his or her crisis. It is also important to preserve any and all evidence of the victim and crime scene area:

- Any and all clothing
- Any and all fluids
- Any and all blood
- Any and all saliva

The person first receiving the victim should take this into account and not automatically wash up or bathe the victim or unnecessarily remove any clothing from the victim before the arrival of the police. Anyone administering first aid to the victim should be aware that any and all materials used to treat the victim are evidence (e.g. cotton balls, Q-tips, towels, tissues, etc.). Any clothing removed in order to treat the victim is also evidence. Such items should be placed in a PAPER BAG and turned over to the police immediately. Only one person should handle these items, if possible.

Remember -- console and calm the victim and secure the evidence until the police arrive.

## 12. Communications

The Superintendent or school Principal will decide when and how to contact parents and the Rye Neck Community in the event of an emergency situation. The following methods of communication may be used:

- Phone chain notification
- Written memos sent home with students
- Notice mailed home
- Fact sheets prepared to help the school secretary and other staff answer questions
- Faculty meetings
- School Board meetings
- Contact media
- Email alert sent via Blackboard Connect notification systems.

### 13. Medical and Mental Health Emergency Annex

#### Staff qualified to administer First Aid/CPR/AED

<u>SCHOOL</u>	<u>CERTIFICATION</u>	<u>NAME</u>	<u>PHONE</u>
Middle/ High School	FA/CPR/AED	Ardijane Mahmud	777-4810
		Joseph Ceglia	777-4892
		Joseph Carlucci	777-4894
		Amanda Mahncke	777-4875
		Davide Bianco	777-4802, Walkie-talkie
		Sue Hannon	777-4873
		Allison Reynolds	777-4702 (A-37)
		Cathy Toolan	777-4702 (A-14)
		Veronica Cambra	777-4802 (E-11)
	CPR/AED	Teresa Castaldo	777-4702
		Ernest Ricketts	777-4740
		Christopher Macli	777-4702
		Pat Carolini	

<u>SCHOOL</u>	<u>CERTIFICATION</u>	<u>NAME</u>	<u>PHONE</u>
F. E. Bellows	FA/CPR/AED	Nurse, Kimberly Barth	777-4610
	FA/CPR/AED	Kristin Desio	777-4690
	FA/CPR/AED	Joan Spedafino	777-4603
	FA/CPR/AED	Ellie Speros	777-4603
	FA/CPR/AED	Lauren Wolman	777-4603

<u>SCHOOL</u>	<u>CERTIFICATION</u>	<u>NAME</u>	<u>PHONE</u>
Daniel Warren	FA/CPR/AED	Nurse, Wendy Abbatantono	777-4210
	FA/CPR/AED	Tara Goldberg	777-4203
	FA/CPR/AED	Nick Ianello	777-4202
	FA/CPR/AED	Carl Fazio	777-4290
		Danielle Grunes	

## **Medical Emergency**

Upon discovery of a medical emergency, an employee must first assess the situation for any immediate dangers that could pose a threat to him/herself while responding. If there are dangers that cannot be mitigated, stay clear of the area and call 911.

Prompt recognition of life-threatening emergencies and activation of EMS systems is essential.

### **SERIOUS LIFE-THREATENING EMERGENCY**

#### **Employee's Role**

- Call 911 and report the type of emergency and specific location, and notify the nurse, administrator, and main office.
- Take charge of the area until the situation is contained or relieved by trained personnel
- Keep individual calm-give reassurance and keep comfortable
- DO NOT move if head, neck, or back injury is suspected, unless in imminent danger

#### **Nurse's Role**

- Ensure 911 has been called and assess situation/individuals
- If needed, call for AED and additional personnel-ERT or staff member trained in CPR/AED/FA
- Administer medical care
- Keep a record of procedures administered, times, and actions

#### **Administrator's Role**

- Coordinate emergency
- Isolate the affected area and student or staff member
- Keep onlookers away-call "Hold-in-Place" to secure area
- Alert custodian
- Inform Superintendent of incident

#### **Custodian**

- Assist in maintaining safety of the scene
- Ensure EMS access to building and grounds

#### **Clerical**

- Retrieve emergency contact and medical information of individual(s)
- Call parent or family member, if parent or family member cannot be reached, follow district protocol
- Call for off-site RN to attend to other students who may be in need of non-urgent medical attention

#### **Psychologist**

- Provide support to any possible onlookers who may have witnessed the emergency
- Communication with teaching staff regarding student(s) as necessary and when appropriate
- Post-incident Crisis Team debriefing available

## **Non Life-Threatening Minor Illness/Injury**

- Notify school nurse
- School nurse assess the situation and determines course of action to be taken
- Classroom teacher notified of student status and disposition
- Parent contacted if necessary

## **CRISIS INTERVENTION**

A. Psychologist will contact the crisis/psychiatric intervention resource for findings and recommendations.

B. In the event of a hospitalization or extended leave from school, parents must submit a letter from a psychiatrist or therapist to the school nurse before the student may return to school.

C. In the event of psychiatric hospitalization or extended leave from school, the school psychologist will interview the student upon return to school.

D. Following each referral, the school psychologist will convene the crisis team and appropriate faculty to discuss the educational needs of the student.

E. Upon receipt of written parental permission, the school psychologist will share other information as appropriate.

## **MENTAL HEALTH RESOURCES**

### **I. CRISIS SITUATIONS**

A crisis is defined when a child appears suicidal, homicidal, or psychotic and has been identified as such. Crisis cases will be given the highest priority and response time must be as soon as possible.

A. St. Vincent's Hospital, Harrison 914-967-6500

B. New York Presbyterian Hospital, White Plains 914-682-9100

### **II. NON-CRISIS SITUATIONS**

A. Mamaroneck Community Counseling Center 914-698-7549  
Specializes in students

B. Guidance Center of Westchester 914-613-0700

C. Westchester Jewish Community Services: 914-761-0600

D. Private psychiatrists and/or other private clinicians  
(List available in Special Services Office)

## **HOTLINES**

CDC	1-800-232-4636
Child Abuse Hotline	1-800-342-3720 or 1-800-635-1522 (24hr)
Domestic Violence	1-888-438-8700
Poison Control	1-800-222-1222
Runaway Switchboard	1-800-621-4000 (24hr)
Substance Abuse	1-800-662-4357
Suicide Prevention Hotline	988 (24hr)

## **REGIONAL CRISIS RESPONSE TEAM**

Rye Neck is a member of the RCT. The RCRT is a team of professionals from participating component school districts whose purpose would be to provide guidance and support to students, staff and/or administrators following a crisis in a given district and to help build the capacity of school-based mental health professionals in our region.

## **14. Accounting for All Persons**

All classrooms and administrative offices are equipped with backpacks that are filled with supplies that we may need to have or take in an emergency. In the event of an evacuation or sheltering, teachers and safety personnel will use the classroom rosters to account for all students in their classroom. Coordination and communication with attendance office personnel will assist in accounting for students absent from school. Coordination and communication with guidance and faculty will assist in locating students absent from class but within the building.

Communication between departments and teachers will be facilitated through the use of Walkie-Talkies. A Walkie-Talkie unit will be provided to necessary personnel prior to any emergency situation for quick retrieval. Staff will be trained in the effective use of the Walkie-Talkie well in advance of an emergency situation.

## 15. Reunification

The Reunification Annex provides for a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Each school building has short- and long-range evacuation assembly areas to reunify students with their families.

## 16. Continuity of Operations Plan (COOP)

### Actions

#### Superintendent / or Assistant Superintendent / or Principal

- Determine when to close schools, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring business functions for school.

#### Principal/ or other District Administrator/ or Department Chairs/Team Leaders

- Ensure systems are in place for rapid contract execution after an incident.
- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students (out of district or into alternative schools).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
- Reevaluate the curriculum.

#### Custodians/Maintenance Personnel/School Architect and New York State Department of Education

- Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Secure classroom equipment, books, and materials.

#### School Secretary/Central Office Staff

- Maintain inventory.
- Maintain essential records (and copies of records) including school's insurance policy
- Ensure redundancy of records (records are kept at a different physical location).
- Restore administrative and record-keeping functions such as payroll, accounting and personnel records.
- Retrieve, collect, and maintain personnel data.
- Provide account payable and cash management services.

### Counselors, Psychologists, and School Nurses/Health Assistants

- Establish academic and support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.

### Food Service and Transportation Supervisor

- Determine how transportation and food services will resume.

## **17. Security**

Rye Neck UFSD hiring practices conform to civil service law. Candidates must have the education, knowledge, and skills required to perform the duties of the position. The Safety and Security Officer must also pass a Civil Service Examination by the same name. All employees must have the ability to establish good relationships with children and others and the ability to maintain discipline, good judgment, tact, courtesy to others. Before hiring, references are contacted. Pursuant to Project SAVE Legislation, all new security employees must be fingerprinted and cleared by the NY Department of Criminal Justice and the FBI. Contracted service providers, such as security agencies that supply personnel for after-school hours and weekends, must be reputable.

Rye Neck Schools do not employ formal hall monitors. Monitors in the elementary schools and Teacher Aides in all schools perform a variety of non-teaching duties in overseeing student activities in the school building, on school grounds and playgrounds, and at street crossings. Their training includes participation in the annual two-hour violence prevention program conducted during the November Superintendent's Conference Day and annual Sexual Harassment and Child Abuse programs during faculty meetings. Teachers, teaching assistants, and aides who are assigned hall monitor duty receive instruction in maintaining a safe environment from the Safety and Security Officer.

Security cameras are in place at all school buildings. All staff are issued identification cards that allow entry to specific buildings at specific times. Middle School students receive non-access identification cards. High School students receive access identification cards.

A *LobbyGuard* kiosk system outside of all buildings allows staff to interview/view would-be visitors before allowing entry to the building. A valid license or passport is required for entry. Once scanned, a photo is taken of the visitor, and a visitor pass, with name, time of entry, and photo is printed out in the office. Visitors must then go to the office to retrieve it. Classroom doors are locked and can be opened from the inside. Children who arrive late and/or leave early are signed in/out by a parent or guardian in the nurse's office (for middle school students) or in the attendance office (for middle/high school students).

At the elementary schools, playgrounds are fenced in. All playgrounds are monitored by assigned staff when they are in use during the school day. At the Middle School/High School, safety and security personnel monitor the flow of vehicle traffic on campus, monitor the parking lots, and also monitor the wooded areas surrounding the campus. The hallways of the Middle School/High School building are monitored by assigned staff. The Dining Hall is monitored by teachers and teaching assistants as well as by the assigned lunch duty personnel.

Incident Command System protocols are followed during special events. Assigned personnel are issued walkie-talkies and flashlights for safety and security. Vests and/or event ID tags are issued for easy recognition.

All district building Emergency Response Plans are deposited with the local and state police and local fire department. Members of the local police and fire departments and Emergency Medical Service (EMS) are participants on the District-wide and individual School Safety Teams. All of the departments are participants on

each school's Emergency Response Team. The police department utilizes district facilities for practice rescue drills.

The district's policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school are found in the Code of Conduct and Education Law. Depending on the situation, a lockdown may be put into effect and/or police will be notified.

## **THREAT AND HAZARD-SPECIFIC ANNEXES**

### **1. Bomb Threat**

#### **Bomb Threat**

##### **A. Written Threats**

- Contact Police (911).
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of a written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement

##### **B. Telephone or Other Verbal Threats**

Contact Police (911)

- Anyone receiving information about a bomb threat must immediately notify the school building administrator
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive such calls
- The bomb threat caller is the best source of information about a possible bomb
- It is desirable that more than one person listens in on the call
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted
- If possible, the telephone threat should be taped
- Caller identification or other types of tracing devices should be considered

Information to be asked of the caller includes:

- Where is the bomb located?
- When will the bomb go off?
- What does the bomb look like?
- What kind of explosive is involved?
- Why was the bomb placed?
- What is your name? (The caller may be caught off guard and give you his or her name).

## 2. Suspicious Packages

- Contact Police (911)
  - If receiving a suspicious package, notify the school building administrator immediately
  - Mail bombs can be contained in letters, books, and parcels of varying sizes and shapes
  - Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal
  - There may be oil stains on the wrapper, and/or the wrapper may emit a peculiar odor
  - The package may be unprofessionally wrapped and be endorsed with phrases such as “Fragile – Handle with Care,” “Rush – Do Not Delay,” “ To Be Opened in the Privacy of\_\_\_,” “Prize Enclosed,” or “Your Lucky Day is Here.”
  - There may be cut and paste lettering on the address label
  - The package may have no postage or non-cancelled postage
  - The package may exhibit protruding wires, foil, string, or tape
  - The package may emit a buzzing or ticking noise
  - A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received
- 
- ❖ **Do Not open or squeeze or shake the envelope or package**
  - ❖ **Do Not pull or release any wire, string, or hook**
  - ❖ **Do Not touch the letter or package, thereby compromising fingerprint evidence**
  - ❖ **Do move people away from the suspected envelope or package**
  - ❖ **Do notify the state and/or local police (911)**

Do activate your emergency plan for dealing with bombs

## 3. Internet Threats

Anyone, whether student or school personnel, who receives an Internet communication that threatens school violence should:

1. Document the threat with as much detail as possible
  - Ways to document a threat: screenshot, voice recording, email, pictures, video, cut and paste into a document, or any other means you can use at the time.
  - Details to include: date, time, username, real name if known, location, was it sent/received from a school account/device, or any other important details you have.
2. Notify your Principal and/or Superintendent immediately and include any documentation you have. They will contact the appropriate authorities.
3. If you do not know how to record, save or print the message, keep the computer on, keep the Internet connection active if possible, and contact your Principal and/or Superintendent.

If the threat is sent through a messaging platform (direct message, text message, Google message, etc...) and it seems possible to continue the conversation, do so while calling the administrator(s) and documenting the conversation as mentioned above.

Always treat the threat as real and follow the above directions, even when in doubt.

Our IT services will assist in the protection of personally identifiable information by maintaining industry-standard safeguards and best practices, as well as assisting in the investigation process if there is an attempted threat.

## APPENDICES

The appendices are included for the purpose of documenting vital information necessary for emergency response. These tables should be completed with the requested information or a suitable replacement inserted in their place. This information should be continually updated to avoid confusion and delay during emergency response

### Appendix A – Communications

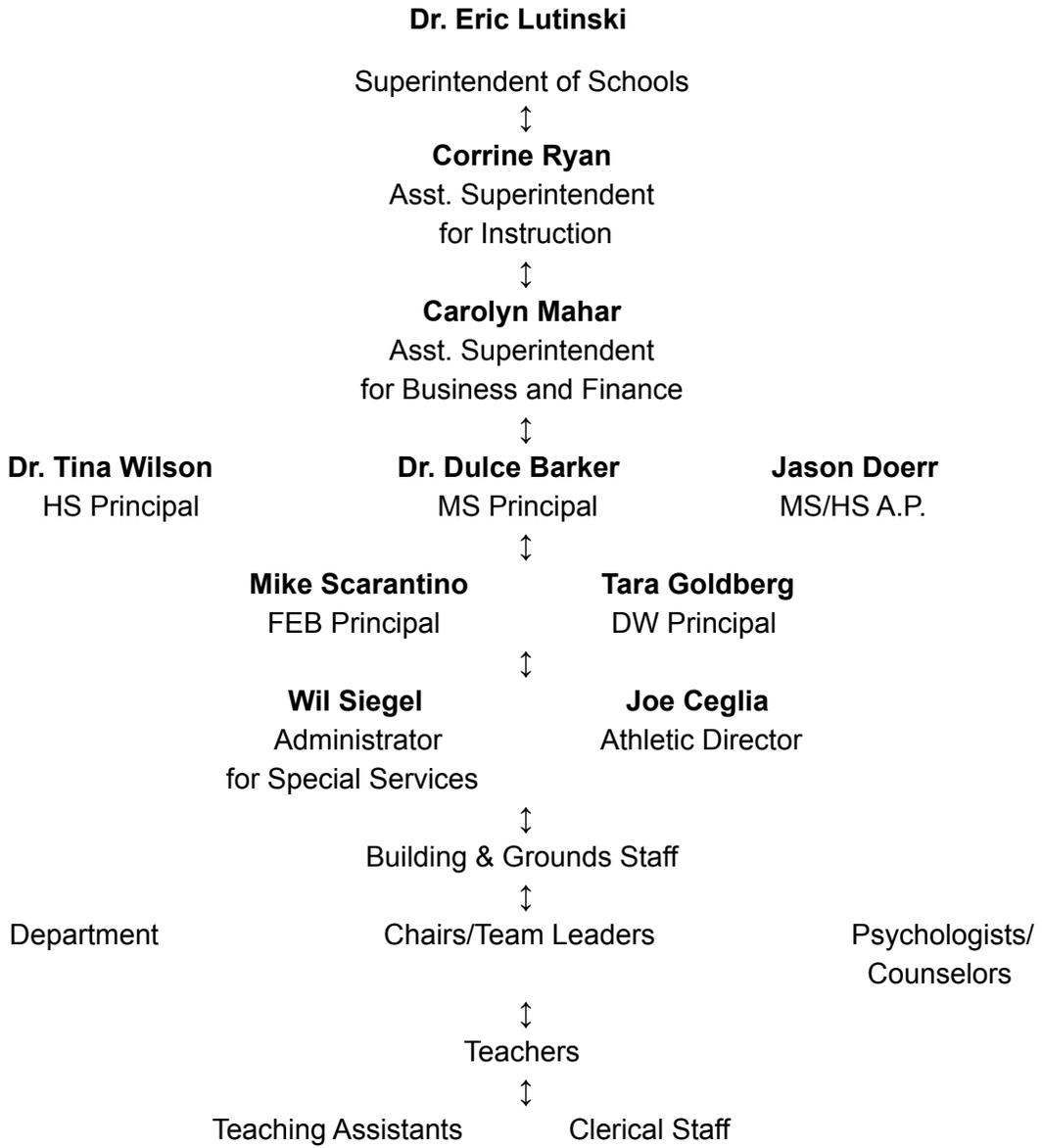
RN-UFSD Main line: 914-777-4000

District Website: [www.ryeneck.org](http://www.ryeneck.org)

<b>RYE NECK UNION FREE SCHOOL DISTRICT TELEPHONE EXTENSION LIST</b>					
<b>2022-2023 SCHOOL YEAR</b>					
Abbatantono Wendy	4210	Dining Hall	4845	Mahncke Amanda	4875
Attendance	4882	Dioguardi Vanessa	4639	Maintenance-Bellows	4620
Ayaso Dolores	4882	Doerr Jason	4805	Maintenance-Daniel Warren	4220
B-Lab computer room	4723	Duque Kim	4212	Maintenance-High school	4822
Baal Carolann	4823	Edu-tek	4721&4722	Martin Lise	4633
Barilli Elisa	4867	Fazio Carl	4290	Math Tutorial	4868
Barker, Dulce	4703	Feinman, Cynthia	4837	Mattera John	4734
Barth Kim	4610	Finkelson Laura	tu/th4236-4710	McCue Jennifer	4214
Bavaro Stephen 714-4397	4722	Flasz Nicole	4895	McKeon Bill	4685
Beebe-Harrison Mary	5202	Folchetti Melinda	4831	Middle school-conference rm	4705
Bellows 107A	4680	Garage	4826	Middle school-copy room	4750
Bellows-main office	4602/4603	Gigi Maria	5212	Middle school-main office	4702
Bellows music/art room	4614	Girl's gym	4895	Middle school-teachers room	4741
Bellows serving area	4613	Goldberg Tara	4203	Miller Evan	4820
Bellows student phone	4604	Golden David	4739	Millman Ivy	4635
Bianco Davide	4866	Gorsky Gretchen	4237	Moy Daniel	4752
Bonilla Nicole	5210	Grazioli David	4834	Murtaugh Jane	4862
Bowman Michelle	4236/4710	Grunes Danielle	4235	Music room	4837
Boy's gym	4894	Gym exercise room	4889	Noc/computer room	4725
Burke Sean	4840	Halper Steve	4723	Noymer Lindsay	4636
Bushnell Amy	4895	Hannon Susan	4873	Prem Dana	4735
Business careers center	4833	Haughton Elizabeth	4702	Ramos Juan	5213
Carlucci Joe	VM-4898	Health room	4839	Ricketts Ernie	4740
Ceglia Joe	4892	High School-announcement rm	4838	Ryan Corinne	4885
Chiera Mary Ellen	5252	High School-conference room	4804	Scarantino, Mike	4605
Chorus room	4837	High School-library circulation	4852	Schlote Kristina	4731
Clarke Caitlin	4211	High School-main office	4802	Science room-storage area	4836
Coaches Office	4762	Hutchinson Debbie	4202	Senior internship office	4834

Cohen Mara	4796	Iacovelli Brian	4894	Sheeky Jami	4603
Colon Deana	4863	Ianello Julie	4896	Siegel Wil	4864
Conference room-Admin	5260	Ianello Nick	4209	Silva Melissa	4846
Conference room-Bellows	4606	Kane Leslie	4879	Spadaccino Leanne	4239
Conference room-Guidance	4877	Kowalchick-Porphy Leigh Ann	4285	Student Accounts	4834
Conference room-MS	4705	Labrusciano Angelo	4827	Sullivan Coleen	4732
Conference room-Special service	4874	Language Department	4824	Synowiez Ashley	4213
Costelloe Linda	4851	Lanza Mary	4724	Teachers lounge-Bellows	4640
Counseling	4872	Lawlor Meegan	4733	Teachers lounge-HS	4847
Crispinelli Nicole	4876	Laychak April	4602	Tedrow Shawn	4833
Crivorot Ana	4828	Lee Christina	4763	Testing coordinator	4724
Dallow Jennifer	4738	Leifert Liz	4631	Torregrossa Christine	4845
Daniel Warren-copy room	4205	Lividini Tina	5211	Tosi Janice	4638
Daniel Warren-copy room 3rd fl	4280	Lizzo, Tracey	5251	Training Room	4835
Daniel Warren-faculty room	4238	Lutinski Eric	5252	Vangala Shailaja	4853
Daniel Warren-library	4285	Lyons Fiona	4634	Video lab	4739
Daniel Warren-main office	4202	Madera Matt	4883	Williams Maureen	4872
Daniel Warren-psych conf room	4250	Mahar Carolyn	5210	Wilson Tina	4803
Desio Conklin Kristin	4690	Mahmud Ardijane	4810	Yannuzzi Dawn	5214
DiFalco Laurie	4204				
WEBSITE ADDRESS WWW.RYENECK.ORG				Daniel Warren	4200
E-MAIL ADDRESS'S first initial last name@ryeneck.org				Bellows	4600
				Middle School	4700
				High School	4800
updated 8/17/22				Administration	5200

# Appendix B – Incident Command System (ICS)



## COMMAND STAFF

### Incident Commander

	Name	Title	Phone number
Primary	Dr. Eric Lutinski	Superintendent	914 - 777 - 5250
Alternate	Carolyn Mahar	Assistant Superintendent for Business	914 - 777 - 5210
Alternate	Building Principal		

### Safety Officer

	Name	Title	Phone number
Primary	Ernie Ricketts	Security	914 - 777 - 4740
Alternate	Pete Gonzalez	Security	
Alternate	Sean Burke	Security	914 - 777 - 4840

### Liaison Officer

	Name	Title	Phone number
Primary	Ernie Ricketts	Security	914 - 777 - 4740
Alternate			
Alternate			

### Public Information Officer

	Name	Title	Phone number
Primary	Mary Lanza	PIO	914 - 777 - 5250
Alternate	Carolyn Mahar	Assistant Superintendent for Business and Finance	914 - 777 - 5210
Alternate			

## COMMAND POSTS

	Primary	Alternate	Alternate	
<b>Interior</b>	Determined at Time			
<b>Exterior</b>	District Admin Building			

## Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The following tables are provided for the documentation of those teams your schools ERT and PRT, please add additional tables if other response teams are utilized.

### Middle / High School: Emergency Response Team

<b>Name</b>	<b>Title</b>	<b>Agency</b>
Tina Wilson	HS Principal	Rye Neck UFSD
Dulce Barker	MS Principal	Rye Neck UFSD
Jason Doerr	MS/HS AP	Rye Neck UFSD
Joseph Ceglia	Athletic Director	Rye Neck UFSD
Sean Burke	Security	Rye Neck UFSD
Pete Gonzalez	Security	Rye Neck UFSD
Ernie Ricketts	Security	Rye Neck UFSD
Corinne Ryan	Ass't Sup Curriculum & Instruction	Rye Neck UFSD
Joe Quintero	Head Custodian	Rye Neck UFSD
Deana Colon	Special Services Secretary	Rye Neck UFSD
Ardijane Mahmud	HS/MS Nurse	Rye Neck UFSD
Coleen Sullivan	MS Counselor	Rye Neck UFSD
Meegan Lawlor	MS Counselor	Rye Neck UFSD
Anne Palombo	MS Science Teacher	Rye Neck UFSD
Frank Mioli	Parent	Rye Neck UFSD
Elisa Barilli	MS Psychologist	Rye Neck UFSD
Sandy DiRuzza	Chief, Village of Mamaroneck PD	Village of Mamaroneck PD
Vincent Costa	Village of Mamaroneck FD	Village of Mamaroneck FD
Albert Hein	Lt. Rye PD	City of Rye PD

## FE Bellows: Emergency Response Team

Name	Title
Michael Scarantino	Leader
*Lauren Wolman	Backup Leader
*Joan Spedafino	FA/CPR/AED
Susan Marks	Teacher
Phil Reda	Communication
Nato Tempesta	Logistics
April Laychak	Clerical
Vanessa Dioguardi	Psychologist
*Kim Barth	Nurse
*Kristin Desio	FA/CPR/AED
Chief Sandy DiRuzza	PD
Mike Liverzani	EMS
Chief Vincent Costa	FD
TBD	Security

**Daniel Warren: Emergency Response Team**

<b>Name</b>	<b>Title</b>
Tara Goldberg	Leader
Michelle Bowman	Backup Leader
Monique Santoro	K Team Leader
*Dawn Drace	FA/CPR/AED
Brian Crawford	Communication
Bobby Scatenato	Logistics
Debbie Hutchinson	Clerical
Laurie Di Falco	Clerical
*Wendy Abbatantono	Nurse
*Carl Fazio	FA/CPR/AED
Chief Sandy DiRuzza	PD
Mike Liverzani	EMS
Chief Vincent Costa	FD

## Appendix D - Memoranda of Understanding (MOU)

See individual building plans.

## Appendix E - Master Class Schedule

### Middle / High School

Period	Time
1	7:50 - 8:30
2	8:33 - 9:15
HR	9:18 - 9:28
3	9:31 - 10:13
4	10:16 - 10:58
5	11:01 - 11:43
6	11:46 - 12:28
7	12:31 - 1:13
8	1:16 - 1:59
9	2:02 - 2:45

### Daniel Warren Elementary School

8:25am - Doors Open

8:50am - Classes Begin

11:50 to 12:50 - Lunch and Recess

2:45pm - Kindergarten Dismissal

3:00pm - 1<sup>st</sup> and 2<sup>nd</sup> Grade Dismissal

### F.E. Bellows Elementary School

8:35am - Doors Open

8:50am - Classes Begin

11:10-12:10am - 3rd Grade Lunch

12:15-1:15pm - 4th Grade Lunch

1:05-2:05pm - 5th Grade Lunch

3:10pm - Dismissal

## Appendix F- Potential Sites of Emergencies

### Buildings:

- Administration - 310 Hornidge Road, Mamaroneck, NY
- High School - 300 Hornidge Road, Mamaroneck, NY
- Middle School - 300 Hornidge Road, Mamaroneck, NY
- Athletic Fields - Middle and High Schools
- Sewage System - Public

### Community Sites:

1. Hazardous Roadways:
  - a. US 1 - Boston Post Road
  - b. Halstead Avenue
  - c. North Barry Avenue
  - d. Keeler Avenue, Boston Post Road
2. Hazardous Intersections
  - a. Boston Post Road and North Barry Avenue
  - b. Halstead Avenue and North Barry Avenue
  - c. Harrison Avenue and Boston Post Road
  - d. Carroll Avenue and Boston Post Road
  - e. Hornidge Road and Boston Post Road
3. Waterways, Dams
  - a. Harbor Island
  - b. Kensico Dam
  - c. Long Island Sound
  - d. Beaver Swamp – runs through school property
4. Bridge/Underpasses
  - a. Bridge on Tompkins Avenue over Sheldrake River
  - b. South Barry Avenue Bridge at Guion Creek
  - c. South Barry Avenue Bridge to Mamaroneck Beach and Yacht Club
  - d. North Barry Avenue Bridge
5. Railroads
  - a. Metro-North Rail System
6. Railroad Crossing
  - a. Tracks run parallel with Halstead Avenue
7. Airports
  - a. White Plains (formerly Westchester County) Airport
  - b. LaGuardia Airport
  - c. Kennedy Airport
  - d. Newark Airport
  - e. Stewart Airport
  - f. Gas Stations
  - g. Indian Point Nuclear Power Plant

## **Appendix G - Emergency Backpacks**

### **Administrators Emergency Backpack**

The administrator of the building will be equipped with a backpack containing the following items:

- Daily attendance from nurse
- Student and staff directories
- Schedules: classes, support staff, student pull out schedule
- Bus lists (Guidance, Special Services, and Safety Team Leader)
- Master keys
- First aid kit including single-use CPR resuscitation mask and gloves
- Flashlight with extra batteries
- Cell phone
- Portable transistor radio
- Pen and paper
- Rye Neck High School Emergency Response Plan
- Emergency procedure cards

In the event of a drill or actual emergency, the administrator will be required to evacuate with the backpack.

### **Classroom Emergency Backpack**

Each classroom is equipped with a backpack containing the following items:

- Clipboard with class roster for each period the classroom is occupied
- First aid kit including single-use CPR resuscitation mask and gloves
- Flashlight with extra batteries
- Pen and paper
- Rye Neck High School Emergency Response Plan
- Emergency procedure cards

In the event of a drill or actual emergency, all teachers or substitutes will be required to evacuate with the backpack. Once the students are away from the emergency situation, available staff will use the class rosters and attendance rosters included in the emergency backpack to confirm all students are present. In the event a student is not present on the roster, staff must communicate with other teachers and attendance office personnel to determine missing student whereabouts.

**CLASSROOM EMERGENCY PROCEDURES:**

**RYE NECK SCHOOL DISTRICT**



**FIRE**

- ✓ **Evacuate immediately!**

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- ✓ Take **Emergency Backpack**
- ✓ Pull fire alarm if not activated
- ✓ If regular exit is blocked, use nearest exit.
- ✓ Once outside, take **attendance**
- ✓ Notify officials of missing students



**EVACUATION**

- ✓ **Get "emergency backpack"**
- ✓ Go to designated location:

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- ✓ **Take attendance;** notify officials of missing/extra students
- ✓ Wait for instructions if relocation is necessary
- ✓ **Take attendance again**
- ✓ Notify administrator of anyone needing medical or emotional support
- ✓ Wait for official instructions

**Shelter- in -Place**

Used in the case of weather related emergency or bomb threat.

- ✓ Take **Emergency Backpack**, lights off, close windows, lock doors
- ✓ Go to "designated area"

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- ✓ **Take attendance;** notify personnel of unaccounted and extra students
- ✓ Follow official directions; cell phones on silent (adults)



**LOCKDOWN**

- ✓ Threat is within a building (intruder)
- ✓ Lockdown announced over PA:
  - 1) **Immediately** pull students in from hallway, nearest bathroom or common areas **as assigned in plan**
  - 2) **LOCK DOOR! LIGHTS OFF!**
  - 3) Move students **out of view of door or window;** seated on floor
    - ✓ Take attendance
    - ✓ Do **NOT** open door for any reason;
    - ✓ WAIT for police to open door
    - ✓ **Do not answer PA or phone**
- ✓ **NO CELL PHONE USE** by students; **adult phones -- silent**
- 5) **WAIT** for police to open door

For each situation, you need to **ASSESS:** Exit Building **if safe** to do so

**LOCKOUT**

Used when threat is **OUTSIDE** the building (ex. armed bank robbery)

- ✓ "Lockout" announced over PA
- ✓ **No one** may **EXIT** or **ENTER** building until "ALL CLEAR"
- ✓ **ALL EXTERIOR doors Locked**

# Appendix I - Suicide Awareness Procedures

## Suicide Attempt

TASK	PERSON(S) RESPONSIBLE	TIME	SEQUENTIAL RESPONSE/ACTION
Readiness	School District	Annually	Awareness of procedures to be used.
I. Response At School	Principal or Designee  Nurse EMS  Available Staff  Principal Emergency Response Team Counselor Teacher  Psychologist Counselor  Superintendent  Appropriate Staff	Immediately           While waiting for ambulance/parent	1. Notify Nurse and Counselor. 2. Notify EMS and Police if necessary: 911.  Administer first aid.  1. Clear witnesses from the area. 2. Keep witnesses in a supervised area to get information. Be sure to write down the names of witnesses.  Notify parents and Superintendent.  Accompany student in ambulance if parent/guardian is not present.  Provide emergency crisis counseling for the student.  May prepare a statement for the media.  Complete required forms
II. Response Off-Campus	Principal Psychologist	Post-incident	Meet with student and his/her parent/guardian.  Plan to visit the student in the hospital, with permission of the family.
Recovery I and II	Psychologist  Psychologist Counselor Teacher	Emergency is over	Provide counseling services for witnesses and other affected individuals.  Formulate a re-entry plan with parents, students, relevant outside agencies, and appropriate staff.

## Suicide Cluster

TASK	PERSON(S) RESPONSIBLE	TIME	SEQUENTIAL RESPONSE/ACTION
Readiness	School District	Annually	Awareness of procedures to be used.
Response	Principal or Designee  Principal  Psychologist Counselors Teachers Emergency Response Team	Immediately      During crisis	Verify information from a reporting source.  Notify Emergency Response Team.  Notify faculty.  Prepare an informational statement for students.  Provide emergency crisis counseling for students immediately affected.
	Psychologist Counselor  Superintendent		Assess suicide risk of friends and unstable students.  Prepare a statement for the media requesting a low profile media response.
Recovery	Emergency Response Team  Principal Emergency Response Team Psychologist Counselor  Principal		Disseminate information about funerals/memorials.  Determine the most effective communication methods to inform parents about the deaths, including expected emotional responses of children, what the school is doing, funeral arrangements, invitations to contact the school, etc.  Home visits to extend condolences should be considered.  Debrief faculty and staff.

## High Risk Suicide Threat

TASK	PERSON(S) RESPONSIBLE	TIME	SEQUENTIAL RESPONSE/ACTION
Readiness	School District	Annually	Awareness of procedures to be used.
Response	Principal or Designee	Immediately	<p>Make sure the student is not left alone, is under a careful watch in a secure place, and does not have any means with which to attempt suicide.</p> <p>Check area the student has been placed in for dangerous objects (e.g. pencils, glass, scissors, etc.).</p> <p>Notify EMS and Police: 911.</p> <p>Notify parents/guardians.</p> <p>Notify Emergency Response Team.</p>
	Principal Psychologist	During crisis	<p>Accompany student to hospital, if parent/guardian is unavailable.</p> <p>Identify other at-risk students and their need for follow-up support services.</p>
	Principal Psychologist Counselor		Provide follow-up support services
Recovery	Principal Psychologist	Emergency is over	<p>Formulate a re-entry plan with parents, students, relevant outside agencies, and appropriate staff</p> <p>Debrief faculty and staff.</p> <p>Advise teachers of affected or at-risk students that may need attention.</p>

## Appendix J- Biological Emergency

In cases of biological hazards in or around the district (infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, meningitis or COVID-19, etc.; contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli*; or toxic materials present in school laboratories), etc., the ICS will be used to assess and respond to the situation.

### Step 1: Threat assessment

1. The district office and administration will collect information from credible sources (district Chief Medical Officer, local/state/federal health agencies, BOCES, law enforcement, EMS, etc.) to assess the degree of threat.
2. If a credible threat exists, the leadership team will enact the plan.

### Step 2: Communication

1. Parents/families will be notified of details via Blackboard Connect, or the district webpage.
2. Staff will be notified of details via district email, Blackboard Connect, or group meetings.
3. Students will be notified of details by group meetings, PA announcements, or Google classroom if appropriate.

### Step 3: Secure physical plant

1. Immediate prevention procedures will be enacted if necessary. This could include shutting off water supply or air circulation systems, closing kitchen spaces, restricting traffic or visitors, etc.
2. Resources for site cleaning and maintenance will be inventoried.
3. Custodians and grounds crew will clean as required by the situation.
4. Determine if and for how long the buildings must be closed

### Step 4: Maintain academic continuity

1. Instructional planning for remote learning should be done in advance. Short term plans should be made to bridge closures of a week or less while long term planning for extended closures may take place during the period of closure.
2. Delivery procedures will vary by grade level, but most will require internet access.
  - a. IT staff will ensure that delivery methods such as Google Classroom, teacher webpages, etc. are functional.
  - b. Teaching staff will maintain access to and proficiency in the delivery method.
  - c. Teaching staff will inform families on how to access learning if students do not use district-issued devices.
3. Administrators will assess the impact of any interruption in the academic schedule on state assessments or graduation requirements.

### Non-academic services

1. Food service will be provided for families that qualify free/reduced price meals.
2. Mental health staff will determine the best means for providing service to students in need.
3. The administration will assess the feasibility of all extra-curricular activities and special events.

### Record keeping

1. Grading and record-keeping will be done as usual. However, the duration of any closure may require changes.
2. NYSED reports (i.e. School Closing and School Reopen reports) will be completed.